

ACADEMIC CATALOG 2026-2027



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| Police Science (POLC) | 192 | Phlebotomy Technician Workforce Training Certificate | 208 |
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HOME



Catalog effective Summer 2026 through Spring 2027

Frederick Community College 2026-2027 Academic Catalog, produced by the curriculum systems & scheduling office, April 2026.

Because Frederick Community College is a public institution, photographs of students, employees and visitors in common areas on campus or at ceremonies and events may appear in print or electronic marketing materials without their permission.

Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.

Frederick Community College makes every effort to accommodate students with disabilities for College-sponsored events and programs. If you have accommodation needs or questions, please call 301.846.2408.

The designated college official for student accommodation requests and general student accessibility issues is:

Heather Hinkle, Director of Disability Access Services
301.846.2409
HHinkle@Frederick.edu

To request a sign language interpreter or if you have questions related to interpreting services, please email Interpreting@frederick.edu. Sign language interpreters will not be automatically provided for College-sponsored events without a request for services. To ensure the request can be reasonably fulfilled, please contact interpreting services as soon as the need is known.

If you require accessible transportation for a College-sponsored trip, please contact the organizer of the trip at the time that you register to attend.

All members of the College community are expected to abide by the FCC Non-Discrimination Policy, and to comply with Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), Section 504 of the Rehabilitation Act of 1973, and the

Americans with Disabilities Act of 1990 (ADA), and amendments, as well as Title IX of the Education Amendments of 1972.

The designated coordinator for FCC compliance with Section 504 of the Rehabilitation Act of 1973 and for the Americans with Disabilities Act and Title IX of the Education Amendments of 1972 is:

Klaire Williams, Interim Associate Vice President for Title IX and Accessibility Compliance
301.624.2711
KWilliams@Frederick.edu

FCC promotes diversity and respect for all students and visitors. To reach the FCC Director of Diversity, Equity, and Inclusion, contact: 301.624.2711

Frederick Community College reserves the right to amend or delete any administrative policies, academic rules or regulations, courses, or programs contained in this catalog without prior notice to persons who might be affected. Information regarding expenses, fees and other charges applies to the current academic year only. This publication is not intended to be a contract, merely a prospectus describing the college.

Frederick Community College is fully accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. Middle States Accreditation attests that the Commission on Higher Education considers the institution to be offering its students the educational opportunities implied by its objectives. A copy of the College accreditation documentation is available in the Office of Institutional Effectiveness.

Frederick Community College is also approved by the Maryland State Department of Education. The college is certified for the education and training of veterans enabling them to receive VA benefits while attending classes.

Frederick Community College

7932 Opossumtown Pike
Frederick, Maryland 21702
[frederick.edu \(http://www.frederick.edu\)](http://www.frederick.edu)

SERVICES PHONE LIST

| Service Area | Location | Number |
|--|---|--------------|
| Admissions | Jefferson Hall | 301.624.2716 |
| Admissions & Academic Policy Appeals (AAPC) | Registration & Records, Jefferson Hall | 301.846.2653 |
| Adult Education/ESL/ GED | Conference Center, E-102 | 240.629.7962 |
| Advisors | Career & Academic Planning Services, Jefferson Hall, 2 nd Floor | 301.846.2471 |
| Alumni Association | Institutional Advancement Office, Annapolis Hall, A-202 | 301.846.2438 |
| Application for Admission | Jefferson Hall | 301.624.2716 |
| ARTSYS | Jefferson Hall, 2 nd Floor | 301.846.2471 |
| Athletics | Athletics Center, D-115 | 301.846.2500 |
| Bess & Frank Gladhill Learning Commons | Linganore Hall, 2 nd Floor | 301.846.2444 |
| Books | Bookstore, Student Center, H-117 | 301.846.2463 |
| Box Office (JBK Theater) | Visual & Performing Arts Center, Theater Lobby | 301.846.2514 |
| Career and Academic Planning Services | Career and Academic Planning Services, Jefferson Hall, J-201 | 301.846.2471 |
| Career Communities | | |
| Biological and Physical Sciences | Catoctin Hall, C-118 | 301.846.2510 |
| Business, Hospitality, and Culinary | | |
| • Accounting, Business, Computer Science, Economics | Catoctin Hall, C-220 | 301.846.2530 |
| • Hospitality, Culinary & Tourism Institute | Monroe Center, 200 Monroe Avenue | 301.846.2404 |
| English, Communication, and Languages | Student Center, H-243 | 301.846.2600 |
| Health Professions | Linganore Hall, L-101A | 301.846.2605 |
| Legal and Public Safety | Annapolis Hall, A-106 | 240.629.7930 |
| Social Science and Education | Student Center, H-242 | 301.846.2507 |
| Technology, Trades, Engineering, and Math | | |
| • Construction & Applied Technologies Institute | Monroe Center, 200 Monroe Avenue | 240.629.7902 |
| • Engineering, Mathematics | Braddock Hall, B-228 | 301.846.2530 |
| Visual & Performing Arts | Visual & Performing Arts Center, F-143 | 301.846.2512 |
| Career Planning and Employment Services | Career & Academic Planning Services, Jefferson Hall, 2 nd Floor | 301.846.2594 |
| Cashier (Student Accounts) | Enrollment Center, Jefferson Hall, 1 st Floor, J-112 | 301.846.2456 |
| Center for Teaching & Learning | Gladhill Learning Commons, Linganore Hall, L-226 | 301.846.2521 |
| Chief of Operations | Annapolis Hall, A-204C | 301.846.2674 |
| CLEP Tests | Testing Center, Linganore Hall, L-204 | 301.846.2522 |
| Co-curricular Events | Center for Student Engagement, Student Center, H-101 | 301.624.2793 |
| College Catalogs (Other Colleges) | College & Career Readiness Center, Jefferson Hall, 2 nd Floor | 301.846.2594 |
| Complaint (Course Grade) | Varies based on instructor location | |
| Complaint (Non-Grade) | Vice President for Student Experience Suite, Jefferson Hall, 3 rd Floor, J-307 | 301.846.2469 |
| Continuing Education & Workforce Development Programs | | |
| Adult Education/ ESL/GED | Conference Center, E-102 | 240.629.7962 |
| Business Solutions | Monroe Center, 200 Monroe Avenue | 240.629.7982 |
| Career & Technical Training | Monroe Center, 200 Monroe Avenue | 301.624.2756 |
| Construction & Applied Technologies Institute (CATI) | Monroe Center, 200 Monroe Avenue | 240.629.7912 |
| Healthcare Careers | Monroe Center, 200 Monroe Avenue | 240.629.7907 |
| Hospitality, Culinary & Tourism Institute (HCTI) | Monroe Center, 200 Monroe Avenue | 240.629.7912 |
| Institute for Learning in Retirement | Conference Center | 301.624.2732 |
| Lifelong Learning | Conference Center | 301.624.2727 |
| Motorcycle Programs | Conference Center | 301.624.2727 |

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| Youth & Community Education | Conference Center | 301.846.2661 | Jack B. Kusmaul Theater | Visual & Performing Arts Center Lobby | 301.846.2493 |
| CEWD Registration Office | Enrollment Center, Jefferson Hall, 1 st Floor | 301.624.2888 | Job Search Assistance | Career & Academic Planning Services, Jefferson Hall, 2 nd Floor | 301.846.2594 |
| Copiers | Gladhill Learning Commons, Linganore Hall, 2 nd Floor | | Learning Center: Macintosh Computers | Visual & Performing Arts Center, F-107 | 301.624.2873 |
| Credit Conversion Program and Transcripts (FEMA) | | 301.624.2854 | Learning Center: Tutoring and Writing Center | Gladhill Learning Commons, Linganore Hall, L-226 | 301.846.2619 |
| Deferred Tuition Payment Plan | Student Accounts within the Enrollment Center, Jefferson Hall, 1 st Floor, J-112 | 301.846.2456 | Learning Center: STEM | Braddock Hall, B-212 | 301.624.2846 |
| Dining Services | Student Center, H-115G | 301.624.2738 | Library Services | Gladhill Learning Commons, Linganore Hall, 2 nd Floor | 301.846.2444 |
| Disability Access Services | Disability Access Services Office, Annapolis Hall, A-105 | 301.846.2408 | Lost and Found | Security Office, Student Center, H-116 | 301.846.2601 |
| Diversity, Equity, and Inclusion | Annapolis Hall, A-107F | 301.624.2711 | Macintosh Computer Lab | Visual & Performing Arts Center, F-107 | 301.624.2873 |
| Dream Act | Enrollment Center, Jefferson Hall, 1 st Floor | 301.846.2431 | Mary Condon Hodgson Art Gallery | Visual & Performing Arts Center Lobby | 301.846.2513 |
| Dual Enrollment | Linganore Hall, L-103 | 301.624.2893 | Mid-Atlantic Center for Emergency Management and Public Safety | Annapolis Hall, A-106 | 301.624.2833 |
| Emergency (College Closing) | | 301.846.2400 | Online Learning and Instructional Innovation | Center for Teaching & Learning, Linganore Hall, L-204 | 301.846.2401 |
| English as a Second Language Courses | Conference Center, E-102 | 240.629.7962 | Parking Permits | Welcome Desk, Jefferson Hall, 1 st Floor | 301.846.2431 |
| Faculty Professional Development | Center for Teaching & Learning, Gladhill Learning Commons, Linganore Hall, L-226 | 301.846.2521 | Parking/Traffic Information | Security Office, Student Center, H-116 | 301.846.2453 |
| FCC Foundation | Annapolis Hall, A-200A | 301.846.2438 | Phi Theta Kappa | Student Center, H-244 | 301.846.2535 |
| Financial Aid Information | Financial Services Center, Jefferson Hall, 3 rd Floor | 301.846.2620 | Placement Testing | Testing Center, Linganore Hall, L-204 | 301.846.2522 |
| General Information | Welcome Desk, Jefferson Hall, 1 st Floor | 301.846.2400 | President of the College | President's Suite, Annapolis Hall, A-200 | 301.846.2442 |
| Graduation Applications: Associates, Certificates, & LORs | Registration & Records, Jefferson Hall | 301.846.2431 | Prior Learning Assessment | Braddock Hall, B220 | 301.846.2587 |
| Honors College | Student Center, H-244 | 301.846.2535 | Provost and Vice President for Teaching, Learning and Student Success | Academic Affairs, Annapolis Hall, A-102 | 301.846.2491 |
| Human Resources | Gambrill Hall, G-223 | 240.629.7854 | Refunds | Student Accounts within the Enrollment Center, Jefferson Hall, 1 st Floor, J-112 | 301.846.2456 |
| ID Cards for Students | Welcome Desk, Jefferson Hall, 1 st Floor | 301.846.2431 | Registration | Registration & Records, Jefferson Hall, 1 st Floor | 301.846.2431 |
| Information Technology Help Desk | Gambrill Hall, G-122 | 301.846.2509 | Residency Classification | Registration & Records, Jefferson Hall, 1 st Floor | 301.846.2431 |
| Institutional Advancement | Annapolis Hall, A-202 | 301.846.2438 | Scholarship Information | FCC Foundation Office, Annapolis Hall, A-200A | 301.846.2620 |
| International Education | Gladhill Learning Commons, Linganore Hall, L-226 | 301.846.2521 | Security | Security Office, Student Center, H-116 | 301.846.2453 |
| International Student Application | Jefferson Hall | 301.846.2434 | Service Learning | Student Leadership and Engagement, Student Center, H-101 | 301.624.2793 |
| Internships | Internship Education Office, Conference Center, E-110 | 301.624.2724 | | | |

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| Sign Language Interpreters | Interpreting Services, Annapolis Hall, A-105 | 301.846.2476 |
| STEM Learning Center | Braddock Hall, B-212 | 301.624.2846 |
| Student Accounts (Cashier) | Jefferson Hall, J-112 | 301.846.2456 |
| Student Clubs and Organizations | Student Leadership and Engagement, Student Center, H-101 | 301.624.2793 |
| Student Employment (on campus PTVS and Auxilliary) | Human Resources, Gambrill Hall | 240.629.7854 |
| Student Engagement | Student Leadership and Engagement, Student Center, H-101 | 301.624.2793 |
| Student Government Association | Center for Student Engagement, Student Center, H-106B | 301.846.2650 |
| Student Leadership and Engagement | Student Center, H-101 | 301.624.2793 |
| Student Loans | Financial Services Center, Jefferson Hall, 3 rd Floor | 301.846.2620 |
| Student Publications: College Newspaper (FCC Commuter) | Student Center Welcome Desk | 301.846.2600 |
| Student Publications: Literary Magazine (Tuscarora Review) | FCC website | 301.846.2600 |
| Student Success Programs | Annapolis Hall, A-103 | 301.624.2894 |
| Project Forward Step | Student Success Programs, Annapolis Hall, A-103 | 301.624.2894 |
| Student Tech Services | Gambrill Hall, G-118 | 301.846.2509 |
| Studio Black Box Theater | Visual & Performing Arts Center, F-142 | 301.846.2515 |
| Study Skills Workshops | Gladhill Learning Commons, Linganore Hall, L-226 | 301.846.2619 |
| Testing Services | Testing Center, Linganore Hall, L-204 | 301.846.2522 |
| Title IX | Student Center, H-100 | 301.846.2469 |
| Transcripts Services (outgoing) | Registration & Records, Jefferson Hall | 301.846.2653 |
| Transfer Planning Services | Career & Academic Planning Services, Jefferson Hall, 2 nd Floor | 301.846.2471 |
| Transfer Evaluations | Registration & Records, Jefferson Hall | 301.846.2595 |
| Tuition Payments | Student Accounts within the Enrollment Center, Jefferson Hall, 1 st Floor, J-112 | 301.846.2456 |
| Tuition Refund Committee | Registration & Records, Jefferson Hall | 301.846.2431 |

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| Tutoring and Writing Center | Gladhill Learning Commons, Linganore Hall, L-226 | 301.846.2619 |
| Veteran and Military Services | Veteran and Military Student Center, Annapolis Hall, A-109 | 301.624.2836 |
| Vice President of Finance and Human Resources | Gambrill Hall, G-230 | 301.846.2458 |
| Vice President for Student Experience | Vice President Student Experience Suite, Student Center, 1st Floor, H100C | 301.846.2469 |
| Work Study Information | Financial Services Center, Jefferson Hall, 3 rd Floor | 301.846.2620 |
| Welcome & Information Center | Jefferson Hall | 301.624.2772 |
| Welcome & Information Center | Student Center | 301.624.2710 |

THE COLLEGE

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

A History

Founded in 1957, Frederick Community College has grown from 77 students to more than 16,000 students registered each year in credit and Continuing Education (non-credit) programs. Started as an evening school, FCC moved from Frederick High School to a facility on North Market Street, and finally, in 1970, to its permanent home on Opossumtown Pike.

Today's beautiful campus is a community asset that serves students of all ages and backgrounds. The College is committed to meeting the needs of all students and maintaining high-quality instruction at an affordable cost. FCC awards associate of arts, associate of arts in teaching, associate of applied science, and associate of science degrees and certificates of accomplishment in more than 50 fields of study. Many students select transfer programs that allow them to continue on to a four-year college for a bachelor's degree. The College offers an array of career-oriented programs that prepare students for immediate entry into the workforce. The Continuing Education/Workforce Development programs offer non-credit courses in business, computers, real estate, and general interest, as well as contract training for business and industry.

The average age of FCC students is 25; about 67 percent attend part time, and 71 percent plan to transfer to a four-year school. The College understands the special scheduling and counseling needs of adult part-time student and offers convenient evening, weekend, and online classes.

The Campus

The development of our 97-acre campus mirrors the growth of our student population. The most recent building renovation and update was the Monroe Center which was completed in October 2017. Completed in January 2016 was the opening of the Gladhill Learning Commons in Linganore Hall. The new flexible research and learning space offers academic support services, study spaces, and technology in order to promote collaboration and inspire academic excellence.

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

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

Visit [frederick.edu](http://www.frederick.edu) (<http://www.frederick.edu>) to learn how FCC can help you reach your academic and career goals.

Mission, Vision & Values

Our Mission

Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community.

Vision

We transform individuals and communities through learning.

Core Values

Excellence: Providing educational experiences and programming that reflect high academic standards, quality instruction, and exemplary student support

Learning: Engaging all learners in critical and creative thinking, problem-solving, and the lifelong pursuit of knowledge and skills

Diversity: Being culturally conscious and inclusive by embracing the visible and invisible human differences that affect the learning and success of students, faculty, staff, administrators, and members of the community

Innovation: Encouraging creative thinking, technological solutions, and alternative approaches to advance learning and student success

Community: Responding to the needs of Frederick County with accessible, affordable education while encouraging engagement, communication, and collaboration within and beyond the College

Integrity: Applying fair and ethical standards in all policies, procedures, and practices

Strategic Goals

Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion.

Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems.

Lead the College with excellence, transparency, and accountability.

Ensure the fiscal stability and sustainability of the College.

For the complete and current version of the College's strategic plan, please visit frederick.edu (<https://frederick.edu/about-fcc/strategicplan.aspx>).

Community Outreach

FCC Foundation and the Office of Institutional Advancement

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

The Foundation is governed by an independent Board of Directors. This group of College ambassadors is committed to providing outstanding private support for the priority needs of the College including

scholarships, Student Success Funds and program support. All gifts to the Foundation are tax deductible as charitable donations subject to IRS regulations.

For further information about the Foundation, contact:

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

For information on scholarships, go to frederick.edu/foundation/scholarships (<http://apps.frederick.edu/foundation/wheretogive/fccfoundationscholarships.aspx>).

For information on the Student Success Fund, go to frederick.edu/studentssuccess (<https://app.perfectforms.com/PresentationServer/Form.aspx/Play/dP1lgAYI/?f=dP1lgAYI>) or contact:

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

Alumni Connection

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

The FCC Alumni and Friends Connection serves as a vehicle for alumni and friends of FCC to maintain a lifelong partnership in its educational and cultural programs and to provide a link between the College and the community it serves. Whether you received a college degree, attended a Fine Arts performance, or sent your children to Kids and Teens on Campus, rediscover your academic legacy and the memories and friends that made your college experience exceptional. Contact the FCC Foundation at 301-846-2438 or alumni@frederick.edu.

Jack B. Kussmaul Theater

The Jack B. Kussmaul Theater, located in the Visual & Performing Arts Center, offers quality musical and theatrical performances, lectures, and educational programs for the College and community. The 409-seat theater features a three-section mezzanine and orchestra seating. Support areas for the 1,800-square-foot stage include a box office and green room with male and female dressing areas. The Jack B. Kussmaul Theater is available for rental. For additional information, call 301.846.2493.

The Mary Condon Hodgson Art Gallery

The Mary Condon Hodgson Art Gallery, located in the lobby of the theater, exhibits a variety of works monthly from national and regional artists as well as FCC students and faculty. For additional information, call 301.846.2513.

Conference Center

The 14,000-square foot Conference Center provides meeting space for workshops or training sessions for area businesses and organizations. It includes classrooms, meeting space, and breakout rooms, as well as catering with formal sit-down or buffet service. For more information, call 301.846.2671.

Jefferson Hall

Jefferson Hall is the gateway for all students and their families, returning alumni and guests. The building consists of the Enrollment Center (Welcome Desk, Student Accounts, Registration and Records) on the first

floor, the College and Career Readiness Center (Admissions, Counseling and Advising, Transfer and Career Services) on the second floor, and the Financial Services Center (Finance, Financial Aid) and the Vice President for Learning Support Suite on the third floor. More information is available online on the FCC website at frederick.edu/jeffersonhall (<http://www.frederick.edu/jeffersonhall/>).

Use of Facilities by Outside Groups

College facilities may be rented by the community for civic, educational, cultural, and community recreational purposes consistent with policies and procedures established by the College. Campus facilities may be used by non-college groups when not being used by the College or for college-sponsored activities.

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

To request the use of space for a public or community event in the JBK Theater, please contact the Space Scheduling Analyst at facility@frederick.edu or 301.846.2671.

For additional information, view the Use of Facilities Policy and Procedure available at [frederick.edu](http://www.frederick.edu) (<http://www.frederick.edu>).

ADMISSION TO THE COLLEGE

Check the college website, [frederick.edu \(https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx\)](https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx), for the most up-to-date student policies and procedures.

Admissions Policy and Procedures

I. Philosophy and Scope

Frederick Community College (“FCC” or the “College”) is an open admissions College committed to lifelong learning that provides access to postsecondary education. A student may be admitted to the College without being admitted to a specific credit or continuing education program. The College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.

Admission to the College does not guarantee admission to all programs of study and courses. *A high school diploma is not required to participate in credit or continuing education courses or programs, provided the student demonstrates academic readiness through testing or other approved means. However, students who do not possess a high school diploma or GED and are admitted based on academic readiness may not qualify for federal financial aid unless they meet Ability-to-Benefit (ATB) requirements as defined by the U.S. Department of Education.* There may be additional eligibility requirements for credit degree, certificate, and letter of recognition programs. Admission to a specific program of study shall be in accordance with the requirements and procedures established for the specific program of study as adopted by the College. Admission to a specific program of study will be granted based on verifiably accurate application materials, which may include the application for admission, academic transcripts, test data, and other appropriate educational information or credentials, and/or where required, evidence of physical exams, background checks, or test results. First time college students who apply for admission into degree programs are required to be assessed for reading, writing, and mathematics proficiency prior to initial registration using exemptions or placement testing. Based on assessment scores, students will be placed in the appropriate level of developmental or college-level mathematics or English course(s).

Admission to the College may be denied or revoked for those persons whom the College considers to be a potential danger to the safety, security, and educational environment of the College. Such decisions will be made on a case-by-case basis with individuals being afforded due process, which includes notification and explanation of the decision and an opportunity to respond.

II. Definitions for the Purpose of this Policy and Procedures

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

A. Ability-to-Benefit (ATB)

Ability-to-Benefit is a federally regulated provision that allows students without a high school diploma, GED, or equivalent to qualify for financial aid only if they meet specific Department of Education

criteria demonstrating their capacity to benefit from a college education.

B. Articulation Agreements

Articulation Agreements refer to officially approved agreements that allow students to apply credits they have earned in specific programs toward advanced standing, entry, or transfer into a specific program at another institution. These agreements outline the specific courses that count for transfer credit at the other institution, as well as the grades a student must earn in order to receive these credits. Prior Learning Transfer Agreements refers to articulation agreements for a receiving institution to award academic credit for demonstrated proficiency, a satisfactory score on a specific assessment, applied experience, or other learning experience completed. Students may also earn credit for prior learning and experience to be used toward degree completion at FCC. Students should start with their Program Manager or Assigned Academic Advisor to determine if there are approved agreements available in their program of study.

C. Application Categories for Credit Students

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

1. **“Courses of Interest (Non-FCC Degree Seeking)”** refers to three different categories of students at the College that are not eligible for Federal Financial Aid. The three categories of Courses of Interest include:
 - a. **“Personal Enrichment”** refers to a Courses of Interest student who is taking courses listed as credit in the FCC catalog to enhance their knowledge and for personal enjoyment and exploration of the subject matter.
 - b. **“Professional Development”** refers to a Courses of Interest student who is taking courses listed in the FCC catalog to enhance their professional knowledge set.
 - c. **“Visiting Student from another College”** refers to a Courses of Interest student who is taking courses with the intention to transfer the credits back to their home institution. To ensure transferability, a student should have written authorization from their home institution.
2. **“Dual Enrollment”** refers to a current high school student who seeks to earn college credit. Dual Enrollment students are not eligible for Federal Financial Aid.
 - a. **“High School Based”** refers to a high school student who takes an FCC course that is taught at their local high school.
 - b. **“Open Campus”** refers to a high school student who takes a College course(s) on College premises or through FCC Online. The course(s) may be during or outside the regular school day.
 - c. **“Career Pathways”** refers to a high school student who takes select FCC courses in a specific career track at their local high school or at FCC, earning both a high school diploma and an industry certification or credential simultaneously.
 - d. **“Early College”** refers to a high school student who is admitted to the Early College program and attends FCC full-time during their junior and senior years - earning both an associate degree and completing their high school requirements.
3. **“Gifted & Talented”** refers to a student under the age of 16 years, who has been identified as having exceptional academic or fine arts talent in selected FCC courses. The student must be at least 12 years of age and have completed the seventh grade or

equivalent education. Gifted & Talented students are not eligible for Federal Financial Aid.

4. **“New”** refers to a student who is attending College for the first time, who never applied or registered for a credit course at FCC, except as a Dual Enrollment student, and has not earned credits from another institution of higher learning after high school graduation or equivalency.
5. **“Readmit”** refers to a student who has attended credit courses at FCC previously, but not within the last two years (two fall and two spring semesters – exclusive of the summer sessions), who seeks to reenroll.
6. **“Transfer”** refers to a student who has attended another institution of higher learning after high school graduation or equivalency, and who seeks to receive credit for prior coursework completed at previous institutions.

D. Admission Status

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

E. Student Status

1. **“Full-time Student”** refers to a student who enrolls in coursework of twelve (12) credit hours or more during a semester or summer term. These hours may include developmental course(s) hours.
2. **“Part-time Student”** refers to a student who enrolls in coursework of less than twelve (12) credit hours during a semester or summer term.

F. Program Type

1. **“Degree Programs”** refer to Career and Transfer programs that lead to an associate degree. Degree Programs are generally 60 credits, unless otherwise specified.
2. **“Certificate Programs”** refer to a sequence of specific credit courses resulting in a formal award of completion of up to 36 credits.
3. **“Letter of Recognition (LOR)”** refers to an award for the completion of a series of specific credit courses comprised of six to 11 credits.
4. **“Workforce Training Certificate”** refers to a non-credit course or series of courses that qualifies individuals for identifiable occupations, or that provides a comprehensive body of knowledge leading to career advancement. These specialized courses may not be substituted.

5. **“Digital Badge”** A digital badge is a visual representation of a skill, learning achievement, competency, or experience. Badges can be relevant to an academic objective, professional goal, area of interest, or national credential. Embedded in each badge is information about when and where the badge was earned, criteria for earning the badge, and verification that the earner met all requirements.
 6. **“Industry-Based Certifications”** refer to an independent third-party credential that is industry-accepted and results from a process whereby an individual’s knowledge and/or skill in a particular area is verified against a set of predetermined standards. Many credit and continuing education courses and programs prepare students for industry certifications that support or enable employment. Students who hold industry based certifications may be eligible to have credit awarded through a College articulation agreement.
 7. **“Selective Admission Programs”** refer to programs with specified admissions requirements and may have limited capacity to the number of students admitted to the program.
 8. **“Workforce Development Programs”** refer to short term non-credit instruction for entering an occupation, gaining industry-based certification, or engaging in professional development.
 9. **“Personal Enrichment Programs”** refer to instructional programs that are designed to support lifelong learning and personal interest. Special programs are designed for people in retirement, for youth, and for adults with intellectual disabilities.
 10. **“Youth Programs”** refer to Kids on Campus (KOC) & Teens on Campus (TOC): These programs are open to any youth between ages four through 17 years of age. There are some prerequisites.
 11. **“Adult Basic Education Program”** refers to programs including basic reading and math skills, as well as High School completion programs for adults. High School completion students must have been officially withdrawn from the secondary school system. The High School Diploma credential is awarded by the State of Maryland for successful completion of the General Education Development (GED) exam.
 12. **“English as a Second Language (ESL) Program”** refers to a program open to students who are non-native English speakers seeking to improve their language skills. There are three levels of ESL that include both credit and continuing education options. (American Sign Language/Deaf students not included)
 - a. **“Basic ESL”** refers to free classes for students who need to learn basic English for life and work. Students must be 16 years or older.
 - b. **“Targeted ESL”** refers to fee-based classes for students who have intermediate or higher level English proficiency. Courses focus on specific English skill development, to include oral, reading, writing, and grammar. Courses are designed to transition students from basic English to higher level English.
 - c. **“Academic ESL”** refers to tuition-based classes for students with high-intermediate proficiency in English. Courses focus on developing academic English proficiency to prepare students for the rigor of degree programs and/or professional communication.
- G. **“Degree Plan/Academic Advising Report (AARPT)”** refers to the plan that tracks all courses and requirements needed for a student’s degree/certificate. It lists courses that are completed, in progress and remaining. The AARPT does not include developmental coursework that may be part of the student’s academic pathway. **It**

is recommended that students meet with an academic advisor when making course selections or future planning.

- H. **“Prior Learning Assessment”** refers to the evaluation of college-level or experience-based learning that an individual has achieved outside of the traditional classroom environment that can be used to demonstrate college-level learning for academic credit awards.
- I. **“College premises”** refers to buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College.
- J. **“Workdays”** refers to Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

III. Responsible Senior Leader and Responsible Office

Vice President for Student Affairs

Office of the Vice President for Student Affairs

IV. Entities Affected by this Policy and Procedures

Prospective and current students

V. Enrollment Process for Credit Students

A. Requirements

The College complies with the Maryland College and Career Readiness Act of 2013 and the College Academic Assessment and Placement Policy and Procedures (<https://frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/academic-assessment.aspx>), the College requires that:

- Upon entering the College, all students, unless otherwise exempted, are required to complete the prerequisite placement test(s) for any course(s) in which they intend to register.

B. Enrollment Steps

1. **Application for Admission** – A complete application for admission is required for enrollment in credit courses. A student can apply by completing and submitting an application for admission either online via www.frederick.edu (<http://www.frederick.edu>) or in-person. Applications for admission to the College are accepted year-round.
2. **Residency** – A student’s residency for tuition purposes is determined at the time they apply to the College (see Determination of Residency for Tuition Purposes Policy and Procedures (<https://frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/residency.aspx>)).
3. **Official Documentation** – A student may need to submit a copy of their high school and/or college transcript(s), ACT and/or SAT scores, Advanced Placement score report, CLEP transcript, International Baccalaureate (IB), Maryland Comprehensive Assessment Program (MCAP) scores, DSST (formerly Dantes) transcript, Foreign Credential Evaluation (NACES approved), Joint Services Transcript (JST), transcripts from American Council on Education (ACE) recognized organizations to receive credit, and/or any other prior learning documents.
4. **Placement Assessment** – Unless otherwise exempted, upon entering the College, all new students are required to complete the prerequisite placement test(s) for any course(s) in which they intend to register. A student who does not achieve the required assessment scores for reading, writing, or mathematics must successfully complete appropriate developmental coursework prior to entering the specific curriculum.
5. **MyFCC E-mail Account Activation** – Students must activate their MyFCC email and enroll for password self-service at <http://myfcc.frederick.edu/> (<https://myfcc.frederick.edu/portal.aspx>).

6. **Academic Advising Session** – A student is required to consult with an academic advisor to assess any developmental requirements, select a degree plan, select courses for registration, and establish the pathway to their academic goal(s).
7. **Registration for Courses** – A student will need to complete the registration process by registering for a course(s) in person or online through PeopleSoft (<https://cs.frederick.edu/psp/csprd/?cmd=login&languageCd=ENG&>).
8. **Apply for Financial Aid** – All eligible students regardless of financial resources should complete the Federal Application for Student Aid (FAFSA) (<https://studentaid.gov/>). Students who are ineligible for Federal Student Aid (FSA) due to immigration status may be eligible to complete the Maryland State Financial Aid Application (MSFAA). The FCC Federal School code is 002071. Most Maryland State Scholarships require students to complete their applications before March 1st. All students are encouraged to apply for FCC Foundation scholarships through the College online scholarship application system at <https://frederick.academicworks.com/>.
9. **Payment Process** – A student is required to make payment arrangements and/or pay their bill within the established timeframe, in order to avoid being dropped from a course or courses for non-payment. A student who is receiving financial aid will have their aid credited to their account but will be responsible for paying any remaining charges.
10. **Attendance in Class** – A student must attend class to ensure that full academic instruction is received. Students not attending class may lose their federal financial aid, scholarship, VA benefits, and/or visa status.

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

VI. Enrollment Process for Continuing Education Students

A. Requirements

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

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

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

B. Enrollment Steps

1. **Open Enrollment Courses** – Most courses are eligible for online registration through the Lumens online registration system (www.frederick.edu/QuickEnroll) (<http://www.frederick.edu/QuickEnroll/>). Students may also register in person to submit the registration form needed. Payment for tuition and fees is due at the time of registration. If a student is receiving a scholarship or the class is paid by a third party, supporting documents must be included when registering. Courses which have prerequisites

require placement testing or testing exemptions and are noted in the Continuing Education schedule of classes. These courses or programs require that a student submit the documents needed for registration in person or electronically.

2. **Contract Courses** – Students receiving instruction under contract with an employer or other external partner will be enrolled as Continuing Education students. Students will be required to complete an online registration through Lumens or complete a registration form prior to the beginning of class. Some contract courses have prerequisites. There are no fees or tuition charged to the student for contract courses.
3. **Adult Education and ESL** – Students seeking ESL or Adult Basic Education classes may need to attend an orientation and must complete program assessments (not via the FCC Testing Center) to be placed in the appropriate class level. ESL students should see Section VII.C. of this Policy and Procedures for complete instructions. All courses are free to the student.

VII. Additional Requirements for Specific Students

A. Transfer Students

A student may be enrolled with advanced standing. The transfer of a course will be considered based on its transferability and in compliance with the Code of Maryland Regulations (COMAR). FCC adheres to the general education and transfer policies of the Maryland Higher Education Commission. Students transferring from a Department of Education approved institution will have all applicable coursework with a grade of “D” or higher accepted in transfer, with the exception of ENGL 101 English Composition which requires a grade of “C” or better. Please note that some FCC programs of study require a grade of “C” or better in all (or some) courses.

All transferable coursework will be added to a student’s record within 20 business days. A maximum of 75% of the credits needed in an associate or certificate program may be fulfilled with transfer credit.

The following sources may be considered as accepted forms of transfer:

1. College-level coursework at accredited institutions are recognized by the U.S. Department of Education;
2. Credential assessment or credit by examination (e.g., CLEP, Advanced Placement, DSST (formerly Dantes), International Baccalaureate);
3. Military courses and/or experience with American Council on Education credit recommendations;
4. Educational Programs at non-Collegiate organizations with American Council on Education credit recommendations
5. Credit earned through high school articulation agreements with Carroll, Frederick, and Washington counties;
6. Credit earned through other articulation agreements at the College;
7. Prior learning credits earned through portfolio assessment and/or institutional departmental exams once enrolled.

To be considered for advanced standing, a student must:

1. Complete the College admissions procedures.
2. Arrange for the previous institution(s) attended to send an official transcript or provide an official copy

in an unopened, sealed envelope (More details: <http://www.frederick.edu/credit-admissions/incoming-transfer-students.aspx>).

3. Arrange an appointment with a College academic advisor to plan their program of study.
4. Complete at least 25% of degree, certificate, or letter of recognition credits at FCC.

All transcripts received are the property of the College and cannot be released to the student. Transcripts will not be duplicated, returned to the applicant, or forwarded to any other college, university, individual, or agency. A student who experiences extreme hardship in obtaining official copies of their transcripts may petition the College Registrar for assistance by completing a third-party release form. These documents will be available only to an individual involved in the admissions and/or advising process. Transfer students with no placement test exemptions will take the standard entry assessments.

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

B. Students Seeking Credit for Prior Learning

Prior Learning Assessment (PLA) evaluation is conducted of a student’s work experiences, workplace training, professional licensure and certifications, military training and service, volunteer activities, life experiences, credits earned by standardized testing, and volunteering and community service activities, which can be used to demonstrate college-level learning. Credit for Prior Learning is not awarded for experience alone, but for a combination of experience and college-level learning mastered through a variety of experiences. Students who participate in the Prior Learning Assessment program often save time and money and avoid having to complete courses already mastered, completing their education goals at a higher rate. PLA consists of several pathways designed to allow students to have their college level learning completely assessed. FCC offers seven (7) paths for students to earn prior learning credit, including portfolio assessment, institutional departmental exams, certificate and licensure evaluation, credit by examination and college level examination program (CLEP)/DSST (formerly DANTES Subject Standardized Tests)/international baccalaureate (IB)/advanced placement (AP), American Council on Education (ACE), national college credit recommendation service (NCCRS), and military training and service.

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

PLA Guidelines:

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

C. Non-immigrant (F-1) Students

The College is authorized under federal law to consider applications for enrollment of non-immigrant alien students in the F-1 visa status. All applicants who live outside the United States and do not possess a visa to study in the US must apply for an I-20 form to obtain a student visa (F-1) before enrolling at Frederick Community College.

A prospective student must meet academic and College admission requirements, and the requirements for the certificate of eligibility (I-20 Form) prior to applying for the F-1 Student Visa. International students studying at FCC must pursue a full course of study of 12 credits per fall and spring semester toward an associate degree. F-1 visa students are not allowed to enroll in Pre-Health Programs, Biotechnology, Emergency Management, or English as a Second Language. An F-1 visa student must:

1. Submit a I-20 Request Form to FCC with a local (Maryland) sponsor's address and student's address from their home country.
2. Submit an official high school (secondary school) transcript evaluation in English. The accepted evaluator is World Education Services (www.wes.org (<http://www.wes.org>)) or any member of the National Collegiate Evaluation Services (NACES). The only exception to this is for students earning the CPA Exam Qualification Certificate. For this program the College will accept evaluations completed by the national Association of State Boards of Accountancy (NASBA).
3. Submit I-134 Affidavit of Support - a statement of financial resources including the amount and source of support for the prospective student. The College does not provide Foundation scholarship assistance to F-1 visa students. The estimated minimum cost of tuition, fees, books, health, and living expenses per year is \$26,000. Students attending the College on the F-1 Visa will be classified as out of-state residents for tuition purposes while at FCC.
4. Submit the Test of English as a Foreign Language (TOEFL) scores directly to the Admissions Office. Minimum acceptable score is 500 on the paper-based test, 173 on the computer-based test or 61 on the Internet-based test (IBT).
5. Submit a copy of current passport.
6. Submit all application materials and required documents by June 1 for the subsequent fall semester and October 1 for the subsequent spring semester.
Once the student has been approved for the F-1 Visa, and after they have met with the College Designated School Official (DSO) to report F-1 Visa approval, they must complete the College placement tests as appropriate.

D. Students with Other Visas

International students with other types of visas are also eligible to attend the College. Tuition rate will be determined based on the visa type noted on the student's application, which is certified by signature (see Determination of Residency for Tuition Purposes Policy and Procedures (<https://frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/residency.aspx>)).

E. Credit-seeking English as a Second Language (ESL) Students

A credit-seeking ESL student must:

1. Complete and submit an application (<https://www.frederick.edu/admissions/credit-application.aspx>) for admission.
2. Take the Accuplacer ESL exam in the Testing Center (allow three hours for testing) and obtain a copy of the Accuplacer ESL exam results.
3. Obtain minimum placement scores on the Accuplacer ESL exam to enroll in Academic ESL courses. Students whose scores fall below the established minimum will be limited to enrollment in Basic or Targeted ESL Continuing Education courses until such

time that they are able to demonstrate proficiency required for enrollment in Academic ESL courses.

- a. If the minimum score for Academic placement is achieved, students should arrange to meet with an academic advisor. Continue with the Admissions Policy and Procedures Section V.B.6. to complete the registration process.
 - b. If the minimum score for Academic ESL placement has not been met, students must arrange to meet with the ESL program manager. The ESL program manager will assist students in determining which Continuing Education ESL program is appropriate for them and help them complete the registration process.
Note: The ESL program manager can assist credit and continuing education students with academic decision-making at any time. If a student is not sure which courses to take or has questions about their study plan, meeting with the ESL program manager is recommended.
4. A student is required to make payment arrangements and/or pay their bill within the established timeframe.

F. Registered Sex Offender

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

Before an RSO is allowed to come on College premises, they are required to request and obtain permission to be on College premises by scheduling a meeting with the Vice President for Student Affairs or the Provost and Vice President for Teaching, Learning, and Student Success, or their designee, to disclose their status.

1. Prior to completing the registration process, the prospective student must schedule a meeting and request permission to register each semester.
2. The Vice President for Student Affairs or the Provost and Vice President for Teaching Learning and Student Success, or their designee will discuss the procedure and assess the conviction(s) and circumstances which led to the individual being an RSO.
3. The Vice President for Student Affairs or the Provost and Vice President for Teaching Learning and Student Success, or their designee will contact the assigned probation officer, when applicable, and the jurisdiction's Sex Offender Registrar to update the individual's status related to any violations.
4. The Vice President for Student Affairs or the Provost and Vice President for Teaching Learning and Student Success, or their designee may research criminal records, information from other jurisdiction(s), or information from prior schools attended pertaining to the RSO.

5. The Vice President for Student Affairs or the Provost and Vice President for Teaching Learning and Student Success, or their designee will render a decision and notify the RSO of that decision in writing within five workdays of the initial meeting. An RSO that is authorized to maintain their enrollment will be required to sign a “Conditions of Admission and Enrollment” agreement and present the letter of admission approval to their Sex Offender Registrar and Probation Officer, when applicable. In such cases where admission is denied or revoked, the written response to the RSO will afford notification, give an explanation of the decision, and provide an opportunity to respond. The Maryland Department of Public Safety and Correctional Services maintain the Maryland Sex Offender Registry, which provides information about RSOs to the public. The Registry is located on the web at <http://www.dpscs.state.md.us/>.

VIII. Selective Admission Programs

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

A. Health Science Selective Admission Programs

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

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

Please refer to the individual program pages for the specific application due dates and application requirement for each selective admission program. For specific admissions questions please contact the Selective Admissions Coordinator at healthsciencesadmission@frederick.edu.

Nursing Programs:

<https://www.frederick.edu/programs/healthcare/nursing.aspx>

Physical Therapist Assistant Program:

<https://www.frederick.edu/programs/healthcare/physical-therapist-assistant.aspx>

Respiratory Care Program:

<https://www.frederick.edu/programs/healthcare/respiratory-care.aspx>

Surgical Technology Program:

<https://www.frederick.edu/programs/healthcare/surgical-technology.aspx> (<https://www.frederick.edu/programs/healthcare/respiratory-care.aspx>)

B. Non-Health Selective Admission Program

ASL Interpreter Preparatory Program (IPP)

Enrollment in the associate of Arts and Science in ASL Interpreter Preparatory Program and certificate is limited to those accepted into the program (max of 16 students per cohort). To be considered for admission, a student must:

1. Complete and submit a College application for admission and provide proof of residency.
2. Complete and submit a separate application for the IPP to the ASL/IPP Program Manager by August 1st (for Fall admission) and January 1st (for Spring admission). Applications can be found at: <https://www.frederick.edu/programs/arts-humanities/sign-language-interpreter-preparatory-program.aspx>.
3. Submit official transcripts from all previously attended colleges and universities, and other forms of prior learning to Registration and Records by the deadline.
4. Complete FCC assessment testing unless otherwise exempted.
5. Arrange for an appointment with the ASL/IPP Program Manager (required).

Interpreting program requires students to take the National Certification written exam before being approved to be placed on internships. In order to apply and be included in the pool of applicants for admission to the internship portion, students must have a 3.0 or higher. Students must have a 'B' or better in core coursework by the end of the semester in which they are applying. All applications will be reviewed and applicants will be selected for interviews if all pre-program requirements are met.

IX. Special Admission Programs

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

A. Police Science Program

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

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

2. The Associate of Applied Science Police Science Program available on-campus is open to students separate from the Maryland State Police program. To be considered for admission into the on-campus Police Science Program, a student must:
 - a. Be a sworn and currently employed Maryland law enforcement official who has graduated from a Maryland

police academy that has been certified by the Maryland Police and Correctional Training Commissions (MPCTC) (or officials who have completed Comparative Compliance Training for Maryland).

- b. Be enrolled in the Police Science Degree Program at FCC.
- c. Present a current copy of their Certification and Training Standards Compliance Card from the MPCTC and Police ID card.

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

B. Honors College

Honors College is an academic enrichment program that can be incorporated into most transfer degree programs at FCC. All honors learning is designed to go deeper, broader, or more complex, and the program strives to develop emerging scholars and leaders. Students who graduate from the Honors College, complete an honors independent study project, present at a conference, or earn service or leadership certificates, gain a competitive advantage when applying for admission to selective four-year colleges and transfer scholarships.

Students automatically qualify for the Honors College with the following test scores: SAT = 1100 overall (out of 1600) with at least 550 on verbal, or ACT = Reading 23+, or FCC placement exams = Honors level reading (268) and proficient college-level writing. Applicants with strong academic records (3.5GPA) or faculty recommendations are encouraged to apply. We also offer an Open Campus membership for high school or home school students with a 3.5GPA or higher. Students who started college poorly but whose recent work is honors caliber can apply to the honors coordinator for an exception. To apply, complete the Honors College Application (<https://www.frederick.edu/degrees-certificates/program-application-forms/honors-college-application.aspx>) available in the Honors Office (H-245) and at <http://www.frederick.edu>, and submit as directed.

Students meet with an Honors advisor to identify goals and to develop your personal honors plan. Check in with an Honors advisor each semester to update your plan. The Honors College also offers ACCE 110H as a first-year experience course to help students make the transition to college and honors learning. Second-year honors peer mentors are embedded in the course as another source of help and support. Any student whose grade point average drops below 3.0 or violates FCC policy will no longer be in good standing with the program.

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

D. Gifted and Talented Students Under 16 Years of Age

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

deemed able to adhere to College standards of behavior. In addition to submitting the standard application for admission, students must meet with an academic advisor and submit documentation to enable an appropriate admission decision, which may include, but not be limited to, an official high school transcript, letters of recommendation, samples of student work, and evidence of meeting criteria of exceptional academic or fine arts talent as described below.

1. Exceptional Academic Talent

Students must meet the appropriate placement score or exemption for the courses in which they intend to register as outlined in the Academic Assessment and Placement Policy and Procedures (<https://frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/academic-assessment.aspx>).

2. Exceptional Fine Arts Talent

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

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

Students interested in taking courses other than fine arts must meet the appropriate placement score or exemption for the courses in which they intend to register as outlined in the College Academic Assessment and Placement Policy and Procedures. Students enrolled under the Gifted and Talented program will be limited to a maximum of two courses per semester, with continuance at the College based upon satisfactory performance in the previous semester.

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

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

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

F. Students without a High School Diploma

Persons without a high school diploma who are 18 years old or older, and who demonstrate college readiness through placement testing are eligible for admission and to register for credit and continuing education courses.

Students without a high school diploma have limited access to financial aid. Students may meet with a financial aid representative to discuss their college financing options. Students should also visit the

Office of Adult Education to get information about how to earn a high school diploma while concurrently studying at FCC.

X. Mid-Maryland Allied Healthcare Education Consortium

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

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

X. Related Policies and Procedures

Academic Assessment and Placement (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/academic-assessment.aspx>)

Academic Standards (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/academic-standards.aspx>)

Determination of Residency for Tuition Purposes (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/residency.aspx>)

Tuition and Fees (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/tuition-fees.aspx>)

Revised 10/17/2024

The College's official version of the Admissions Policy and Procedures is located on [frederick.edu](https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx) (<https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx>) and may be revised annually.

Previous versions of this policy are archived on [frederick.edu](https://www.frederick.edu/about-fcc/archived-policies.aspx) (<https://www.frederick.edu/about-fcc/archived-policies.aspx>).

Academic Assessment and Placement Policy and Procedures

Check the college website, [frederick.edu](https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx) (<https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx>), for the most up-to-date student policies and procedures.

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is committed to supporting student success by ensuring appropriate course placement using a series of computer-based assessment tests that measure

individuals' reading, writing, and math skills. Minimum placement scores, known as cut scores, are established through statewide agreements. These scores are used to determine college-readiness and placement into specific courses, including developmental, English language acquisition, and college-level courses. Credit courses have prerequisites that include expectations of college readiness as reflected in the placement scores and/or other pre-established expectations. This policy and procedures outlines placement test requirements, guidelines for placement, and exemptions and exceptions to required placement testing.

II. Definitions for the Purpose of this Policy and Procedures

- A. **"Certificate-Seeking"** refers to a category of individuals who have declared an intent to follow a sequence of specific credit courses resulting in a formal award of completion of up to 36 credits.
- B. **"Courses of Interest"** refers to a category of individuals who seek to take courses listed as credit in the FCC Academic Catalog for personal knowledge or professional development as opposed to the fulfillment of FCC program requirements.
- C. **"Degree-Seeking"** refers to a category of individuals who have declared an intent to follow a prescribed curriculum in a career or transfer program that leads to an associate degree, which is generally sixty (60) credits, unless otherwise specified.
- D. **"Developmental Courses"** refers to courses that prepare students for college-level coursework in reading, writing, English for Speakers of Other Languages (ESOL), and math. Developmental education may include multiple course sequences with students progressing as skills are developed. Students are assigned to developmental courses based on their placement test scores.
- E. **"Enrollment"** refers to the status achieved when an individual has registered for classes and has either paid or made arrangements for payment of tuition and/or fees.
- F. **"Full-time Enrollment"** refers to a student enrolled in twelve (12) or more credits during the fall or spring semesters, or in a total of twelve (12) credit hours cumulatively for the summer session, not inclusive of audited courses.
- G. **"Continuously Enrolled"** refers to the requirement that a student be enrolled continuously with breaks no longer than four (4) consecutive full academic semesters (fall or spring semesters).
- H. **"Readmitted Students"** refers to individuals who have not attended FCC within the past two years and have reapplied for admission to the College.
 - I. **"Transfer student"** refers to an individual who has attended another institution of higher learning after high school graduation or equivalency, and who may seek to receive credit for prior college coursework.
 - J. **"Prerequisites"** refers to expectations that must be met before enrollment in a course is allowed.

III. Responsible Senior Leader and Responsible Office

Provost/Vice President for Teaching, Learning, and Student Success

IV. Entities Affected by this Policy and Procedures

FCC currently enrolled and prospective students

FCC faculty, staff, and administrators

V. Placement Testing Requirements

- A. After applying to the College, placement tests are required for:
 1. Individuals who are first-time college students seeking a degree or certificate, whether they enroll full-time or part-time.
 2. Individuals planning to take their first English or mathematics course.
 3. Currently enrolled students seeking a degree/certificate, whether enrolled full-time or part-time, who have not been tested in the past or whose placement scores and/or exemptions have expired.
 4. Transfer or readmitted individuals who have not completed a college-level math and/or English course.
 5. Individuals who are designated as Courses of Interest students and wish to enroll in courses with prerequisites of reading, writing, ESOL, or mathematics.
 6. Individuals who change their designation from Courses of Interest to certificate- or degree-seeking.
 7. Individuals who are registering for non-credit courses with prerequisites of reading, writing, ESOL, or mathematics that are provided through contract training or offered in the Continuing Education and Workforce Development (CEWD) course schedule.
- B. Upon completion of all required placement tests, individuals are required to consult with an advisor to develop a degree, certificate, or appropriate plan for completion, including course selection. Individuals will choose courses based on their placement scores and their individual career and college goals.
- C. Placement tests are not required for individuals as noted under Section VII "Exceptions and Exemptions to Required Placement Testing."

VI. Placement Guidelines

- A. Unless otherwise indicated, placement scores are determined using Accuplacer academic assessments.
- B. Placement scores will be valid for two years after the date of taking the placement tests.
- C. Minimum cut scores have been determined for college-readiness in reading, writing, and mathematics.
- D. Students, whose first language is not English, will take Accuplacer ESL tests to determine reading and writing placement scores when less than four (4) years of English as a Second Language high school coursework were completed.
- E. Individuals with documented disabilities as verified by the Disability Access Services Office will receive reasonable accommodations while completing the required placement tests.
- F. Individuals are permitted to retest once per Accuplacer Next Generation assessment, no sooner than twenty-four (24) hours after the initial assessment.
- G. Students who are continuously enrolled will not be permitted to retest once they have started attending developmental or English language acquisition course(s).
- H. Readmitted students must either retest or complete the developmental or English language acquisition course(s) as stipulated in the current FCC Academic Catalog.
- I. Individuals who demonstrate college-readiness as stipulated in Section VII "Exceptions and Exemptions to Required Placement

Testing" will be eligible to enroll in the appropriate credit-level courses according to their specific college-readiness scores.

VII. Exceptions and Exemptions to Required Placement Testing

- A. Individuals transferring from an accredited U.S. institution of higher education who present unofficial and/or official transcripts indicating successful completion (cumulative 2.00 GPA or higher) of the equivalent of at least twelve (12) college credits will be exempted from the reading placement test, if six (6) credits are general education courses.
- B. Individuals will be exempted from the reading and writing placement tests if they provide evidence of successfully completing one or more of the following:
 1. The equivalent of FCC course ENGL 101 English Composition or the first college-level English composition course at an accredited U.S. institution or credit through College-Level Examination Program (CLEP).
 2. The Advanced Placement (AP) test with a score of 3 or higher in English Language and Composition or English Literature and Composition. For the purpose of placement test exemption, AP test scores are valid for five years from the test date.
 3. The International Baccalaureate (IB) full diploma or exams with a grade of 4 or above in one or more of the following exams: Language A Literature SL or HL, and/or Language A: Language & Literature SL or HL. IB test scores are valid for five years from the test date.
 4. The Cambridge Advanced International Certificate of Education (AICE) at AS-Level or A-Level coursework. Exam scores of e(e) or E(e) or higher in English Language or Language & Literature. For the purpose of placement test exemption, Cambridge AICE grades are valid for five years.
 5. English 10 MCAP score of 3 or 4 (Early Fall MCAP score of 2 or 3). For the purpose of placement test exemption, this score is valid for one year after an individual's date of high school graduation.
 6. The PARCC ELA test score of 4 or 5. For the purpose of placement test exemption, this score is valid for one year after an individual's date of high school graduation.
 7. The GED Reasoning Through Language Arts test with a score of 165 or higher. GED scores are valid for one year from the test date.
- C. Individuals will be exempted from the math placement tests if they provide evidence of successfully completing one or more of the following:
 1. A general education math course, at the college level, at an accredited U.S. institution or credit through DSST or CLEP.
 2. The Advanced Placement (AP) test with a score of 3 or higher in Calculus AB, Calculus BC, or Statistics. For the purpose of placement test exemption, AP test scores are valid for five years from the test date.
 3. The International Baccalaureate (IB) exams with a grade of 4 or above on one or more of the following exams: Mathematical Studies, Mathematics SL or HL and/or Further Math. For the purpose of placement test exemption, IB test scores are valid for five years from the test date.
 4. The Cambridge Advanced International Certificate of Education (AICE) at AS-Level or A-Level coursework. Exam scores of e(e) or

- E(e) or higher in Mathematics. For the purpose of placement test exemption, Cambridge AICE grades are valid for five years.
5. Algebra II or Geometry MCAP score of 3 or 4 (Early Fall MCAP score of 2 or 3). This score is valid for one year after an individual's date of high school graduation.
 6. The Algebra II or Geometry PARCC test score of 4 or 5. For the purpose of placement test exemption, this score is valid for one year after an individual's date of high school graduation.
 7. The GED Mathematical Reasoning test with a score of 165 or higher. GED scores are valid for one year from the test date.
- D. Individuals from Frederick County Public Schools (FCPS) who successfully completed the following math courses are exempt from taking the math placement tests. This exemption is valid for one year after the individual's date of high school graduation, unless otherwise noted.
1. Algebra II with an A or B, or Advanced Algebra with Trigonometry with an A, B or C, completed within the past two years, are eligible to enroll in courses up to and including FCC course MATH 145 College Algebra.
 2. Intermediate Transitional Algebra with an A or B and earning the designated score on an FCC-approved college-readiness exam are eligible to enroll in non-STEM, FCC course MATH 101 Foundations of Mathematics or MATH 120 Statistics.
 3. Pre-Calculus or higher-level math course with an A, B, or C are eligible to enroll in the equivalent college-level credit-bearing course.
 4. Designated transition math modules and earning the designated score on an FCC-approved college-readiness exam are eligible to enroll in non-STEM FCC course MATH 101 Foundations of Mathematics or MATH 120 Statistics.
- E. Individuals from FCPS who successfully completed English 12 and earn a final letter grade of A or B will be exempted from the reading and writing placement tests. They will be deemed college-ready in reading and writing and will be eligible to enroll in FCC course ENGL 101 English Composition. This exemption is valid for one year after the individual's date of high school graduation.
- F. Individuals from FCPS, whose first language is not English, will be exempted from the Accuplacer ESL placement tests and may concurrently enroll in FCC course ESOL 100 English for Academic Purposes while in high school, if they provide evidence of successfully completing EL English 10 with final letter grade of A or B. This exemption is valid only for rising juniors.
- G. Individuals who have provided a copy of their SAT/ACT scores that meet the exemption criteria set by statewide agreements will be exempted from individual placement tests. SAT and ACT scores are valid for five years from the test date.
1. Individuals with a SAT Mathematics score of 530 or higher are exempted from math placement testing.
 2. Individuals with an ACT Mathematics score of 21 or higher are exempted from math placement testing.
 3. Individuals with a SAT Evidence-based Reading & Writing score of 480 or higher are exempt from reading and writing placement testing.
 4. Individuals with an average ACT score of 21 or higher on the English & Reading Tests are exempted from reading and writing placement testing.
- H. Individuals who provide an official copy of the TOEFL (Test of English as a Foreign Language) score transcript and who score a 575 or higher on the paperbased test, or a score of 90 or higher on the internet-based test are exempted from the reading, writing, and ESL placement tests. TOEFL scores are valid for two years from the test date.
- I. Individuals who provide a copy of their official Accuplacer or alternative placement test score(s), and meet the FCC placement criteria that exempts them from developmental reading, writing, and/or mathematics, will also be exempt from the corresponding FCC placement tests. These scores are valid for two years from the test date. Testing Center Services Director will evaluate the scores and assign appropriate course placement(s).
 - J. Individuals who provide an unofficial transcript indicating satisfactory completion (at a C or better) of the highest-level developmental course work in reading, writing, and/or mathematics at another Maryland community college or University System of Maryland college/university are exempted from corresponding placement tests. There is no expiration for this exemption regarding the age of the transfer course. Reading and writing placement exemptions do not apply to ESL course work.
 - K. Visiting students from other institutions of higher learning who present a "Permission to Enroll" form will have prerequisites waived for the courses certified by the sending institutions. No placement exemption will be entered; complete the Visiting Student Form (<https://www.frederick.edu/enroll-now/visiting-students-form.aspx>).
 - L. Individuals who have provided an official transcript indicating they have been awarded an associate degree or higher from an accredited U.S. institution will be exempted from placement testing.
 - M. Students who have successfully completed an FCC-approved academic intervention will be permitted one additional retest for a total of three placement test attempts, unless otherwise permitted by a specific FCC program.
 - N. Individuals enrolled in FCPS or another school with a dual enrollment agreement with the College who wish to participate in dual enrollment and present a transcript that verifies a cumulative, unweighted high school GPA of 3.0 or better and a grade of A, B, or C in Algebra I or scored 3 or higher on Algebra I MCAP will be exempt from taking reading, writing, and mathematics placement tests. Additionally, individuals who have met Maryland College & Career Readiness (CCR) Standard by earning a 3 or higher on both English 10 MCAP and Algebra 1 MCAP are also exempt from reading, writing, and mathematics placement tests and placed into non-STEM FCC courses. For STEM courses, individuals must have both GPA of 3.0 or better and grade of B or better in Algebra II or meet any other math exemption or obtain appropriate Accuplacer math score.
 - O. Individuals enrolled in FCPS or another school with a dual enrollment agreement with the College who wish to participate in dual enrollment may take the placement tests twice. Individuals may retake the placement test a third time within six months of high school graduation, with an unofficial transcript or report card indicating successful completion of grade 12 English and/or math, and verification of their placement testing records by the Testing Center.
 - P. Individuals who have graduated from a Maryland high school, public or private, and present a transcript that verifies a cumulative, unweighted high school GPA of 2.6 or better will be exempt from taking the reading, writing, and mathematics placement testing and placed into non-STEM FCC courses. Individuals with a GPA of 1.9-2.59 will also be exempt from placement testing and placed into co-requisite courses with entry-level English and math credit (ENGL100-101, ESOL100, MATH101A, MATH120A, and MATH145S). This measure does not apply to grades earned in English as a Second Language (ESL) courses. For STEM courses, individuals must have

both GPA of 2.6 or better and grade of B or better in Algebra II. This GPA exemption will be valid for five years after the date of the individual's high school graduation.

- Q. Individuals who are otherwise exempted by the Associate Vice President for the Center for Teaching and Learning or their designee.

VIII. Related Policies and Procedures

Academic Standards (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/academic-standards.aspx>)

Revisions effective 5/30/2024

The College's official version of the Academic Assessment and Placement Policy and Procedures is located on frederick.edu (<https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx>) and may be revised annually.

Previous versions of this policy are archived on frederick.edu (<https://www.frederick.edu/about-fcc/archived-policies.aspx>).

Prior Learning Assessment (PLA)

Prior learning pathways at FCC allow students the opportunity to earn credit for college-level learning, thus accelerating their progress toward graduation. A PLA evaluation is conducted of a student's work experiences, workplace training, professional licensure and certifications, military training and service, volunteer activities, life experiences, credits earned by standardized testing, and volunteering and community service activities which demonstrate college-level learning. Credit for PLA is not awarded for experience alone, but for a combination of experience and college-level learning. Students seeking credit for prior learning by way of a Portfolio Assessment, Institutional Departmental Exam, or Industry Certificates/Licensures should call the Prior Learning Assessment Coordinator at 240.629.7967 for more information. Inquiries related to the remaining PLA options may be directed to the Registration and Records Office at 301.846.2595 or transferevaluation@frederick.edu.

Portfolio Assessment

The portfolio development process allows students an opportunity to demonstrate college-level knowledge acquired from work, independent reading, training programs, volunteer activities, and other life experience. A portfolio is an organized collection of essays, documentation, and artifacts demonstrating learning through work and life experiences that satisfies a specific FCC course. Following development the portfolio is submitted to the college for credit review by faculty. Students pay an assessment fee for the portfolio to be reviewed equivalent to a one-credit course and will be assessed 50% of the current tuition per credits rewarded. No more than 15 credits may be earned through portfolio assessment. For additional information, contact the Prior Learning Assessment Coordinator at 240.629.7967.

Institutional Departmental Exams

If no CLEP or DSST exam (see charts below) is available for the subject in which a student is knowledgeable or skilled, students may contact the Prior Learning Assessment Coordinator to discuss the possibility of credit by course examination. A credit by examination may be taken only once. If the student passes a credit by examination with a grade of "C" or better, they will earn the stipulated number of credits for the course. A student's transcript will show credit for the specific courses that were taken on a credit-by-examination basis. No grade will be recorded, but credits may be counted toward degree requirements. Students pay an

assessment fee of 50% of the current tuition per credit prior to taking the departmental exam. If a student is enrolled in a class for which they subsequently request a departmental examination, no refund for the course is available. No more than 15 credits may be earned through departmental examinations. For additional information, contact the Prior Learning Assessment Coordinator at 240.629.7967.

Certificate & Licensure Evaluation

FCC accepts many industry-standard certificates and licensures for college credit. Currently students enrolled in a minimum of three credits can take advantage of agreements in programs including accounting; biotechnology; building trades; business; computer science; criminal justice; early childhood development; education; emergency management; fire service administration; hospitality, culinary, and tourism; medical assistant; police science; respiratory care; and surgical technology. For additional information, contact your Faculty Lead, Assistant Dean, or the Prior Learning Assessment Coordinator call 240.629.7967.

American Council on Education (ACE)

ACE offers a Credit Recommendation Service and is a resource that connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal course evaluations acquired outside the traditional classroom setting. Credit may be granted for educational programs that have been completed successfully at non-collegiate institutions and applied to a student's program of study. ACE also evaluates military training and experience. FCC does not assess any fees or tuition for the evaluation or awarding of ACE credits. ACE now provides a working transcript which includes free digital transcripts and badges. Visit acenet.edu (<https://www.acenet.edu>) for more information. ACE transcripts, powered by Credly, should be sent to transferevaluation@frederick.edu

National Credit Recommendations Services (NCCRS)

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

Military Training & Service

FCC will evaluate training, experience, and service reflected on a service member's military transcript and award credit where applicable. Air Force personnel are issued a Community College of the Air Force (CCAF) transcript while Army, Coast Guard, Marine Corps, and Navy personnel are issued a Joint Services Transcript (JST). FCC does not assess any fees or tuition for the evaluation or awarding of CCAF or JST credit. Air Force personnel should request to have their official CCAF transcript sent to FCC electronically via Air University/Parchment (<https://www.airuniversity.af.edu/Registrar/Transcript-Requests/>). Army, Coast Guard, Marine Corps, and Navy personnel should request to have their official JST sent to FCC electronically via the JST portal (<https://jst.doded.mil/jst/>). No more than 45 military training and service credits can be used to fulfill degree requirements.

Credit by Examinations- AP/Cambridge/ CLEP/DSST/IB

This section explains FCC’s procedures for the transferability of credit by exams. It is important to note that if you plan to transfer to another institution, the scores required may differ from what FCC accepts. It is possible that another institution may require a higher score. This is particularly relevant if you earned a score of 3 (AP) or 50 (CLEP) on an exam. It is strongly recommended that you meet with an Academic Advisor prior to making enrollment decisions to ensure you stay on track with any transfer plans.

Advanced Placement (AP) Examination

These subject matter exams sponsored by the Educational Testing Service are generally administered through high schools at the culmination of AP course offerings. The program provides a practical way for high school students to receive advanced standing credit in college for college-level courses completed in high schools. Applicants for admission who have taken AP examinations should have an official copy of their scores sent to the FCC Registration & Records Office in Jefferson Hall.

Advanced Placement Exams

| Test | Score | FCC Credit |
|--------------------------|-------------|---|
| African American Studies | 3 or better | CCEQ (3) (Cultural Competence Elective) |
| Art-2D Design | 3 or better | ARTT ELECT (3) (Art elective) Students may request a portfolio review to possibly receive credit for ARTT 101, ARTT 106, or ARTT 134, instead of the ARTT ELECT equivalency. • Contact Jason Santelli to review Photography portfolios • Contact Samuel Martin to review portfolios of hand-rendered mediums |
| Art-Drawing | 3 or better | ARTT ELECT (3) (Art Elective) Students may request a portfolio review to possibly receive credit for ARTT 101 or ARTT 106, instead of the ARTT ELECT equivalency. • Contact Samuel Martin to review portfolios of hand-rendered mediums |
| Art-History | 3 or better | ARTT 104 (3) |
| Biology | 3 or better | BSCI 100 (4) |
| | 4 or better | BSCI 150 (4) |

| | | |
|-----------------------------------|-------------|---|
| | 5 or better | BSCI 150 (4) & BSCI 160 (4) |
| Calculus AB | 3 or better | MATH 185 (4) |
| Calculus BC | 3 or better | MATH 185 (4) & MATH 195 (4) |
| Calculus BC-Subscore | 3 or better | MATH 185 (4) |
| Chemistry | 3 or better | CHEM 100 (4) |
| | 4 or better | CHEM 101 (4) |
| | 5 or better | CHEM 101 (4) & CHEM 102 (4) |
| Chinese-Language | 3 or better | CHIN 101 (3) & GELANG CC (General Education World Language w/ Cultural Competence) (3) |
| Comparative Government & Politics | 3 or better | GEPOSC or GESOCSCI (General Education, Political Science or Social Science) (3) |
| Computer Science A | 3 or better | CMSC 130 (4) |
| Computer Science AB | 3 or better | CMSC 130 (4) |
| Computer Science Principles | 3 or better | CMIS ELECT (Computer & Information Sciences Elective) (3) |
| English-Lang/Comp | 3 or better | ENGL 101 (3) |
| English-Lit/Comp | 3 or better | ENGL 102 (3) placement into ENGL 101 (0) |
| Environmental Science | 3 or better | BSCI 105 (3) |
| European History | 3 or better | HIST 102 (3) |
| French-Language | 3 or better | FREN 101 (3) & FREN 102 (3) |
| German-Language | 3 or better | GERM 101 (3) & GERM 102 (3) |
| Human Geography | 3 or better | GEOG ELECT (Geography Elective) (3) |
| Italian-Language | 3 or better | ITAL 101 (3) & ITAL 102 (3) |
| Japanese-Language | 3 or Better | GELANG (General Education World Language) (6) |
| Latin | 3 or better | LATN 101 (3) & LATN 102 (3) |
| Macroeconomics | 3 or better | ECON 200 (3) |
| Microeconomics | 3 or better | ECON 202 (3) |
| Music Theory | 3 or better | MUSC 103 (3) *Students who earn a minimum score of 3 on the aural and non-aural components may choose to receive credit for MUSC 106 (1) and MUSC 111 (3) instead of MUSC 103. |

| | | |
|-------------------------------------|-------------|--|
| | 4 or better | Music majors: credit determined by program manager |
| Music Theory-Aural subscore | 3 or better | MUSC 106 (1) *Students who earn a minimum score of 3 on the full Music Theory exam may choose to receive credit for MUSC 103 instead of MUSC 106 and/or MUSC 111. |
| Music Theory-Non-Aural subscore | 3 or better | MUSC 111 (3) *Students who earn a minimum score of 3 on the full Music Theory exam may choose to receive credit for MUSC 103 instead of MUSC 111 and/or MUSC 106. |
| Music Listening & Literature | 3 or better | MUSC 101 (3) |
| Physics 1 | 3 or better | PHYS 121 (4) |
| Physics 2 | 3 or better | PHYS 122 (4) |
| Physics B | 3 or better | PHYS 121 (4) & PHYS 122 (4) |
| Physics C Mechanics | 3 or better | PHYS 151 (4) |
| Physics C Electricity & Magnetism | 3 or better | PHYS 252 (4) |
| Precalculus | 3 or better | MATH 165 (4) |
| Psychology | 3 or better | PSYC 101 (3) |
| Research | 3 or better | HONR 102 or ELECT (1) |
| Seminar | 3 or better | HONR 102 or ELECT (1) |
| Spanish-Language | 3 or better | SPAN 101 (3) & SPAN 102 (3) |
| Spanish-Literature | 3 or better | SPAN 201 (3) & SPAN 202 (3) |
| Statistics | 3 or better | MATH 120 (3) |
| United States Government & Politics | 3 or better | POSC 104 (3) |
| United States History | 3 or better | HIST 201 (3) or HIST 202 (3) |
| | 5 or better | HIST 201 (3) & HIST 202 (3) |
| World History: Modern | 3 or better | HIST 122 (3) |

Cambridge AICE (Advanced International Certificate of Education)

The Cambridge AICE (*Advanced International Certificate of Education*) program is an international, advanced secondary curriculum and assessment program equivalent to the British system of "A-Levels and AS-Levels." To qualify for college credit, students must earn a grade of "e" or above on the nationally administered exams. A Cambridge AICE score report at the pass level is generally sufficient for the awarding of equivalent FCC credit. The following exams have been reviewed by subject matter experts at the College. The list below is not exhaustive. New courses/exams will be reviewed on a rolling basis. Students

interested in determining if they have earned FCC equivalent credit should contact the Registration & Records Office in Jefferson Hall.

| Examinations | Score Needed | Credits | Course Equivalent |
|--------------------------------|--------------|---------|--|
| AICE Diploma | e or higher | 3 | ENGL 101 |
| English General Paper | e or higher | 3 | Elective |
| Biology | e or higher | 4 | BSCI 150 |
| English Language | e or higher | 3 | Elective |
| Global Perspectives & Research | e or higher | 3 | GECC (General Education Elective with Cultural Competency) |
| Psychology | e or higher | 3 | PSYC 101 |
| Thinking Skills | e or higher | 3 | Elective |

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

CLEP and DSST are national credit-by-examination programs providing individuals the opportunity to earn credit in a non-traditional format. General and Subject exams are available in many different disciplines. FCC's Testing Center administers CLEP and DSST exams by appointment. For more information about taking a CLEP or DSST exam, contact the Testing Center at 301.846.2522.

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

CLEP Exams

| Examinations | Score Needed | Credits | Course Equivalent |
|-----------------------------|--------------|---------|--------------------------------|
| General Examinations | | | |
| College Mathematics | 50 | 3 | MATH 101 |
| Humanities | 50 | 6 | ARTT 105 and ENGL 205 |
| Social Sciences/History | 50 | 6 | SOCY 101 and HIST 101 |
| Subject Examinations | | | |
| Business: | | | |
| Financial Accounting | 50 | 6 | ACCT 100 and ACCT 101 |
| Information Systems | 50 | 3 | CMIS 101 |
| Introductory Business Law | 50 | 3 | BMGT 211 |
| Principles of Management | 50 | 3 | BMGT ELECT (Business Elective) |
| Principles of Marketing | 50 | 3 | BMGT 225 |

| | | | |
|--|----|----|---|
| Composition & Literature: | | | |
| American Literature | 50 | 6 | ENGL 203 and ENGL 204 |
| Analyze & Interpret Literature | 50 | 3 | GEELCT (General Education Elective) |
| College Composition | 50 | 3 | ENGL 101 |
| College Composition Modular | 50 | 3 | ENGL ELECT (English Elective) |
| English Literature | 50 | 3 | ENGL ELECT (English Elective) |
| Foreign Languages: | | | |
| French, Level 1 | 50 | 6 | FREN 101 and FREN 102 |
| French, Level 2 | 50 | 12 | FREN 101, FREN 102, FREN 201, and FREN 202 |
| German, Level 1 | 50 | 6 | GERM 101 and GERM 102 |
| German, Level 2 | 50 | 12 | GERM 101, GERM 102, GERM 201, and GERM 202 |
| Spanish, Level 1 | 50 | 6 | SPAN 101 and SPAN 102 |
| Spanish, Level 2 | 50 | 12 | SPAN 101, SPAN 102, SPAN 201, and SPAN 202 |
| Spanish with Writing, Level 1 | 50 | 6 | SPAN 101 and SPAN 102 |
| Spanish with Writing, Level 2 | 50 | 12 | SPAN 101, SPAN 102, SPAN 201, and SPAN 202 |
| History & Social Sciences: | | | |
| American Government | 50 | 3 | POSC 104 |
| Human Growth & Development | 50 | 3 | EDPS 210 |
| Introduction to Educational Psychology | 50 | 3 | EDUC ELECT or PSYC ELECT (Education or Psychology elective) |
| Introductory Psychology | 50 | 3 | PSYC 101 |
| Introductory Sociology | 50 | 3 | SOCY 101 |
| Principles of Macroeconomics | 50 | 3 | ECON 200 |

| | | | |
|--|----|---|--|
| Principles of Microeconomics | 50 | 3 | ECON 202 |
| US History I: Early Colonization-1877 | 50 | 3 | HIST 201 |
| US History II: 1865 to the Present | 50 | 3 | HIST 202 |
| Western Civilization I: Ancient Near East-1648 | 50 | 3 | HIST 101 |
| Western Civilization II: 1648-Present | 50 | 3 | HIST 102 |
| Science & Mathematics: | | | |
| Biology | 50 | 4 | BSCI 100 |
| Calculus | 50 | 4 | MATH 175 |
| Chemistry | 50 | 4 | CHEM 100 |
| College Algebra | 50 | 3 | MATH 145 |
| Precalculus | 50 | 4 | MATH 165 |
| Natural Sciences | 50 | 3 | GEBSCI or GEPHSC (General Education Science, No Lab) |

DSST Exams (Formerly DAN TES)

Exams not listed may be eligible for credit. Email transferevaluation@frederick.edu for more information.

| Exam Title | Minimum Score | Course Equivalency | Credits |
|---|---|----------------------------------|---------|
| Art of the Western World | 400 | ARTT 105 | 3 |
| Business Ethics and Society | 400 | PHIL 208 | 3 |
| Criminal Justice combined with Intro to Law Enforcement | 400 (Students MUST take both exams and earn the minimum score in each exam) | CCJS 101 | 3 |
| Environmental Science | 400 | BSCI 105 | 3 |
| Ethics in America | 400 | HUMN ELECT (Humanities Elective) | 3 |
| Ethics in Technology | 400 | CMIS 101 | 3 |
| Foundations of Education | 400 | EDUC ELECT (Education Elective) | 3 |
| Fundamentals of College Algebra | 400 | MATH 101 | 3 |
| Fundamentals of Counseling | 400 | HUMS 203 | 3 |
| Health and Human Development | 400 | HLTH 150 | 3 |
| Human Resource Management | 400 | BMGT 223 | 3 |
| General Anthropology | 400 | ANTH 101 | 3 |

| | | | |
|-----------------------------------|-----|--------------------------------------|---|
| Introduction to Business | 400 | BMGT 103 | 3 |
| Introduction to Geography | 400 | GEOG 101 | 3 |
| Introduction to Geology | 400 | GEPHSC 1 (GenEd Physical Sci No Lab) | 3 |
| Introduction to World Religions | 400 | HUMN 204 | 3 |
| Lifespan Developmental Psychology | 400 | EDPS 210 | 3 |
| Principles of Public Speaking | 400 | COMM 103 | 3 |
| Principles of Statistics | 400 | MATH 120 | 3 |
| Principles of Supervision | 400 | BMGT ELECT (Business Elective) | 3 |
| Substance Abuse | 400 | HUMS 206 | 3 |
| Technical Writing | 400 | ENGL ELECT (English 3 Elective) | 3 |
| The Civil War and Reconstruction | 400 | HIST 212 | 3 |

International Baccalaureate

FCC will evaluate International Baccalaureate (IB) subject examinations with scores of 4 or higher. Students may be awarded up to 30 credits. FCC does not assess any fees for IB evaluations and credit awards. Students must have official transcripts sent to the Registration & Records Office in Jefferson Hall. The list below is not exhaustive. New exams will be reviewed on a rolling basis. Students interested in determining if they have earned FCC equivalent credit should contact the Registration & Records Office.

| IB Exam | FCC Course Equivalent/Credits Awarded |
|--|---------------------------------------|
| Computer Science (SL & HL) | 4+ = CMSC 130 |
| Language A: Language and Literature (SL & HL) | 4+ = ENGL 101 |
| Language A: Literature (SL & HL) | 4+ = ENGL 102 |
| Full IB Diploma (indicates successful completion of the Theory of Knowledge course and the Extended Essay) | GEHUMN (General Education Humanities) |

Orientation and Advising

All new to college students should plan to participate in our two-part Orientation:

1. Complete the online Go2Orientation before attending an advising session.
2. Advising and Registration: Before you enroll in classes, you are strongly encouraged to meet with your assigned Academic Advisor to go over your pathway.

Orientation

Complete our virtual orientation program called Go2Orientation (<https://www.go2orientation.com/learn/dashboard/>). This easy-to-navigate

program provides an in-depth review of all relevant information, resources, and support services for students to be successful at FCC.

Advising

Once students have completed Go2Orientation, they should schedule an academic advising appointment. Compass Days will introduce students to their career communities and receive customized information about career planning and jobs related to their major. Students will also meet other students, tour campus services, and learn about resources related to academic success.

If students are not able to attend a Compass Day, they are welcome to schedule any other advising option that fits their schedule.

For more information on advising and orientation, please visit frederick.edu/orientation (<http://frederick.edu/orientation/>).

Selective Admission Programs

Health Science Selective Admission Programs

Associate Degree Nursing

Enrollment in the associate degree nursing (ADN) program is limited by the availability of staff and facilities. To be considered for admission, students must:

1. **Apply to the College:** Apply to FCC and declare Health Science: Pre-Nursing as your major.
2. **Submit Official Transcripts:** Send official college/university and high school transcripts, SAT & ACT scores as well as any CLEP, IB or AP scores to the Registration and Records Office. *Note that official college/university transcripts should be sent upon application to FCC and must be received by application due date for Nursing program.*
3. **Apply for Financial Aid:** Apply for Financial Assistance – Submit the FAFSA and apply for scholarships.
4. **Schedule a meeting with the Health Sciences Advisors:**
 - Last Name A-K: Jennifer McAninley jmcaninley@frederick.edu
 - Last Name L-Z: Aimee Becker abecker@frederick.edu
5. **Complete FCC's assessment testing:** unless otherwise exempted.
6. **Complete Pre-Admission Courses:** Complete the following requirements with a grade of C or higher***
 - ENGL 101 English Composition
 - EDPS 210 Human Growth and Development
 - Mathematics General Education Elective (MATH 120 Statistics or higher)
 - Humanities General Education Elective
 - Communication General Education Elective (COMM course required)
 - Arts General Education Elective
 - PSYC 101 General Psychology
 - SOCY 101 Introduction to Sociology
 - Science prerequisite: BSCI 55 Preparation for Allied Health or BSCI 150 Principles of Biology I or CHEM 101 General Chemistry I
 - **BSCI 201 Anatomy and Physiology I ****
 - **BSCI 202 Anatomy and Physiology II ****
 - **BSCI 223 Microbiology for Allied Health or BSCI 263 Elements of Microbiology ****

**** Sciences must be completed by the end of the semester in which application is submitted to the Nursing Program.**

****Sciences cannot be enrolled in more than twice each in the five years leading up to the application deadline (withdrawals, audits, and grades of D or F all count as an enrollment).**

****Any course(s) being repeated must be completed by the end of the January term in order to count in the GPA calculation for the evening/weekend option or summer semester for the day option.**

**** If a student is completing a prerequisite science course during the application semester, the midterm course grade will be applied to the point scale (including transfer courses). Students can be accepted to the nursing program with condition of final grade earned is "C" or better for the course.**

****Sciences cannot be older than 5 years at the application deadline.**

****Anatomy & Physiology I, Anatomy & Physiology II, and Microbiology may each be enrolled in twice, including withdrawals, audits, and transfer credits, in the 5 years preceding the application deadline. Students repeating any of these science courses or their lab components more than the allowed number of attempts within 5 years of the application deadline will not be awarded points for the applicable course, regardless of grade earned, and will be ineligible for FCC's Nursing Program. These sciences must be completed with a grade of C or better and cannot be older than 5-years at the application deadline.**

***** All courses must be completed with a grade of C or better.**

***One (1-3 credit) PHED, HLTH or NUTR course is required to earn the Associate Degree in Nursing.**

7. **Complete the TEAS:** Prior to applying to the Nursing Program, complete the Test of Essential Academic Skills (TEAS) and attach the score report to application upon submission.
 - Register for the TEAS through atitesting.com
 - Earning a score **at or above all of the thresholds below on the same test** will add one additional point to your application:
 - i. Minimum 58.7% overall
 - ii. Minimum math score of 69%
 - iii. Minimum reading score of 69%
 - If completed previously, a TEAS score cannot be older than 2 years at application deadline.
8. **Submit Application and TEAS Score to the Nursing Program:** Access the Nursing Program application through the FCC Nursing Program website <http://www.frederick.edu/nursing> (<http://www.frederick.edu/nursing/>)
 - Complete and submit the application with **TEAS score report**.

| Cohort Start/Type | Application Opens | Application Deadline |
|--------------------------|-------------------|----------------------|
| Fall/Daytime | January 1 | March 1 |
| Spring/Evening & Weekend | August 1 | October 1 |

- To be included in the pool of applicants for admission to the nursing program, students must complete all required developmental coursework, complete BSCI 201 Anatomy and Physiology I, BSCI 202 Anatomy and Physiology II, and BSCI 223 Microbiology for Allied Health or BSCI 263 Elements of Microbiology by the end of the semester in which they are applying and send all official college transcripts from other colleges and universities to Registration and Records by March 1 for fall daytime option and October 1 for the spring evening/weekend option.

- A point system is used to select candidates for admission to the nursing program. Points are assigned for non-clinical courses completed, residency or military affiliation, TEAS proficiency level scores, cumulative grade point average (GPA) and grades in the prerequisite science courses.
- The students with the highest point total are offered admission to the nursing program. Students with equal point totals will be ordered by cumulative GPA from highest to lowest. If students have equal points and cumulative GPAs, residents of Frederick County are given priority consideration for admission. If an accepted student declines their seat in the program or fails to meet the minimum requirements for courses in progress, the next eligible student with the highest score is offered admission to the program.
- Once grades have been posted in May for day option and January for evening/weekend option, transcripts for those accepted conditionally will again be evaluated. If, after re-evaluation, a student dropped a course or failed to earn a "C" or better, they will not be eligible for the nursing program and the next qualified candidate will be admitted.

Questions about the admissions process?

Email the Admissions Coordinator at HealthSciencesAdmissions@frederick.edu

Criteria for Admission to the Associate Degree Nursing Program

Students who have met the minimum requirements for admission will then be ranked using the rubric below.

| Criteria | Possible Points |
|--|-----------------|
| English Composition (ENGL 101/EN 101) | 1 |
| Mathematics General Education Elective (MATH 120 or higher) | 1 |
| PSYC 101 General Psychology | 1 |
| SOCY 101 Introduction to Sociology | 1 |
| Communication General Education Elective (COMM required) | 1 |
| EDPS 210 Human Growth & Development | 1 |
| Humanities General Education Elective | 1 |
| Arts General Education Elective | 1 |
| BSCI 201 (Anatomy and Physiology I) | 8 |
| <ul style="list-style-type: none"> • 8 points for A, 7 points for B, 6 points for C » midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline | |
| BSCI 202 (Anatomy and Physiology II) | 8 |
| <ul style="list-style-type: none"> • 8 points for A, 7 points for B, 6 points for C » midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline | |
| BSCI 223 or BSCI 263 (Microbiology) | 8 |
| <ul style="list-style-type: none"> • 8 points for A, 7 points for B, 6 points for C » midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline | |
| Cumulative GPA (including transfer credits) | 2 |
| <ul style="list-style-type: none"> • 3.500 or higher: 2 points • 3.000 - 3.490: 1 point | |
| Frederick County Resident, Active Duty Military, Military Veteran, or Legal Dependent of | 3 |

| | |
|---|-----------|
| TEAS Score | 1 |
| Minimum 58.7% overall; minimum 69% in both Math and Reading | |
| Total Possible Points | 38 |

Note: BSCI 201 Anatomy and Physiology I, BSCI 202 Anatomy and Physiology II, and BSCI 223 Microbiology for Allied Health/BSCI 263 Elements of Microbiology may each be repeated only once, including withdrawals, audits, and transfer credits within 5 years of the application deadline. Students repeating any of these courses more than the allowed number of attempts will not be awarded any points for the applicable course, regardless of grades earned.

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

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

| Criteria | Possible Points |
|--|-----------------|
| BSCI 201 (Anatomy and Physiology I) • 8 points for A, 7 points for B, 6 points for C » midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline | 8 |
| BSCI 202 (Anatomy and Physiology II) • 8 points for A, 7 points for B, 6 points for C » midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline | 8 |
| BSCI 223 or BSCI 263 (Microbiology) • 8 points for A, 7 points for B, 6 points for C » midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline | 8 |
| Cumulative GPA (including transfer credits) • 3.500 or higher: 2 points • 3.000 - 3.490: 1 point | 2 |
| Prerequisites completed or in progress: • ENGL 101 | 1 |
| • Mathematics General Education course | 1 |
| • EDPS 210 (Human Growth & Development) | 1 |
| Frederick County Resident, Active-Duty Military or Legal Dependent, or Veteran | 3 |
| Total Possible Points | 32 |

Physical Therapist Assistant (PTA)

- Apply to the College:** Apply to FCC and declare Pre-Health Professions: PTA as your major.
- Complete Placement Tests:** Complete FCC placement tests as needed - consult with Admissions or Advising.
- Submit Official Transcripts:** Send official college/university and high school transcripts, SAT & ACT scores as well as any CLEP, IB or AP scores to the Registration and Records Office.
 - Minimum un-weighted 2.5 GPA from high school transcripts **OR** cumulative of college work (at least 12 credits)
- Apply for Financial Aid:** Apply for Financial Assistance – Submit the FAFSA and apply for scholarships.

- Complete Pre-Admission Courses:** Complete the following requirements with a *grade of C or better**:
 - MATH - MATH 120 Statistics or Higher
 - BSCI 150 Principles of Biology I

*Final pre-admission courses, including sciences, can be in progress the semester application is submitted or planned for summer semester. Student must pass BSCI 150 Principles of Biology I and MATH 120 Statistics or higher with a C or better prior to admission.

- Work Experience:** No work experience is required for application, but related work experience as a Physical Therapy tech or aide, Athletic Trainer, Exercise Physiologist, Massage Therapist, or CNA qualifies the applicant for additional points on their application. The hours must be completed in the past year (January 2021 - May 2022) and the work experience must be documented on the Employment Verification Form.
- Read Essential Functions for a PTA Career (on FCC PTA webpage):** Students will need to attest to being able to perform the physical tasks, observational skills, behavioral responsibilities, and cognitive abilities necessary to be a PTA. The information to review is located on the FCC PTA webpage under Prospective Students.
- Watch the Required Videos on the FCC PTA webpage under the Admissions Tab.** These videos will provide you with insight into the PTA career to insure you are making the right choice for your future.

For those students who have submitted all documentation and met the above criteria, a point system is used to select candidates for admission to the technical portion of FCC's PTA program. Points are assigned for grades in the general education courses completed by time of the application, work experience, and previous degrees. The students with the highest point total are offered admission to the program. If an accepted student declines his/her seat in the program or fails to meet summer course requirements, the next eligible student with the highest score is offered admission to the program.

Completion of additional program courses (see criteria table below) by the June 1 application deadline is highly recommended as this adds points to a student's application and makes the student more competitive for admission.

Criteria for Admission to the PTA Program

| Criteria | Possible Points |
|---|-----------------|
| Medical Terminology (HLTH 109) ¹ | 6 |
| English Composition (ENGL 101) ¹ | 6 |
| General Psychology (PSYC 101) ¹ | 6 |
| Statistics or higher (MATH 120 or higher) ¹ | 6 |
| Principles of Biology (BSCI 150) ¹ | 6 |
| Anatomy & Physiology I (BSCI 201) ¹ | 6 |
| Anatomy & Physiology II (BSCI 202) ¹ | 6 |
| Small Group Communication (COMM 105) ¹ or a general education COMM elective and a cultural competence elective | 6 |
| Earned Associate's Degree | 3 |
| Earned Bachelor's Degree or higher | 6 |

| | |
|--|-----------|
| Work Experience – not required for application | 6 |
| 200 hours = 2 points | |
| 250 hours = 3 points | |
| 300 hours = 4 points | |
| 350 hours = 5 points | |
| 400 hours or greater = 6 points | |
| Total Possible Points | 63 |

¹ Points for courses are awarded based on grade earned: A = 6 points, B = 4 points; C = 2 points.

Accreditation Statement

Effective April 30, 2024, the Physical Therapist Assistant program at Frederick Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org (http://www.capteonline.org/). If needing to contact the program/institution directly, please call 301.846.2644 or email Aiams@frederick.edu (Aiams@frederick.edu)

Respiratory Care

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

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

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

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

Criteria for Admission to the Respiratory Care Program

| Course | Points |
|---|--------|
| ENGL 101 | 1 |
| PSYC 101 | 1 |
| BSCI 201 | 2 |
| 2 points if passed first time course is taken, 1 point if passed second time course is taken, 0 points if passed on three or more attempts. Only “C” grade or better is accepted as passing for Respiratory Care program. | |

| | |
|---|-----------|
| BSCI 202 | 2 |
| 2 points if passed first time course is taken, 1 point if passed second time course is taken, 0 points if passed on three or more attempts. Only “C” grade or better is accepted as passing for Respiratory Care program. | |
| BSCI 223 | 2 |
| MATH 120 or higher | 2 |
| COMM 105 | 1 |
| PHED, HLTH, or NUTR Elective | 1 |
| GPA: 3.000 or higher | 1 |
| Job Shadow (observe a therapist) | 1 |
| Residency – Frederick County, Carroll County, Howard County, or Military Veteran ¹ | 1 |
| Total | 15 |

¹ Residents of Carroll and Howard Counties are awarded the same point for residency as Frederick County residents, as part of the Mid-Maryland Allied Healthcare Consortium Agreement.

Surgical Technology

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

- i. Complete and submit a FCC application for admission and submit proof of residency if required.
- ii. Complete an online application for the ST program. All applications will be reviewed and seats will be offered according to the point scale and application date. First consideration is given to those students who submit an application by the first consideration date for the fall or spring classes. Refer to the online application.
- iii. Minimum skill levels in the areas of reading, writing, math, and allied health science are necessary for an application to be considered. Students may meet these requirements by taking the placement assessments and meeting the minimum skill levels or by taking appropriate developmental course work in these subjects.
- iv. Students must achieve a “C” or higher in any class they plan to apply toward ST program requirements.
- v. A point system is used to determine selection to the program. Points will be assigned only to those students who have returned the Application for Admission to the Surgical Technology Class.
- vi. When there are more qualified applicants than there are seats in the program, those with the highest points will be offered seats first. Other qualified applicants will be offered seats as they become available. It is highly recommended that you participate in the job shadowing experience. Those with documented job shadowing will be given priority.

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

Currently Certified Surgical Technologists (CST) through the National Board of Surgical Technology and Surgical Assisting are eligible to be awarded 35 departmental credits according to the terms of the Evaluation of Credit

Through Credential Assessment or Prior Learning Assessment (PLA) Agreement.

Currently Certified Nursing Assistants (CNA) through any state nursing board are eligible to be awarded 6 credits in the Surgical Technology Program: HLTH 109 Medical Terminology -3 credits and Elective-3 credits.

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

Criteria for Student Selection into the Surgical Technology Class

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

| Criteria | Possible Points |
|---|-----------------|
| Biology Gen Ed Core: BSCI 201 Anatomy & Physiology 4 credits Must complete prior to the application: 4 points for completed 2 points for course in progress Limit of one repeat to receive points. | 2-4 |
| Biology Gen Ed Core: BSCI 202 Anatomy & Physiology II 4 credits Must complete prior to the application: 4 points for completed 2 points for course in progress Limit of one repeat to receive points. | 2-4 |
| Communication Gen Ed Core: COMM 103, COMM 105 or COMM 107 3 credits Must complete prior to the application. | 1 |
| Departmental Requirement: Medical Terminology HLTH 108 or HLTH 109 1 or 3 credits May be in progress at time of application (1 point) | 1 |
| Electives, 6 credits total May be in progress at time of application (1 point) | 1 |
| English Gen Ed Core: English composition/ENGL 101 3 credits Must complete prior to the application. | 1 |
| Mathematics Gen Ed Core 3 or 4 credits Must complete prior to the application. | 1 |
| Physical Education, Health, or Nutrition 1 or 3 credits May be in progress at the time of application (1 point awarded) | 1 |
| Psychology or Sociology Gen Ed Core: PSYC 101 or SOCY 101 3 credits Must complete prior to the application. | 1 |
| Previous degree completion | 4 |
| Pre-Health Surgical Technology listed as applicant's major field of study. | 2 |
| All original transfer transcripts received and read by the FCC Registrar prior to the first consideration date for each course to be applied. | 3 |

Job shadowing completed and reflection received prior to the application first consideration date. October 15 (spring) and April 15 (fall)

| | |
|---|-----------|
| Frederick County Resident Included are Howard and Carroll Consortium transfer students. | 2 |
| Total Possible Points | 28 |
| Minimum points to receive contingent acceptance | 13 |

Non-Health Selective Admission Program ASL Interpreter Preparatory Program (IPP)

Enrollment in the Associate of Applied Science in ASL Interpreter Preparatory Program and certificate is limited to those accepted into the program (max of 16 students per cohort). To be considered for admission, a student must:

1. Complete and submit a College application for admission and provide proof of residency.
2. Complete and submit a separate application for the IPP to the ASL/IPP Program Manager by August 1st (for Fall admission) and January 1st (for Spring admission). Applications can be found at: <https://www.frederick.edu/programs/arts-humanities/sign-languageinterpreter-preparatory-program.aspx>.
3. Submit official transcripts from all previously attended colleges and universities, and other forms of prior learning to Registration and Records by the deadline.
4. Complete FCC assessment testing unless otherwise exempted.
5. Arrange for an appointment with the ASL/IPP Program Manager (required). Interpreting program requires students to take the National Certification written exam before being approved to be placed on internships. In order to apply and be included in the pool of applicants for admission to the internship portion, students must have a 3.0 or higher. Students must have a 'B' or better in core coursework by the end of the semester in which they are applying. All applications will be reviewed and applicants will be selected for interviews if all pre-program requirements are met.

For more information on these selective admission programs and other special admission programs, refer to the Admissions Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/admissions-policy.aspx>).

Student Information

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

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

Frederick Community College accords to students all rights under the Family Educational Rights and Privacy Act as amended. No one outside the institution shall have access to, nor will the institution disclose any information from, a student's educational record without the written consent of the student, except when prior written consent is not required by the act or the implementing regulations. A complete text of the

college's compliance procedures is available upon request from the Welcome Desk.

Change of Student Information

Students who change their address during the year are responsible for completing a "Change of Address" form in Registration and Records or at frederick.edu (<https://www.frederick.edu/admissions/registration-forms.aspx>). Proof of residence will be required.

Students who wish to change their name must fill out a form available at the Welcome Desk or at frederick.edu <https://www.frederick.edu/admissions/registration-forms.aspx>. Changes to Primary Name require documentation (list of appropriate documents available at Registration and Records). Changes to Chosen Name do not need documentation.

Articulation and Transfer Agreements

To support the diverse educational goals of our students, Frederick Community College actively develops transfer partnerships and articulation agreements with a wide range of colleges and universities across Maryland and neighboring regions.

Articulation agreements are formal collaborations between FCC and partner institutions designed to maximize credit transfer and create clear, beneficial pathways for transfer students. While these agreements can simplify the transfer process, they are not required for students to transfer. We strongly encourage all students to meet with their Academic Advisor to explore the full range of transfer opportunities available. For further information, contact Career and Academic Planning Services (CAPS) at emailadvising@frederick.edu or 240-629-7981.

FCC has articulation agreements with the following schools:

American Public University System
 Capella University
 Chamberlain College
 Drexel University
 Eastern Oregon University
 Frostburg State University
 George Mason University
 George Washington University
 Goucher College
 Harrisburg University of Science and Technology
 Hood College
 Kansas Wesleyan University
 Maryland Area College Music Association (MACM)
 Maryland Council of Deans and Directors of Nursing Programs (MCDNDP)
 McDaniel College
 Mid-Maryland Healthcare Consortium
 Mount St. Mary's University
 Northwestern State University of Louisiana
 Point Park University
 Salem International University
 Salisbury University
 Shenandoah University
 Shepherd University
 Shippensburg University
 Southern New Hampshire University
 St. Mary's College of Maryland
 Stevenson University
 Stratford University

Strayer University
 Towson University
 Universities at Shady Grove (USG)
 University of Baltimore
 University of Maryland at Baltimore (UMB)
 University of Maryland Baltimore County (UMBC)
 University of Maryland (College Park) (UMD)
 University of Maryland Eastern Shore (UMES)
 University of Maryland Global Campus (UMGC)
 University of Phoenix
 West Virginia University
 Wilson College

For questions about specific transfer and articulation agreement details, please email Amber Tobery, Articulation and Transfer Success Coordinator, at atobery@frederick.edu.

Transferring in Credits

College & University Credit

Credit may be granted for coursework completed at accredited colleges and universities. All transferable coursework with a grade of "D" or above may be accepted in transfer. Grades of "D," however, will not be accepted for any course within a program of study that requires a grade of "C" or higher. A grade of "D" can be used to fulfill a prerequisite unless the prerequisite requires a grade of "C" or higher. The state of Maryland requires that a student earn a grade of "C" or higher in ENGL 101, English Composition.

Air Force Office Training Corps (AFROTC)

FCC is a crosstown partner with the Air Force ROTC unit at University of Maryland College Park. Air Force ROTC is a college program that allows students to earn their degree while training to become an Air Force officer. AFROTC offers challenges and benefits unique among student organizations and training programs on a college campus. Students receive invaluable leadership training, are involved in community events, and visit active-duty Air Force bases as part of the program.

Additionally, all course materials and uniform items needed for the AFROTC courses are provided at no cost, and students can compete for scholarships to help pay tuition. Most importantly, the program can lead to an exciting career in the U.S. Air Force. For more information, visit www.afrotc.umd.edu (<http://www.afrotc.umd.edu>), send an email to afrotcdet330@umd.edu, or call the UMCP Campus at 301.314.3242 or contact Career and Academic Planning Services at 301.846.2471.

FCC recognizes the value of AFROTC courses. As a Crosstown Partner with the University of Maryland College Park's AFROTC unit, FCC will transfer the following AFROTC courses and assign the equivalencies listed below.

| AFROTC Course | FCC Courses | Credits |
|--|--|---------|
| ARSC 059 (if taken as a single course) | Physical Education Elective (PHED ELECT) | 1 |
| ARSC 059 (if taken three times) | HLTH 165 – Fitness for Living | 3 |

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

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

Federal Emergency Management Agency (FEMA) Courses

FCC evaluates and grants academic credit for eligible FEMA Independent Study (IS) courses. Courses developed by FEMA are available to be completed online for Continuing Education units (CEUs). Upon successful completion of a course, students can convert their CEUs to academic credit at a cost of \$90 per credit hour (subject to change).

Students wishing to pursue a Letter of Recognition, Certificate, or A.A.S. in Emergency Management from Frederick Community College are required to complete several online courses through FCC, in addition to completing and converting their FEMA coursework to college credit. These online FCC courses are instructor-led experiences designed to validate student knowledge, earn letter grades, and acquire a GPA. Online FCC courses in this program occur during five-week periods, according to the academic calendar. See the FCC website at frederick.edu/fema (<http://frederick.edu/fema/>) for more information. Also, see the Emergency Management academic program offerings (p. 95).

Maryland State Department of Education

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

High School Articulation Agreements

FCC/FCPS Agreement

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

FCC/CCPS Agreement

Frederick Community College and Carroll County Public Schools have an articulation agreement that awards college credit for selected Carroll County Public Schools coursework. To receive credit for these courses, students must have earned a specific grade as designated in the agreement active the year they graduate from high school. The CCPS student must initiate the request for credit within two years of their graduation from high school. Students must submit an official

high school transcript. Additional information is available from the FCC Registration and Records Office or from Carroll County high school guidance offices.

FCC/WCPS Agreement

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

Ways to Earn Credit at FCC

Standard On Campus Format Classes

Most 3-credit, 15-week daytime classes are offered in a twice-a-week format (e.g., MW or TTH for 1.25 hours each/2.5 hours per week). Some daytime classes are offered in 2.5 hour blocks for one day only (e.g., F, 8:00-10:30 a.m.). Evening classes are generally offered in 2.5 hour blocks; times vary.

Non-Standard/Accelerated Format Classes

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

Independent Study

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

Students interested in independent study classes can apply by obtaining an independent study application from the Provost/Executive Vice President, Academic Affairs, Continuing Education, and Workforce Development or appropriate Assistant Dean and contacting a faculty member who is willing to supervise the independent study. Completed independent study forms must be submitted to the Registration & Records Center in Jefferson Hall. For more information, please contact the program manager or department chair.

Internship

The internship program allows students to gain work experience as well as earn academic credit for structured learning that occurs through full-or-part time employment related to their academic majors.

To be eligible, students must have met the following guidelines:

1. Be enrolled in an eligible FCC program
2. Have a minimum 2.0 grade point average
3. Be approaching their last 15 credits in their college program
4. Requirements: Internship credits can be earned through either part-or-gull-time employment in a position directly related to the student's major. Part-time employment (paid or unpaid) is normally carried on concurrently with full-or-

part-time school enrollment. Hours of employment may vary, according to the type of position. Full-time employment under the internship program is normally carried out while attending school part-time. A written assignment is completed based on work experience. A faculty member, selected by the faculty lead or assistant dean, will approve the assignment, assist with the development of student outcome goals, maintain contact with the work site, and assign a grade at the end of the semester. Grades are based on the student's completion of outcome goals, work experience, evaluation, and the employer's evaluation.

Course Blackboard Requirements

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

Course Format Options

While many classes are taught in-person at FCC, alternative course formats are also available, including online, structured remote, and hybrid.

In-Person course refers to a course that will meet on campus in an in-person environment. Students are expected to attend all class sessions in person. In-person classes may have learning materials and assessments that students must access online.

Online (ONL) course refers to a course that is entirely online. Students may be required to come to campus, an approved testing center, or meet virtually for certain assessments as specified in the syllabus. The class does not meet at a scheduled time. Students complete work on their own time and will meet all expected deadlines and expectations outlined by the instructor.

Structured Remote (SR) course refers to a course that is entirely online with scheduled class times. Students may be required to come to campus, or an approved testing center, for certain assessments as specified in the syllabus. Scheduled class times will be used for real-time virtual sessions, which may include virtual lectures, group discussion, or other class activities. Real-time virtual sessions will occur a minimum of once per week during scheduled class times. Scheduled real-time virtual session dates will be designated in the syllabus. Students are required to attend real-time virtual sessions.

Hybrid (HYB) course refers to a course that will meet in person and require online participation as noted in the syllabus. Online participation may mean real-time virtual participation (SR) or asynchronous participation online (ONL). Students are expected to participate in all in-person sessions and real-time virtual sessions. Students will meet all expected deadlines and expectations outlined by the professor.

Web Enhanced (WE) course refers to a course that will meet on campus in an in-person environment, typically during a 13-week session. There will be additional mandatory online activities. Students are expected to attend all class sessions.

Expanded online course options: Students who require an Online course not available at FCC should contact the Online Learning and Instructional Innovation Office to see if the course is available through MarylandOnline.

MarylandOnline—MarylandOnline is a statewide consortium dedicated to championing distance learning in Maryland. Through collaboration among Maryland community colleges, colleges, and universities, MarylandOnline gives students access to statewide articulated courses, certificates, and degree programs offered via distance education. MarylandOnline enhances the quality and availability of higher education for the citizens and employers of Maryland and for students worldwide. Go to www.marylandonline.org (<http://www.marylandonline.org>) for more information.

International Education

The College provides opportunities for faculty, staff, and students to enhance their cultural competence and building their global awareness by providing on and off campus learning experiences, including credit and non-credit international travel experiences. FCC is a part of the state-wide Maryland Community College International Education Consortium (MCCIEC) which offers short-term credit and Continuing Education trips. Check out the studyabroadmaryland.org (<http://studyabroadmaryland.org/>) website to learn more details about these short-term options. For information on all international education choices, consult the college website.

TUITION AND FEES

Tuition rates are subject to change.

* The information below shows the current tuition and fee rates for the 2024-2025 academic year. The rates are subject to change. To view current tuition rates, visit frederick.edu/tuition (<http://frederick.edu/tuition/>).

2026-2027 Credit Tuition and Fees Chart

| Credits | In-County | Out-of-County | Out-of-State |
|---------|------------|---------------|--------------|
| 1 | \$169.50 | \$335.50 | \$443.50 |
| 2 | \$339.00 | \$671.00 | \$887.00 |
| 3 | \$508.50 | \$1,006.50 | \$1,330.50 |
| 4 | \$678.00 | \$1,342.00 | \$1,774.00 |
| 5 | \$847.50 | \$1,677.50 | \$2,217.50 |
| 6 | \$1,017.00 | \$2,013.00 | \$2,661.00 |
| 7 | \$1,186.50 | \$2,348.50 | \$3,104.50 |
| 8 | \$1,356.00 | \$2,684.00 | \$3,548.00 |
| 9 | \$1,525.50 | \$3,019.50 | \$3,991.50 |
| 10 | \$1,695.00 | \$3,355.00 | \$4,435.00 |
| 11 | \$1,861.00 | \$3,687.00 | \$4,875.00 |
| 12 | \$2,027.00 | \$4,019.00 | \$5,315.00 |
| 13 | \$2,193.00 | \$4,351.00 | \$5,755.00 |
| 14 | \$2,359.00 | \$4,683.00 | \$6,195.00 |
| 15 | \$2,525.00 | \$5,015.00 | \$6,635.00 |
| 16 | \$2,691.00 | \$5,347.00 | \$7,075.00 |

* **Tuition and fees rates are subject to change.**

Cost of Attendance

Pursuant to the passage of both the FAFSA Simplification and FUTURE Acts, educational institutions are required to make cost of attendance information publicly available on sites that detail tuition and fees. "Cost of attendance," or COA, is defined as the average cost to attend for one academic year and includes expenses other than tuition and fees that you should plan for, such as:

- Books & supplies
- Food
- Housing
- Transportation
- Personal needs
- Loan Fees

For more information, visit: <https://www.frederick.edu/financial-services/othercosts.aspx>.

Tuition*

| Fee | Amount |
|-------------------------------|----------|
| In-County per credit hour | \$140.00 |
| Out-of-County per credit hour | \$306.00 |
| Out-of-State per credit hour | \$414.00 |

Consolidated Service Fee (\$26.00)

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

Student Activity Fee (\$3.50)

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

Additional Fees¹

| Fee | Amount |
|---|--------|
| Course and Program Fees | |
| American Sign Language Studies Immersion Experience (ASLS 250) | \$175 |
| Applied Music Courses (MUSC 172, 174, 178, 180, 182, 184, 186, 272, 274, 278, 280, 282, 284, 286) | \$490 |
| Biological and Physical Science Lab Courses | |
| BSCI 100 | \$20 |
| BSCI 150 | \$20 |
| BSCI 160 | \$25 |
| BSCI 223 | \$40 |
| BSCI 263 | \$40 |
| BIOT 214 | \$35 |
| BIOT 220 | \$50 |
| BIOT 222 | \$50 |
| BIOT 224 | \$50 |
| CHEM 101 | \$10 |
| CHEM 102 | \$10 |
| CHEM 201 | \$15 |
| CHEM 202 | \$15 |
| Building Trades Courses | |
| HVAC (BLDT 110, 111, 113, 143, 212) | \$42 |
| Electrical (BLDT 140, 143, 241, 242) | \$106 |
| Welding (BLDT 120, 222, 223, 224, 225) | \$197 |
| Credit Conversion Program (FEMA) (per credit hour) | \$95 |
| Culinary Arts Courses (HCTI 102, 103, 104, 105, 200, 205, 210, 225, 230) ² | \$149 |

| | |
|--|----------------|
| Emergency Management Courses (EMGT 105, 115, 125, 135, 140, 215, 225, 235 - per course, not eligible for 50% refund) | \$125 |
| Health Science Courses | |
| EXSC 180 | \$88 |
| Nursing Courses | |
| NURS 101 | \$1,053 |
| NURS 211 | \$605 |
| NURS 212 | \$753 |
| NURS 214 | \$10 |
| NURS 218 | \$20 |
| NURS 231 | \$750 |
| Nursing Program – Assessment Technology Institute (ATI) Fee | \$420 |
| Physical Education Courses³ | |
| Physical Therapist Assistant Courses | |
| PTHA 101 | \$220 |
| PTHA 105 | \$279 |
| PTHA 113 | \$43 |
| PTHA 180 | \$20 |
| PTHA 205 | \$70 |
| PTHA 235 | \$175 |
| Respiratory Care Courses | |
| RESP 100 | \$262 |
| RESP 102 | \$168 |
| RESP 107 | \$20 |
| RESP 109 | \$150 |
| RESP 201 | \$106 |
| RESP 202 | \$116 |
| RESP 205 | \$380 |
| Surgical Technology Courses | |
| SURG 120 | \$513 |
| SURG 125 | \$120 |
| SURG 200 | \$250 |
| SURG 205 | \$20 |
| Other Fees | |
| Book and Course Materials | |
| Students are responsible for the purchase of textbooks and other materials for each class when applicable. Visit https://bookstore.frederick.edu/ for more information. | |
| Credit by Departmental Exam (per credit hour) | 50% of tuition |
| Credit by Portfolio (per credit hour) | 50% of tuition |
| External Test Proctoring | \$42 |
| Official Transcripts | |
| Expedited Electronic Transcripts (through website delivered electronically) | \$8.00 |

| | |
|---|---------|
| Expedited Printed Transcripts (through website delivered by mail) | \$10.50 |
|---|---------|

- ¹ In special cases, the College may charge additional fees. Some classes may charge additional fees for equipment or materials.
- ² Please refer to the specific HCTI course. Some courses require a chef uniform and basic knife or pastry set.
- ³ Please refer to the specific PHED course for fees that may be payable to the site where the class meets.

Students are responsible for the purchase of textbooks and other materials for each class. The average cost is about \$150 per course.

In special cases the college may charge additional fees. These fees will be printed in the academic schedule each semester.

Explanation of Student Tuition & Fee Charges

Tuition and fees partially cover the cost of a student’s education. While students contribute a substantial amount toward the cost of attendance at FCC through the tuition and fee charges listed above, the majority of funding for a student’s education is provided by Frederick County and the State of Maryland.

Tuition

Tuition charges are the primary source of student revenue and partially offset the cost of instruction at FCC. Tuition is charged based on each credit hour. Out-of-county and out-of-state students are charged higher tuition rates per credit hour to offset state and county funding provided.

Special Fees for Recreation, Skiing & Other Courses

The college charges special fees for courses that require significant out-of-classroom experiences which generate additional expenses. The skiing course requires skis and lift tickets. Please refer to the specific PE course for other fees that may be payable directly to the site where the class meets. Some courses may require field trips which may also incur minimal fees.

Continuing Education & Workforce Development (non-credit) Tuition

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

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

*Fees are subject to change.

Books and Supplies

Students are responsible for purchasing course materials and required supplies for their classes. After registering, use your FCC student ID number to search for course materials on the Bookstore website bookstore.frederick.edu (<https://bookstore.frederick.edu/>). Note that some classes do not require textbooks. Course material information is

published on the Bookstore website at least three weeks in advance of each semester.

The FCC Bookstore accepts cash, check, credit cards, and Bookstore gift cards as payment. Books and supplies can also be charged against available financial aid with completion of the Student Aid Authorization Form. Financial aid awards do not, however, automatically cover the costs of books and supplies. If a third party is covering the cost of your course materials, please email bookstore@frederick.edu for assistance.

Schedule of Payments

All tuition charges and fees must be paid by the scheduled due date. Acceptable payment methods include cash, check, money order, credit cards (Discover, Visa, MasterCard, and American Express). FCC also participates in a deferred tuition payment plan for fall, spring, and summer semesters.

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

Financial Responsibility

Students are individually responsible for payment of tuition, fees and all other charges at FCC. If the college does not receive payment from third parties, students will be billed directly for all charges and are expected to pay.

Stopping payment on checks written to FCC to cover tuition and fees does not relieve students of their responsibility to pay for incurred charges. Students must follow the designated procedure for withdrawing from classes and obtaining tuition refunds. Outstanding financial balances must be paid before future registration is permitted, grades are released, or enrollment certifications, diplomas or transcripts are issued.

Tuition Payment Requirements

Tuition and fees payment deadlines are listed in the schedule of classes. Failure to make a payment by the applicable deadline could result in being dropped from all classes. During peak registration, refunds may be delayed until after the add/drop period. Please ensure that your account is paid in full by the applicable deadlines. View your account online at www.frederick.edu (<http://www.frederick.edu>) or at the Student Accounts Office. Please note it is the responsibility of the student to drop/change classes and not the responsibility of the college.

Deferred Tuition Payment Plan

The college offers a payment plan to assist students with tuition. The plan is called Nelnet, and for a minimal fee, tuition costs will be paid automatically in monthly installments from either a checking account or credit card. Students who enroll early benefit from more installments. Students are required to sign up online at www.frederick.edu (<http://www.frederick.edu>). For more information, contact the Student Accounts Office.

FCC's Deferred Tuition Payment Plan is available for some Continuing Education courses. For more information, call 301.846.2456.

Tuition Sponsorship by a Third Party

Students are responsible for all tuition and fees. If a third party such as, but not limited to, a federal, state, or municipal government agency or employer agrees to pay tuition and fees, students are not relieved of their primary responsibility. In the event that such a party fails to honor

its agreement, Frederick Community College reserves the right to bill students directly.

Determination of Residency for Tuition Purposes Policy and Procedures

(formerly Residency Policy and Procedures)

Check the college website, frederick.edu (<https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx>), for the most up-to-date student policies and procedures.

I. Philosophy and Scope

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

As an open-admission institution, Frederick Community College grants admission to all students regardless of citizenship or immigration status.

Students' tuition rate will either be in-county, out-of-county, or out-of-state for tuition purposes. The following procedure applies to both full and part-time students. (See related Tuition and Fees Policy and Procedures (<https://frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/tuition-fees.aspx>).

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

II. Definitions for the Purpose of this Policy and Procedures

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

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

F. Out-of-County:

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

G. Out-of-State:

1. **“Non-dependent students”** refers to residents of another state if, at the time of their application, they are domiciled outside of the State of Maryland, or if they have lived in Frederick County less than three months.
2. **“Dependent students”** refers to residents of another state if, at the time of their application, their parent(s) or guardian(s) are domiciled outside of the State of Maryland, or if they have lived in Frederick County less than three months.
3. **“Non-U.S. Citizens”** refers to students who indicated that they are not U.S. Citizens. At the time of application, they are coded out-of-state but may be eligible for in-state or in-county tuition. (See section IV. International and Foreign National Students.)

present a letter from an employer on company letterhead, confirming that their relocation to Maryland and/or Frederick County was a result of the BRAC process to Registration and Records in person to Jefferson Hall or by email to registration@frederick.edu. For purposes of determining tuition rates, eligible individuals and dependents will be treated as in-county residents if they locate in Frederick County; they will be treated as out-of-county but in-state residents if they locate outside of Frederick County but within Maryland.

B. Veterans and their Family Members

Any veteran or service member using the Post-9/11 G.I. Bill (Chapter 33), Montgomery G.I. Bill-Active Duty (Chapter 30), or Veteran Readiness and Employment (Chapter 31) who enrolls in courses at the College following a period of active duty service of 90 days or more is considered a Frederick County resident and granted in-county tuition regardless of their formal state of residence.

Any dependent or spouse using transferred Post-9/11 G.I. Bill benefits (Chapter 33), Dependents' Education Assistance (Chapter 35), or the Marine Gunnery Sergeant John David Fry Scholarship, is considered a Frederick County resident and granted in-county tuition regardless of their formal state of residence.

Any veteran, spouse, and dependents (not using a VA education benefit) who are living or domiciled in Maryland are considered residents of Frederick County and granted in-county tuition. If the veteran moves out of the state, the veteran, spouse, and dependents remain eligible for in-county tuition as long as they stay continuously enrolled in courses at the College.

III. Responsible Senior Leader and Responsible Office

Vice President for Learning Support
Office of the Vice President for Learning Support

IV. Entities Affected by this Policy and Procedures

FCC students

V. Veterans, Military Personnel, and their Family Members

A. Military Personnel and their Family Members

1. Military personnel who are stationed, living, or domiciled in Maryland, and their spouses and dependents, are considered residents of Frederick County and granted in-county tuition. If the service member moves out of the state, the service member, dependents, and spouse remain eligible for in-county tuition as long as they stay continuously enrolled in courses at the College. All verification documentation can be submitted by email to Veteran and Military Services at veterans@frederick.edu.
2. Individuals who have relocated to Maryland as a result of the Base Realignment and Closure process (BRAC), will be granted a waiver of the three (3) months residency requirement. The individual or their family member must

VI. International, Foreign National, and Immigrant Students

A foreign national lawfully eligible for study in the United States may be considered a resident for tuition purposes if the student meets the domicile requirements stated in this procedure. A foreign national lawfully admitted to the United States on a visa type with a corresponding "date-certain" authorized stay may not be considered a resident for tuition purposes. A foreign national lawfully eligible for study in the United States on certain visa types with an indeterminate authorized stay may be considered as a Maryland resident for tuition purposes, if the domicile requirements of this procedure have been satisfied.

The following visa status types determine residency as indicated:

| Visa Type | Category | Residency |
|-----------|--|---------------|
| A | Diplomats, family, staff | In-County |
| B | Temporary visitor | See (c) below |
| C | Aliens in transit | Out-of-State |
| E | Treaty trader-Taiwan only | In-County |
| F | Student and dependents | Out-of-State |
| G | Representative of a world organization | In-County |
| H1 or H4 | Temporary worker and dependents | In-County |
| H2 or H3 | Other specialty workers | Out-of-State |

| | | |
|---|--|--------------|
| I | Foreign media/journalist | In-County |
| J | Exchange visitor, Au pair, scholar | Out-of-State |
| K | Fiancé of U.S. citizen/Frederick County resident | In-County |
| L | Intra-company transferee | In-County |
| M | Foreign vocational students, dependents | Out-of-State |
| R | Religious worker | In-County |
| TN | Professionals under NAFTA agreement | Out-of-State |
| V | Spouse or child of permanent resident | In-County |
| Permanent Resident; Green Card; Refugee; Asylee | | In-County |

- A. Individuals in “B Temporary Visitor Status” are not allowed to engage in a course of study leading to a degree or academic certificate. In certain cases, B visa holders can participate in courses which are recreational and do not lead to a degree. Out-of-state tuition rates will apply.
- B. Students who are in the category of “Deferred Action Childhood Arrivals” (DACA), or “Temporary Protected Status” (TPS) are eligible to establish in-state/in-county residency for tuition purposes. Being eligible for in-county or in-state tuition does not alter your immigration residency status. U.S. residency status is processed, determined, and completed by the U.S. government.
- C. In-county residency status for eligible “International/Foreign National Students” must meet the same three (3) months requirements and proof of residency documents as all other students.
- D. An individual’s immigration status may not preclude award of MD residency under this policy if the individual has the legal capacity to establish domicile in Maryland.

VII. Maryland Dream Act

- A. Students who have met the eligibility requirements outlined in the Maryland Dream Act will be granted the opportunity to receive in-county tuition. The student must present an affidavit to Registration and Records within the Enrollment Center located on the first floor of Jefferson Hall stating that they will file an application to become a permanent resident within 30 days of becoming eligible to do so.
- B. Students who live in Frederick County or in Maryland, and qualify for in-county or in-state tuition, as outlined by the Maryland Dream Act, will remain undocumented immigrants. U.S. residency status is processed, determined and completed by the U.S. government.

VIII. Reclassification of Residency for Tuition Purposes

- A. Students requesting a reduced tuition rate based on change of address must submit proof of actual address change as defined in Section VI by completing the online “Change of Address” form. The proof of residency and “Change of Address” form can also be submitted in print by one of the following ways:

1. in-person to Registration and Records within the Enrollment Center located in Jefferson Hall,
 2. through assigned “myFCC” email account by emailing registration@frederick.edu
 3. by fax (301.624.2799), or
 4. via U.S. postal mail to Registration and Records.
- B. Students requesting a reduced tuition rate based on Visa status can do so by completing the online “Tuition Rate Change” form. The “Tuition Rate Change” form can also be submitted in print by one of the following ways:
 1. in-person to Registration and Records within the Enrollment Center located in Jefferson Hall,
 2. through assigned “myFCC” email account by emailing registration@frederick.edu,
 3. by fax (301.624.2799), or
 4. via U.S. postal mail to Registration and Records.
 - C. Request for change in residency classification for tuition purposes must be submitted prior to the “last day to add” for the first session for which the student is enrolled in order to be changed for that session. Residency determination for tuition purposes is term specific and not retroactive. A student who moves to a different residence during a semester and provides proof after the “last day to add” will have their residency adjusted for the following semester.
 - D. If there has been a change of address that affects residency, tuition will be adjusted for the following semester as follows:
 1. A student moving to a higher tuition rate based on their residency will have their residency determination for tuition purposes automatically changed to reflect their new residency status.
 2. A student moving to a lower tuition rate based on their residency will bear the burden of proof of the new residency status.

IX. Proof of Residency

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

- A. Substantially uninterrupted presence, including the months when the student is not in attendance at the college, as evidenced by ownership or rental of living quarters in which the student resides. (12-month lease or mortgage)
- B. Payment of Maryland state and local income taxes. (MD 502 Tax Form)
- C. Registration to vote in Frederick County and/or the state. (Voters Registration Card)
- D. Registration of a motor vehicle in the state, with a local address specified, if the person owns such a vehicle. (Motor Vehicle Registration Card)
- E. Possession of a valid Maryland driver’s license, with a local address specified, if the person is licensed anywhere to drive a motor vehicle, or a valid Maryland MVA-issued ID. (Driver’s license or MVA issued ID card)
- F. Active duty military personnel, honorably discharged veterans, spouses and dependents who reside, are stationed, or domiciled in Maryland are exempt from the 3-month requirement and are considered in-county once proof is shown. (Military orders, letter

from Education Officer, DD214 and any of the residency factors listed above).

X. Appeals and Exceptions to Residency Classification for Tuition Purposes

Students who intend to appeal their residency classification may do so by appealing in writing, to the College Registrar. Appeals must be accompanied by appropriate evidence of your actual residence. Your appeal must be received before the end of the third week of classes in the fall and spring semesters, and the first week of summer and winter terms. Any changes received after these deadlines will be effective the following semester.

Students who are in unstable housing situations may be eligible for adjusted tuition based on residency classification for tuition purposes. Contact the Registrar to discuss potential ways and documentation to prove residency.

XI. Related Policies and Procedures

Admissions (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/admissions-policy.aspx>)

Tuition and Fees (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/tuition-fees.aspx>)

Revisions effective 7/1/2021

The College's official version of the Residency Policy and Procedures is located on [frederick.edu](https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx) (<https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx>) and may be revised annually.

Previous versions of this policy are archived on [frederick.edu](https://www.frederick.edu/about-fcc/archived-policies.aspx) (<https://www.frederick.edu/about-fcc/archived-policies.aspx>).

Tuition Adjustments

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

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

Health Manpower Shortage Programs

The Maryland Higher Education Commission designates certain Maryland public community college programs as Health Manpower Shortage Programs. Students who are Maryland residents may attend a designated Health Manpower Shortage Program at any Maryland public community college in the State at in-county tuition and fees regardless of their county of residence based upon funding. Students must self identify each term at the Student Accounts Office in order to obtain the in-county tuition rate.

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

Allegany College of Maryland

Certificates

- Basic Medical Transcription
- In-Home Nursing Assistant
- Medical Coding

- Medical Lab Technology-Biotechnology
- Nursing Assistant/Geriatric Aide
- Phlebotomy/EKG Technician
- Practical Nursing
- Pharmacy Technician

Associates

- Dental Hygiene
- Human Services
- Medical Assistant
- Medical Laboratory Tech
- Nursing (RN)
- Occupational Therapy Assistant
- Physical Therapy Assistant
- Radiologic Technology
- Respiratory Therapist
- Therapeutic Massage

Anne Arundel Community College

Certificates

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

Associates

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

Baltimore City Community College

Certificates

- Coding Specialist (Medical)
- EMT/Basic
- EMT/Intermediate
- EMT/Paramedic
- Practical Nursing

Associates

- Dental Hygiene
- Emergency Medical Service
- Health Information Technology

- Nursing (RN)
- Physical Therapist Assistant
- Respiratory Care

Carroll Community College

Certificates

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

Associates

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

Cecil Community College

Certificates

- Emergency Medical Tech-Paramedic
- Licensed Practical Nurse

Associates

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

Chesapeake College

Certificates

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

Associates

- Emergency Medical Services
- Human Services
- Nursing (RN)
- Physical Therapist Assistant
- Radiologic Sciences

College of Southern Maryland

Certificates

- Emergency Medical Services
- EMT-Paramedic
- Human Services
- Human Services: Mental Health Technician
- Practical Nursing
- Medical Assisting
- Medical Coding Specialist

Associates

- Emergency Medical Services
- Human Services

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

Community College of Baltimore County

Certificates

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

Associates

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

Frederick Community College

Certificates

- Medical Assistant

Associates

- Nursing
- Respiratory Care

Hagerstown Community College

Certificates

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

Associates

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

Harford Community College

Certificates

- Medical Assisting
- Practical Nursing

Associates

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

Howard Community College

Certificates

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

Associates

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

Montgomery College

Certificates

- Diagnostic Medical Sonography
- Polysomnography Technology
- Surgical Technology

Associates

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

Prince George's Community College

Certificates

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

Associates

- EMT/Paramedic
- Health Information Management
- Nuclear Medicine Tech
- Nursing (RN)
- Radiography (X-Ray) Technologist
- Respiratory Therapy

Wor-Wic Community College

Certificates

- Emergency Medical Services
- Practical Nursing

Associates

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

Maryland National Guard

- Any member of the Maryland National Guard who is certified by the Maryland Adjutant General to have at least 24 months remaining to serve or has agreed in writing to serve for a minimum of 24 months is entitled to a waiver of 50% of the tuition charged for classes offered by the college, regardless of class size, location, and number of semester hours the student is taking. Eligible students shall be charged in-county, in-state rates, regardless of their place of residence. The waiver does not apply to fees. Students must present a letter from the Maryland National Guard proving membership and length of service remaining.
- Members of the Maryland National Guard who joined or subsequently served to provide a critical military occupational skill or who serve as a member of the Air Force Critical Specialty Code are charged in-county tuition regardless of their place of residence. (Maryland SB 373)

Mid-Maryland Healthcare Consortium

For details regarding this waiver, refer to the information under Transfer Agreements (p. 31).

Statewide Instructional Programs

Certain programs offered at community colleges throughout Maryland are designated by the Maryland Higher Education as statewide. Maryland residents may enroll in these specialized programs and receive all or a portion of the difference in tuition between the in-county and out-of-county tuition costs if a similar program does not exist in their county of residence.

Students interested in these programs should contact the appropriate college directly.

Colleges may delete programs from the statewide designation at their discretion.

Programs subject to change without notice.

Allegany College Of Maryland

Certificates

- Automotive Tech
- Professional Golf Management
- Tree Care Technology

Associates

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

Anne Arundel Community College

Certificates

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

Associates

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

Cecil College

Certificates

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

Associates

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

College Of Southern Maryland

Certificates

- Commercial Vehicle Operator
- Security Management

Associates

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

Community College Of Baltimore County

Certificates

- Advanced Geospatial Applications
- Air Traffic Control

- Auto Air Conditioning/Heating Specialist
- Automotive Brake & Suspension Specialist
- Automotive Drive Train Specialist
- Auto Electrical & Electronic Specialist
- Automotive Engine Specialist
- Automotive Master Technician
- Automotive Service Attendant
- Auto Technology
- Aviation Management
- Child And Youth Care Practitioner
- Construction Craft Professional
- Construction Management
- Flight Attendant
- Flight Training
- Greenhouse Production
- International Tourism
- Interpreter Preparation
- Introduction To Geospatial Applications
- Labor Studies
- Landscape Design and Installation
- Mortuary Science
- Printing Management Tech
- Tourism Diversity
- Tourism Sales And Marketing
- Travel Management
- Turf and Landscape Maintenance

Associates

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

Frederick Community College

Associates

- Emergency Management A.A.S.
- Police Science

Garrett College

Certificates

- Juvenile Justice
- Natural Resources and Wildlife Tech

Associates

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

Hagerstown Community College

Certificates

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

Associates

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

Harford Community College

Associates

- High Performance Manufacturing
- Technical/Professional Studies

Montgomery College-All Campuses

Certificates

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

Associates

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

Prince George's Community College

Certificates

- Theatre & Entertainment

Wor-Wic Community College

Certificates

- Criminal Justice
- Hotel-Motel-Restaurant Management

Associates

- Criminal Justice
- Hotel-Motel-Restaurant Management

Tuition and Fees Policy and Procedure

Check the college website, [frederick.edu \(https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx\)](https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx), for the most up-to-date student policies and procedures.

I. Philosophy and Scope

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

This Policy and Procedures establishes criteria for tuition and fees.

II. Definitions for the Purpose of this Policy and Procedures

- A. **"Add/Drop period"** refers to the time period designated as the 100% refund period.
- B. **"Deferred Payment Plan"** refers to an agreement between a student and a third-party vendor which allows for the payment of tuition and fees to be made in monthly installments.
- C. **"Drop"** a drop is an action taken to remove a student from a class within the drop/add period. Classes dropped will not appear on the student's transcript, will not impact a student's academic standing, and no tuition and fees will be assessed. Drops within this period may impact financial aid.
- D. **"Drop for Non-payment"** refers to specific dates throughout the credit registration cycle when students are dropped for non-payment of tuition and fees. Students must have paid tuition and fees in full, have enough financial aid to cover tuition/fees, or be enrolled in the deferred payment plan to avoid the drop zone.
- E. **"Financial Obligation"** refers to outstanding charges owed to the College.
- F. **"Residency"** refers to a student's domicile at the time of application. (See related Determination of Residency for Tuition Purposes Policy and Procedures).
- G. **"Withdrawal"** is a non-punitive grade process initiated by a student when a class is dropped after the published 100% refund period but before the published last day to withdraw.
- H. **"Workdays"** refers to Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

III. Responsible Senior Leader

Chief Financial Officer and Vice President of Administration
Finance Office

IV. Entities Affected by this Policy and Procedures

FCC students, employees, and emeritus and distinguished Seniors

V. Tuition and Fees

A. Credit Classes

Credit tuition rates are approved annually by the Board of Trustees. Rates are based on one of the following three residency classifications: in-county, out-of-county, or out-of-state. Tuition rates for credit classes are listed in the Credit Schedule, in the Academic 2 Tuition and Fees Policy and Procedures Catalog, and on the College website at www.frederick.edu (<http://www.frederick.edu>). Tuition for credit classes is assessed on a per credit hour basis.

Students should refer to the Determination of Residency for Tuition Purposes Policy and Procedures (<https://frederick-public.courseleaf.com/tuition-fees/tuition-fees-policy-procedure/chrome-extension://efaidnbmninnbpcjpcglclefindmkaj/https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/residency.aspx>) for more information on tuition rates.

Students are also charged additional fees approved by the Board of Trustees. Tuition and fee rates for credit classes are listed in the Credit Schedule, in the Academic Catalog, and on the College website at www.frederick.edu (<http://www.frederick.edu>).

Some credit classes may require the purchase of additional materials and/or fees associated with the class. Please review the Credit Schedule (<https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link>) for more information.

B. Non-Credit Continuing Education and Workforce Development

The tuition and class fees for non-credit Continuing Education and Workforce Development (CEWD) classes are set and approved on a per class basis by the Provost and Vice President for Teaching, Learning, and Student Success and/or Associate Vice President/Dean for CEWD. Students should check the online registration system (<https://frederick.edu/QuickEnroll> (<https://frederick.edu/QuickEnroll/>)) for the most current rates or check the CEWD Class Schedule (<https://frederick.augusoft.net/?fuseaction=1010>). A non-refundable registration fee is charged annually for all open enrollment students.

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

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

C. Contract Courses

FCC may also enter into contracts with third party organizations at an agreed upon price.

D. Payment Credit Classes

Students may pay in person by cash, money orders, check, all major credit cards, or debit cards (used as credit only) by going to Student Accounts located within the Enrollment Center.

Students may also make payments or enroll in the deferred payment plan through MyFCC student portal. For a minimal fee, the deferred payment plan allows students to pay their tuition and fees in monthly installments. Payments will automatically be charged to either a checking/savings account or major credit card.

All tuition and fees for credit classes must be paid by the payment deadlines published in the Credit Schedule (<https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link>).

www.frederick.edu/class-schedules.aspx?cid=schedules-top-link). Payment options include amounts awarded by financial aid; payment arrangements submitted by a third party and approved by Student Finance; or enrollment in the deferred payment plan. If full payment is not made by the established deadline some or all class(es) will automatically be dropped to reconcile student account charges against payments. Students will be notified of drops via their myFCC email account with an updated student account invoice.

See the Credit Schedule (<https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link>) for specific payment information and deadlines.

E. Non-Credit Continuing Education and Workforce Development

Students who register online at <https://frederick.edu/QuickEnroll> (<https://frederick.augusoft.net/?fuseaction=1010>) must pay in full using a credit card.

Students who register in person at the Enrollment Center can pay with cash, check, credit card, third party payments with appropriate paperwork, financial aid/scholarship, or by enrolling in the deferred tuition payment plan for eligible classes.

VI. Tuition Waivers and Tuition Adjustment

Tuition waivers may be granted to certain individuals in accordance with state law and state regulations. Fees other than tuition must be paid in full prior to the payment deadline.

A. Persons 60 years or Older

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

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

Students are not permitted to register/drop and re-register for the same class to hold a seat and avoid paying full tuition.

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

B. SSI or SSDI Waiver

In accordance with Section 16-106, Education Article, Annotated Code of Maryland any resident of the State who is out of the work force by reason of total and permanent disability who enrolls in a class that has at least 10 enrolled students is exempt from payment of tuition. The College may apply the waiver to classes that may not have 10 students enrolled.

An individual shall obtain certification of their total and permanent disability from the Social Security Administration, the Railroad Retirement Board, or in the case of a former federal employee, the Office of Personnel Management annually. Students who receive SSI or SSDI benefits as a dependent or survivor of a disabled beneficiary do not qualify for this waiver. This waiver will cover up to 12 credits per semester if the student is enrolled in classes as part of a degree or certificate program designed to lead to employment, or six (6) credits per semester for a student not enrolled in a degree or certificate program.

Eligible students must request the waiver every time they enroll and file an annual Free Application for Federal Student Aid (FAFSA) www.fafsa.gov (<http://www.fafsa.gov>). The tuition waiver applies to any balance on tuition after any grants and scholarships a student received have been applied to their tuition and fees. Students who are only enrolling in CEWD, non-credit classes do not need to apply for federal financial aid. Tuition waivers for non-credit CEWD classes are applied when the class is FTE eligible and has a workforce intent. Waivers are considered class by class as designated in the CEWD schedule. No class fees, books or supplies are covered by the waiver and must be paid by the individual if not covered by financial assistance.

C. Veterans and Members of the Armed Forces

Please refer to the Determination of Residency for Tuition Purposes Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/residency.aspx>) for definitions and residency classifications.

D. Maryland National Guard

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

Members of the Maryland National Guard who joined or subsequently served to provide a Critical Military Occupational Skill or who serve as a member of the Air Force Critical Specialty Code are charged in-county tuition regardless of their place of residence.

E. Health Manpower Shortage

The Maryland Higher Education Commission designates certain Maryland public community college programs as Health Manpower Shortage Programs. Students who are Maryland residents may enroll in a designated Health Manpower Shortage Program at any Maryland public community college in the State at in-county tuition and fees regardless of their county of residence based upon funding. Please refer to the Academic Catalog (<https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link>) for eligible programs.

F. Mid-Maryland Allied Healthcare Education Consortium

Frederick, Carroll, and Howard Community Colleges participate in the Mid-Maryland Allied Healthcare Education Consortium. The Consortium allows residents of all three counties to enroll in eligible clinical coursework at any of the three colleges

at in-county tuition rates. Please refer to the Academic Catalog (<https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link>) for eligible programs.

G. Statewide Instructional Programs

Certain programs offered at community colleges throughout Maryland are designated by the Maryland Higher Education Commission as statewide. Maryland residents may enroll in these specialized programs and receive all, or a portion of, the difference in tuition between the in-county and out-of-county tuition costs if a similar program does not exist in their county of residence. Please refer to the Academic Catalog (<https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link>) for eligible programs.

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

Credit Classes:

Out-of-county or out-of-state students employed by entities within Frederick County that offer an employee tuition reimbursement program may be eligible for in-county tuition, regardless of the student's legal domicile. The student must provide verification of participation by the employer in the tuition reimbursement program and of current employment from the Human Resources Office or Payroll Office of their employer. The employee may be asked to provide proof of current employment such as a paystub or staff ID card. Please refer to the In-county tuition rate agreement and Letter of Intent (https://frederick-public.courseleaf.com/tuition-fees/tuition-fees-policy-procedure/chrome-extension://efaidnbmnnpbpcjpcglclefindmkaj/https://www.frederick.edu/credit-admissions/downloads/registration-forms/letter_of_intent.aspx) found under Student Accounts Forms.

CEWD Classes:

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

I. Foster Care Recipients

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

1. Complete and file a Free Application for Federal Student Aid (FAFSA) each year for which they are seeking a tuition waiver.
2. Have been placed in an out-of-home placement by the Maryland Department of Human Resources and either:
 - a. Reside in an out of home placement in Maryland at the time they graduated from high school or successfully completed a general equivalency development examination (GED), or
 - b. Reside in an out-of-home placement on the individual's 18th birthday, or
 - c. Reside in an out-of-home placement on their 13th birthday and was placed into guardianship or adopted out of an out-of-home placement after their 13th birthday; or
 - d. Be the younger sibling of a child who meets the qualifications stated in either a. or b. above and was placed into guardianship or adopted concurrently out of

an out-of-home placement by the same guardianship or adoptive family; or

- e. Resided in an out-of-home placement in the state for at least one (1) year on or after the individual's 13th birthday and returned to live with the individual's parents after the out-of-home placement ended.
3. Enroll in a certificate/license credit and/or noncredit vocational program or as a degree-seeking student on or before age 25.
4. Continue to be exempt from paying tuition and fees until five (5) years after first enrolling as a candidate for an associate degree or vocational certificate.

J. Unaccompanied Homeless Youth

The Maryland Tuition Waiver for Unaccompanied Homeless Youth is available to unaccompanied homeless youth. Eligible individuals are exempt from paying tuition and mandatory fees. To be eligible, students must:

1. Be declared as an unaccompanied homeless youth who is not in the physical custody of a parent or guardian and be a homeless child or youth as defined by the McKinney-Vento Homeless Assistant Act.
2. Complete and file a Free Application for Federal Student Aid (FAFSA) each year for which they are seeking a tuition waiver.
3. Enroll in a credit or non-credit vocational certificate program or as a degree-seeking student on or before age 25.
4. Continue to be exempt from paying tuition and fees until five (5) years after first enrolling as a candidate for an associate degree or vocational certificate.

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

Students who are in the category of "Deferred Action Childhood Arrivals" (DACA), or "Temporary Protected Status" (TPS) are eligible to establish in-state/in-county residency for tuition purposes. Please refer to the Determination of Residency for Tuition Purposes Policy and Procedures (<https://frederick-public.courseleaf.com/tuition-fees/tuition-fees-policy-procedure/chrome-extension://efaidnbmnnnibpajpcglclefindmkaj/https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/residency.aspx>).

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

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

L. Eligible FCC Employees

Some FCC employees and their family members are eligible for tuition waivers. Please refer to the Employee Handbook (<https://frederick-public.courseleaf.com/tuition-fees/tuition-fees-policy-procedure/chrome-extension://efaidnbmnnnibpajpcglclefindmkaj/https://www.frederick.edu/faculty-staff/download/2023-2024employeehandbookwithfacultyaddendum.aspx>) for detailed information.

M. Dual Enrollment High School Aged Students

Discounts and waivers apply to fall and spring semesters only, summer sessions are excluded See Below for the associated waivers and discounts for each category. Effective fall 2023, tuition, fee, and books are the responsibility of FCPS under the Maryland Blueprint Legislation. Subject to change without notice.

FCPS High School Based – Tuition and fees are the responsibility of FCPS under the Maryland Blueprint legislation and established agreements between FCPS and the College. Students must contact their high school guidance office for information and to enroll.

FCPS Open Campus – Tuition, fees, and books are the responsibility of FCPS under the Maryland Blueprint legislation and established agreements between FCPS and the College. Students must contact their high school guidance office for information and to enroll.

Homeschool/Private School – FCC offers a reduced tuition rate for homeschool and private school students in Frederick County. Students pay 75% of tuition plus fees. Proof will be required.

N. Parent/Guardian of a deaf or hard of hearing child

Per the guidelines outlined in Section 15-106.10 of the Education Article, Maryland Annotated Code, a parent or legal guardian may take one course tuition free, that teaches a language or a communication mode of instruction. Fees still apply. Proof of eligibility is required. Please contact admissions@frederick.edu for more information.

VII. Financial Obligations

Students are individually responsible for the payment of tuition, fees and all other charges at FCC. If a third party such as, but not limited to, a federal, state, or municipal governmental agency or employer agrees to pay tuition and fees, students are not relieved of their primary responsibility. In the event that such a party fails to honor its agreement, the College reserves the right to bill students directly.

Credit students: Students with an unpaid balance must either pay the balance on the student account or enter into an installment plan prior to the current session start date for which they wish to register.

Students with a delinquent balance from a previous semester will be dropped from future enrollment on the applicable Drop for Non-payment date.

The student will be blocked from enrollment until financial obligations are satisfied.

Veterans: As part of the Veterans Benefits and Transition Act of 2018, the College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from the Department of Veteran Affairs under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill[®] benefits. GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill> (<https://www.benefits.va.gov/gibill/>).

CEWD students must address all outstanding financial obligations to the College prior to registering for either credit or CEWD classes. CEWD

students registering through the online registration system (<https://frederick.edu/QuickEnroll> (<https://frederick.edu/QuickEnroll/>)) will be notified of an outstanding financial obligation. The Student Finance office is located in the Enrollment Center. When students have an outstanding financial obligation to the College, the procedure will be:

- A. A financial obligation indicator is placed on the student's account at 30 days past due. Past due notices are sent to the address on record with the College.
- B. Accounts greater than 100 days past due may be sent to a collection agency and will be assessed a 17% collection fee.
- C. Once past due accounts have been sent to a collection agency the students must, at that time, satisfy the debt with the agency and not FCC.
- D. Once the outstanding financial obligation is paid in full, all financial obligation indicators will be removed and any negative impact to student accounts will be lifted.
- E. Registration will be permitted for students registering into CEWD contract training courses whereby payment is received by a third party. FCC Collections department will be notified of the enrollment and contact the student in an attempt to resolve the debt.

The student will be blocked from enrollment until all obligations are satisfied.

VIII. Tuition and Fees Refund and Returns

A. Refund for Credit Classes

All Drops from classes during the Drop/Add period will receive a 100% refund. After the Add/Drop Period a student may withdraw from a class and may receive a partial refund. Refer to the Academic Calendar within the published credit schedule for specific session refund dates.

Refunds will be processed as follows:

1. No cash refunds will be issued. Payments made by cash/check will be refunded through a third-party vendor (BankMobile) to a designated bank account preference.
2. For students under 18 or 60+ check refunds will be issued to the student.
3. Credit card refunds will go back to the original credit card used to pay.
4. Credit balance refunds resulting from excess Financial Aid will be disbursed to the student's account. Once tuition, fees and books have been paid to the College any remaining funds will be processed within 14 days through a third-party vendor (BankMobile).
5. When the student is withdrawn due to disciplinary action after the refund period, the College makes no refund of any kind. Financial consequences related to interim suspensions, suspensions, or expulsions are the responsibility of the student (Code of Student Conduct (<https://frederick-public.courseleaf.com/tuition-fees/tuition-fees-policy-procedure/chrome-extension://efaidnbmnnpbpcjpcglclefindmkaj/https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/code-of-student-conduct.aspx>)).
6. For extenuating circumstances students may follow the Appeal for Credit Tuition and Fees Refund/Tuition Refund Committee portion of this policy.

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

1. Cancellations

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

2. Drop Request Within Full Refund Period

Students who drop a CEWD class will receive a full refund if they initiate the drop at least two (2) workdays before the class's beginning date. Classes with a different full refund period will be noted in the shopping cart upon check-out.

3. Refund Request Outside of Full Refund Period

Students requesting a refund for a drop outside of the full refund period must make the request using the CEWD Student Request for Drop/Refund form (<https://frederickcommunitycollege.jotform.com/260753722028960/>) and submit documentation supporting the student's request. Appropriate documentation may include documents from medical providers, employers, childcare providers, or others that can validate extenuating circumstances. The College reserves the right to approve or disapprove full or partial refund requests that are submitted outside of the full refund period.

C. Students Receiving Title IV Funding

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

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

When students receive more Title IV funds than they have earned, the unearned portion must be returned to the Federal program. When students have not received all their earned Title IV funds, they may still receive this aid's disbursements. Funds must be returned to the Title IV Programs in the following order:

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

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

D. Students Receiving Military Tuition Assistance

Students receiving Military Tuition Assistance (TA) who withdraw from a credit class, may not be eligible for the full amount of TA funds originally awarded.

To comply with the Department of Defense, the College will return any unearned TA funds on a proportional basis through at least the 60% portion of the period for which the funds

were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based on when a student withdraws. If a service member stops attending due to a military service obligation, and the service member notifies the school of their obligation, FCC will work with the affected service member to identify solutions that will not result in a student debt for the returned portion.

E. FEMA Term Course Fees

FEMA term course fees offered through the Mid-Atlantic Center for Emergency Management & Public Safety are non-refundable.

Previous versions of this policy are archived on frederick.edu (<https://www.frederick.edu/about-fcc/archived-policies.aspx>).

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

The College may grant a refund after the published refund period(s) when a student officially withdraws from a credit class(es) due to extenuating circumstances. An appeal may be submitted electronically using the Student Appeal for Tuition Refund Form (<https://app.perfectforms.com/PresentationServer/App.aspx/Play/0H5GAgoH/?f=0H5GAgoH>). All appeals must include documentation supporting the extenuating circumstance. Extenuating circumstances that include illness, injury, hospitalization, and mental health and wellness will be evaluated according to the Cameron Carden Act of 2024, with *“a provision to refund tuition and fees paid by the student for the semester in which a student withdraws if the extenuating circumstances inhibit the student’s ability to acquire an education at the public institution of higher education, as defined in the policy.”*

Examples of documentation of extenuating circumstances may include but are not limited to the following:

- Medical documentation verifying the condition(s) signed and dated by a medical provider;
- Letter confirming job transfer, schedule (shift) change signed and dated by employer; or
- Military transfer or deployment dated and certified by documentation (copy of orders) from the military unit.

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

Lack of attendance in a class does not absolve a student of the financial obligations and costs associated with that class.

X. Related Policies and Procedures

Admissions Policy (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/admissions-policy.aspx>)
 Determination of Residency for Tuition Purposes Policy and Procedures (<https://frederick-public.courseleaf.com/tuition-fees/tuition-fees-policy-procedure/chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/residency.aspx>)
 Student Withdrawal Policy (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/student-withdrawal.aspx>)

Revisions effective 6/27/2024

The College’s official version of the Tuition and Fees Policy and Procedures is located on frederick.edu (<https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx>) and may be revised annually.

FINANCIAL AID

Frederick Community College works to ensure that all students have equal access to financial assistance that will help them attend college. FCC participates in a wide range of federal, state, and local financial aid programs that includes grants, scholarships, loans, and employment (see Financial Aid Chart (p. 51)).

The Financial Aid office calculates financial aid eligibility based on the number of required credits the student is enrolled in on the financial aid lock date. For students who have a valid FAFSA on file and are enrolled in courses, the lock date is the day of the 50% refund period for the 15-week session for fall and spring or the 50% refund period for the 8-week session for the summer. If applying and registering past this date, lock dates may vary.

Eligibility Criteria

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

Citizenship—Students must be a U.S. Citizen or an eligible non U.S. Citizen to qualify for Federal Student Aid. You are considered an "eligible noncitizen" if you are a U.S. national; U.S. permanent resident with a Form I-551, I-151, or I-551C (referred to as a "green card"; you have an Arrival-Departure Record (I-94) from U.S. Citizen and Immigration Services showing Refugee, Asylum Granted, Cuban-Haitian Entrant, Conditional Entrant (prior to April 1, 1980) or Parolee. Students who are not U.S. Citizens and not considered eligible non U.S. Citizens for Federal Student Aid may still qualify for Maryland State Aid and should complete the Maryland Higher Education Commissions (MHEC) One App.

Academic Program—Students must be enrolled in or accepted for enrollment in a state-approved degree or certificate program. Certificate programs under 16 credits do not qualify for financial aid per federal standards. Students can only receive financial aid for courses that are required for the selected degree or certificate program. Some financial aid awards have different minimum enrollments.

Enrollment Status—Awards are adjusted based on required credits up to 12 credits (all statuses above 12 credits are treated the same as a 12 credit load). Students may receive financial aid for developmental classes, and these courses will be considered in determining a student's enrollment status. (See the academic schedule for the credit hour equivalent assigned to developmental classes.) Please note that MATH50 is not an eligible developmental class for Federal Student Aid and most types of Maryland State Aid.

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

How to Apply for Financial Aid

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

Reapplying: Students must reapply each academic year to continue receiving financial aid. Each year's information is based on the prior-prior year's federal tax return and/or income information.

Verification

Some students are selected to provide verification documentation of information submitted on the FAFSA. Students whose applications are selected for verification must provide copies of requested information in order for financial aid to be awarded.

When to Apply/Reapply

The Free Application for Federal Student Aid (FAFSA) is typically available October 1 each year. It is recommended that the student complete the FAFSA as soon as possible after the application opens. Students who are not U.S. Citizens and are not considered eligible non U.S. Citizens for Federal Student Aid may still qualify for Maryland State Aid and should complete the Maryland Higher Education Commissions (MHEC) One App. Visit www.mhec.state.md.us (<https://mhec.state.md.us/Pages/default.aspx>) for more details.

The priority deadline for Maryland State Scholarships is March 1, 2026 (for 2026-2027 aid year), but there are varying deadlines for certain awards. Visit www.mhec.state.md.us (<http://www.mhec.state.md.us>) for further details. Students who miss this priority deadline should still file a FAFSA as soon as possible after March 1, but they may only be considered for federal and institutional aid. To have your financial aid application processed prior to the tuition bill due date students must complete the FAFSA and submit all requested documentation by the priority deadline for each term (July 1 for fall, November 1 for spring, and April 1 for summer). The final deadline to apply and submit all required paperwork for the 2026-2027 award year is July 15, 2027. Aid will not be processed for students apply and submitting paperwork after this final deadline.

Transfer Students

Mid-year transfer students planning to attend FCC in the spring semester who received a Pell Grant in the fall semester must add Frederick Community College on their FAFSA. Check with the financial aid office to find out what additional documents are required.

Transfer students who have a Direct Student Loan at another college in the fall semester and plan to attend FCC the following spring semester must cancel the loan at the prior college and reapply through FCC. Official academic transcripts should also be sent to FCC for credit evaluation from any previously attended institutions.

Recipients of a Maryland State Scholarship from the Maryland Higher Education Commission, Office of Student Financial Assistance, should log on to their MDCAPS account and update their enrollment to "Full Time" at FCC and "Not Enrolled" at their prior institution.

Financial Aid Eligibility: Satisfactory Academic Progress

Federal regulations require that students make satisfactory progress toward completion of a degree or certificate to receive financial aid. Students must attend their classes, complete all classes in which they enroll, and obtain passing grades while cumulatively maintaining a GPA of at least 2.00. Withdrawing from a class after the semester has begun can affect current financial aid and future eligibility. A description of satisfactory progress requirements is available in the financial aid office. Students must meet the following completion rate and minimum grade

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

| Total Credits Attempted | Minimum Cumulative GPA | Completion Rate (of total attempted) |
|-------------------------|------------------------|--------------------------------------|
| 0-15 | 2.00 | 50% |
| 16-45 | 2.50 | 67% |
| 46 & above | 2.75 | 67% |

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

Financial aid recipients are required to attend classes on a regular basis. Failure to attend classes can result in a reduction or cancellation of financial aid awards. Financial aid is canceled for classes a student is enrolled in but never attends. A student cannot receive financial aid for courses that are audited or previously passed (grade of "D" or higher) courses that are repeated more than once for a higher grade. The financial aid Satisfactory Academic Progress Standards (<https://www.frederick.edu/financial-services/downloads/sapstandards.aspx>) is also posted on frederick.edu financial aid webpage.

Typical Expenses used to Determine Financial Need

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

2026–2027

| Expense | Living at Home | Living Away from Home |
|--------------------------|----------------|-----------------------|
| Estimated Tuition & Fees | \$4,054 | \$4,054 |
| Books & Supplies | \$1,570 | \$1,570 |
| Food | \$3,426 | \$3,426 |
| Housing | | \$7,280 |
| Transportation | \$2,266 | \$2,266 |
| Personal | \$7,618 | \$7,618 |
| Total | \$18,934 | \$26,214 |

Financial Aid Appeals Process

Students who have been suspended from financial aid eligibility due to lack of Satisfactory Academic Progress (SAP) may appeal the decision. The appeal form must be submitted to the Financial Aid Office through StudentForms. All appeals are reviewed by a financial aid committee. The deadlines are as follows: October 1 for fall, March 1 for spring, and July 1 for summer. SAP appeals can only be granted for students who demonstrate with documentation, that they had extenuating circumstances that prevented them from successfully meeting standards and address how these circumstances are resolved to allow the student to be successful in the future.

Students with unusual circumstances that prevent them from being able to provide parental information on the FAFSA, or special circumstances that impacted their income after the tax year reported on the FAFSA, may request the financial aid office reevaluate their eligibility. Students should

contact the financial aid office to determine if they could qualify for a dependency override or special circumstance adjustment.

Student Consumer Rights and Responsibilities

The Higher Education Opportunity Act as amended in 2008 requires postsecondary educational institutions to disseminate relevant, candid information on student financial aid programs available at the college. This information can be found at www.frederick.edu/current-students/required-communications/student-right-to-know-grievance.aspx (<http://www.frederick.edu/current-students/required-communications/student-right-to-know-grievance.aspx>). These rights and responsibilities may be found in The Student Guide (U.S. Department of Education) which is available in the financial aid office. All financial aid awards are for one academic year. It is the student's responsibility to reapply each year.

Effects of Withdrawing or Not Attending Class

Students who received financial aid funds must attend classes in order to receive these funds. **Students are strongly encouraged to contact the financial aid office prior to withdrawing to discuss financial impact to financial aid funding.** Students receiving Federal financial aid funds who officially withdraw or stop attending classes are subject to a Return of Title IV calculation to determine the percentage of financial aid funds that have been earned for that semester. If a student does not begin attendance in a class, all financial aid funds for that class are canceled. Examples of these calculations can be obtained from the Financial Aid Office, Jefferson Hall. Students using VA education benefits should contact Veteran and Military Services at 301.624.2836 prior to withdrawing to discuss the financial and academic impacts of doing so.

It is important for students to understand that if a student does not attend or withdraws from a class, a student can lose financial aid which has already been disbursed and may lead to an overpayment or outstanding tuition charges for the semester. Students cannot receive financial aid funds for classes audited, classes never attended, classes not required for current degree program, or classes repeated with a grade more than two times.

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence. Students may be exempt from this calculation if they successfully complete a course or combination of courses that include 49 percent or more of the number of days in the payment period or if they successfully complete coursework equal to or greater than 6 required credits (half-time or greater). If the student does not meet these exemptions and leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

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

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

Please contact Financial Aid prior to the withdrawal for an explanation of the impact of withdrawing on eligibility of financial aid funds.

Refunds are allocated in the following order:

1. Unsubsidized Direct Federal Stafford Loans
2. Subsidized Direct Federal Stafford Loans
3. Federal Parent (PLUS) Loans
4. Federal Pell Grants
5. Federal Supplemental Education Opportunity Grant (FSEOG)
6. Iraq and Afghanistan Service Grant

Financial Aid Chart

Grants

| Type of Aid | Source | Award Amounts | Who is Eligible to Apply ¹ | How to Apply |
|--|-------------------------------|---|---|--|
| Federal Pell Grant | Federal government | Annual award is up to \$7,395 as determined by a Federal formula, based on financial need. Please note, not all students will qualify for this maximum award. | Students who have not earned a bachelor's or professional degree. Students who are enrolled in coursework for an approved degree or certificate program. Eligibility is based on the Student Aid Index (SAI) from the Free Application for Federal Student Aid and enrollment status in required courses. | Complete the Free Application for Federal Student Aid (FAFSA). Students must reapply each academic year. |
| Federal Supplemental Educational Opportunity Grant (FSEOG) | Federal government | Award is \$300 per semester. | Based on eligibility for Pell Grant, until funds are exhausted. Students must be enrolled at least half time (6+ required credits).. | Same as Pell Grant program. |
| Maryland Part-time Grant | State of Maryland through FCC | Award is \$500 per semester. | Maryland residents, students enrolled for 3-11 required credit hours in an associate's degree program. Priority is given to part time students with receipt of EA/GA. | Same as Pell Grant program. |

Scholarships

| Type of Aid | Source | Award Amounts | Who is Eligible to Apply ¹ | How to Apply |
|--|-------------------|--|--|--|
| Maryland State Scholarships including Maryland Promise Scholarship | State of Maryland | Variable. Refer to the state scholarship website - http://mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx | Maryland residents enrolled in a degree or certificate program. Refer to MHEC website for details. | Complete the Free Application for Federal Student Aid (FAFSA) or Maryland Higher Education Commission One App. Apply by March 1, 2026 (or April 15, 2027 for MD Promise). Additional state applications may be required. |

| | | | | |
|--|-------------------|--|--|--|
| FCC Foundation Scholarships | FCC Foundation | Variable. Application is available online at https://www.frederick.edu/foundation/scholarships.aspx . | Based on criteria of each scholarship. | Complete the scholarship application online at https://www.frederick.edu/foundation/scholarships.aspx . Students who are awarded a fall scholarship do not need to reapply for the spring semester provided they continue to meet the award criteria. Application deadlines are posted online. |
| Maryland Workforce Development Sequence Scholarship and Maryland Community College Promise Scholarship | State of Maryland | Variable. Refer to the state scholarship website - https://mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx | Maryland residents enrolled in an eligible Workforce Development program. Refer to MHEC website for details. | Complete the CEWD Financial Assistance Request Form at https://frederickcommunitycollege.jotform.com (https://frederickcommunitycollege.jotform.com). Students are also encouraged to complete the Free Application for Federal Student Aid (FAFSA) or MHEC One App. |

Loans

| Type of Aid | Source | Award Amounts | Who is Eligible to Apply ¹ | How to Apply |
|---|--------------------|--|---|--|
| Federal Direct Loans | Federal government | \$5,500 maximum for dependent freshmen; \$9,500 maximum for independent freshmen; \$6,500 for dependent sophomores; \$10,500 maximum for independent sophomores. | Students enrolled at least half time (6 required credits per semester) in a degree or certificate program at FCC. | Complete the Free Application for Federal Student Aid (FAFSA). Students must submit all requested verification documentation. Students must also complete Loan Entrance Counseling and have a valid Master Promissory Note - these steps can be completed at StudentAid.gov. |
| Federal Direct Parent Loan for Undergraduate Students | Federal government | Annual loan limit is the student's cost of attendance minus any estimated financial aid received. | Parents of dependent students. Students enrolled at least half time (6 required credit hours per semester) in a degree or certificate program at FCC. Parents must have an approved credit check. | Must apply each year. Complete the Free Application for Federal Student Aid (FAFSA). Parents must apply for a PLUS loan at studentaid.gov . |

Employment

| Type of Aid | Source | Award Amounts | Who is Eligible to Apply ¹ | How to Apply |
|---------------------------|--------------------------------|---|--|---|
| Federal Work Study (FWS) | Federal government through FCC | Variable. Based on financial need. A variety of jobs are available on campus. | Students enrolled at least half time (6 required credit hours per semester) in a degree or certificate program at FCC. | Same as Pell Grant program. Also must complete an FCC student employment application. |
| Student Assistant Program | FCC | Variable. Awards are not based on financial need. Priority is given to applicants with higher financial need. | Students enrolled at least half time (6 required credit hours per semester) in a degree or certificate program at FCC. | Same as Pell Grant program. Also must complete an FCC student employment application. |

Scholarships

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

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

Scholarship Opportunities for Graduating Frederick County Public High School Seniors

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

Ambassador Scholarship

Each year, a selected group of Frederick County high school seniors are awarded the FCC Ambassador Scholarship for maintaining a 3.0 GPA through grades 9-12. It is awarded to students who have demonstrated leadership and attend the fall term following their graduation from high school. High school graduates who have a 3.0 in their first term at FCC will also be considered for the FCC Ambassador Scholarship for the spring term. Ambassador Scholars will be asked to participate in the Ambassador Program while at FCC. The Ambassador Program provides students an opportunity to volunteer for a minimum of ten hours per semester. Examples of opportunities may include providing campus tours, performing college outreach functions, assisting at college activities, etc.

Awards: Full-time students will receive \$500 for the fall semester, renewable for up to three additional semesters, depending on maintenance of at least a 3.0 grade point average and participation in the Ambassador Program.

Applications are available through the FCC Foundation Scholarship website. Ambassador Scholarships are awarded based upon date of receipt of application and high school transcript to FCC. Public, private and home school students are encouraged to apply.

Veterans Affairs and Military Education Programs

VA Education Programs

FCC is approved by the Maryland Higher Education Commission (MHEC) for the training of eligible veterans, their dependents, and active-duty personnel. FCC VMS will certify qualifying enrollments for VA Education beneficiaries with the United States Department of Veterans Affairs (VA) for approved programs of study. For more information about VA Education and Training programs, go to [benefits.va.gov/gibill/](https://www.benefits.va.gov/gibill/) (<https://www.benefits.va.gov/gibill/>). Students who are unsure which VA Education program they may qualify for may contact the VA Education Call Center at 1.888.442.4551. They will need to provide their social

security number (or that of their VA sponsor, if applying for benefits under a parent or spouse) when making the call.

To use VA Education benefits at FCC, students should submit the electronic VMS intake form located at <https://www.frederick.edu/student-resources/veteran-military-services.aspx>. They will then receive, via email, a checklist of “next steps” to complete along with the link to schedule an intake appointment with a VMS staff member. At this appointment, students will have the opportunity to discuss academic programs and the FCC enrollment process; available veteran and military benefits; payment options; and College and community resources, including financial aid advising, services available to students with disabilities, career counseling, and mental health counseling. Students who have questions or need assistance should call VMS at 301.624.2836.

VA Education Program Rules

VA Education programs cover courses required by the student’s current approved program of study. Please refer to the college catalog for courses required under each program. Note:

- Students using VA Education programs are required to submit their official college transcripts and military transcripts (if applicable) to the Assistant Registrar at transferevaluation@frederick.edu for evaluation of transferable credit. For more information go to: Prior Learning Assessment (PLA) | Frederick Community College Academic Catalog (p. 22).
- The VA does not cover audited courses.
- The VA does cover a repeated course if the student received an unsuccessful grade on the previous attempt and the course is required for graduation.
- The VA does cover courses designated as remedial (in-person or hybrid only), online (credit courses only), practicum, clinical, and internship/externship. The VA does not cover online remedial courses.
- If a student ceases attendance in a course, does not officially withdraw, and receives a failing grade, the student may be required to repay some or all of the education benefits that he/she received for that course.
- A student who withdraws from a course after the add/drop period may incur a debt with the VA and FCC. If the student must withdraw due to mitigating circumstances, they should contact the FCC VA Certifying Official immediately by calling 301.624.2836. The student will be responsible for any charges the VA does not cover.
- All students are subject to the College’s Academic Standards Policy and Procedures (p. 214). Students placed on Academic Probation, Suspension, or Dismissal are credit-restricted which impacts their VA Education benefits.

VA Education Program Enrollment Verification

Students receiving education benefits through Montgomery GI Bill[®]-Active Duty (Chapter 30), Montgomery GI Bill[®]-Selected Reserve (Chapter 1606), or GI Bill[®] Reserve Educational Assistance Program (Chapter 1607) must verify their enrollment each month via Web Automated Verification of Enrollment (WAVE) (<https://www.gibill.va.gov/wave/>) to receive their benefit payment. Students using Post 9/11 GI Bill[®] (Chapter 33) who receive monthly kicker/housing allowance payments are required to verify their enrollment (<https://benefits.va.gov/gibill/isaksonroe/>)

verification_of_enrollment.asp) at the end of each month to continue receiving payments.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>. (<http://benefits.va.gov/gibill/>)

Guest Students Using VA Education Programs

Students attending FCC as their host institution to obtain credit for a degree program at their primary institution should submit the electronic VMS intake form located at <https://www.frederick.edu/student-resources/veteran-military-services.aspx> as outlined above. They will then receive via email a checklist of “next steps” to complete along with the link to schedule an intake appointment with a VMS staff member.

Military Tuition Assistance

FCC maintains a memorandum of understanding with the Department of Defense that allows active-duty personnel from every service branch to use military Tuition Assistance (TA) at FCC. The process for obtaining TA varies depending on the service branch. VMS will provide the service member with documentation (e.g., degree plan and/or invoice) needed to obtain TA authorization from the service branch. Service members must submit their TA authorization to FCC’s Student Finance Office at StudentAccounts@frederick.edu prior to published academic payment due dates. Because TA pays tuition only, the student is responsible for paying their fees by the published academic payment due date.

Maryland National Guard Tuition Programs

Members of the Maryland National Guard may be eligible to receive a state tuition waiver, Federal Tuition Assistance, and additional education benefits. For more information, go to: <https://military.maryland.gov/NG/Pages/tuition-assistance.aspx>

ACADEMIC DEPARTMENTS

The Teaching, Learning, and Student Success (TLSS) division of Frederick Community College is organized into four schools - School of Arts and Humanities (p. 55); School of Biological, Physical, and Health Sciences (p. 55); School of Public Service, Social Sciences, and Education (p. 55); and School of Technology, Trades, Business, and Hospitality (p. 56), and career communities within each school, as well as Continuing Education & Workforce Development (p. 56), which oversee the College's academic programs.

School of Arts and Humanities

Associate Vice President and Dean: Dr. Brian Stipelman

Assistant Dean: Robert Haberstroh

English, Communication, and Languages Career Community

- American Sign Language (ASL) Interpreter Preparatory Program A.A.S. Degree
- American Sign Language (ASL) Interpreter Preparatory Program Certificate
- American Sign Language Certificate
- American Sign Language Studies Area of Concentration
- American Sign Language Studies Certificate
- Communication Area of Concentration
- English Area of Concentration
- Mass Communication Area of Concentration

Visual & Performing Arts Career Community

- Arts & Humanities A.A. Degree
- Art Area of Concentration
- Audio Production Certificate
- Audio Production Technology Area of Concentration
- Film & Video Production Area of Concentration
- Film & Video Production Certificate
- Graphic Design A.A.S. Degree
- Graphic Design Certificate
- Music Area of Concentration
- Theatre Area of Concentration

Additional Programs

- General Studies A.A. Degree
- Honors College

School of Biological, Physical, and Health Sciences

Associate Vice President and Dean: Dr. Sandy McCombe Waller

Assistant Dean: Jordan Baker

Biological and Physical Sciences Career Community

- Biology Area of Concentration
- Biotechnology A.A.S. Degree

- Cell and Gene Therapy Essentials Certificate
- Cell Therapy and Flow Cytometry Letter of Recognition
- Chemistry Area of Concentration
- STEM: Science, Technology, Engineering, and Mathematics A.S. Degree

Health Professions Career Community

- Exercise Science Area of Concentration
- Fitness/Personal Trainer Certificate
- Health Sciences A.S. Degree
- Healthcare Practice Management Certificate - *pending discontinuation*
- Medical Administrative Specialist Certificate - *pending discontinuation*
- Medical Assistant A.A.S. Degree - *suspended*
- Medical Assistant Certificate - *pending discontinuation*
- Medical Scribe Letter of Recognition - *discontinued*
- Nursing A.S. Degree
- Phlebotomist Certificate - *pending discontinuation*
- Physical Therapist Assistant A.A.S. Degree
- Practical Nursing Certificate - *suspended*
- Public Health Science Area of Concentration
- Respiratory Care A.A.S. Degree
- Surgical Technology A.A.S. Degree
- Tactical Strength and Conditioning Certificate

School of Public Service, Social Sciences, and Education

Interim Associate Vice President and Dean: Dr. Renee Davis

Assistant Dean, Legal and Public Safety: Jason Deater

Assistant Dean, Social Sciences and Education: Julie Horton

Legal and Public Safety Career Community

- Access to Justice Letter of Recognition - *discontinued*
- Criminal Justice Area of Concentration within Social Sciences A.A.
- Emergency Management A.A.S. Degree
- Emergency Management Area of Concentration within Public Safety A.A.S.
- Emergency Management Certificate
- Emergency Management - Professional Development Letter of Recognition
- Fire Service Administration Area of Concentration within Public Safety A.A.S.
- GIS-Public Safety Letter of Recognition - *discontinued*
- National Security and Intelligence Area of Concentration within Public Safety A.A.S.
- Paralegal A.A.S. Degree
- Paralegal Certificate
- Police Science A.A.S. Degree
- Public Safety A.A.S. Degree
- Tactical Scholars Program Letter of Recognition - *discontinued*

Social Science and Education Career Community

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

School of Technology, Trades, Business, and Hospitality

Associate Vice President and Dean: Dr. Christianne Aranguren

Assistant Dean: Joshua Paiz

Business, Hospitality, and Culinary Career Community

Business

- Accounting A.A.S. Degree
- Accounting Letter of Recognition
- Agricultural Business Basics Letter of Recognition
- Business Accounting Certificate
- Business Administration A.A. Degree
- Business Basics Letter of Recognition
- Business Management A.A.S. Degree
- Business Management Certificate
- Computerized Accounting Certificate
- CPA Exam Qualification Certificate
- Entrepreneurship and Small Business Certificate
- Project Management Certificate

Hospitality & Culinary

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

Technology, Trades, Engineering, and Math Career Community

Technology

- Cloud Computing Certificate
- Computer Science A.S. Degree
- Computer Studies Certificate
- Computer Support Specialist Certificate
- Cybersecurity Area of Concentration
- Game Programming Certificate
- Information Security and Assurance Certificate
- Information Technology Specialist Area of Concentration
- STEM Technology A.A.S. Degree

Trades

- Architectural Computer Aided Design Certificate
- Building Trades Technology Certificate (Track 1: HVAC, Track 2: Welding, Track 3: Electrical)
- Computer Aided Design Operator Certificate
- Computer Aided Design Technology Area of Concentration
- Computer Aided Design (Engineering) Technology Area of Concentration
- Construction Management & Supervision Certificate
- Construction Management Technology Area of Concentration

Engineering

- Engineering Area of Concentration

Math

- Mathematics Area of Concentration

Continuing Education & Workforce Development

Associate Vice President and Dean: Dr. Molly Carlson

English for Speakers of Other Languages (ESOL)

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT (CEWD)

Dr. Molly Carlson (240.629.7905)
Associate Vice President/Dean of Continuing Education and Workforce Development

Business Solutions & Strategic Initiatives

Matt Lambert (240.629.7982)
Program Director

- Accounting, Bookkeeping & Finance
- Business
- Contract Training
- Professional Development
- Project Management

Career & Technical Training

Elisabeth Lean (301.624.2756)
Program Manager

- Automotive Technology
- Biotechnology
- Child Care Careers
- Computers & Technology
- Logistics & Production
- Real Estate & Home Inspection

Construction & Applied Technologies Institute (CATI)

Nick Morgan (240.629.7912)
Institute Manager

- Computer Aided Design
- Construction Management
- Electrical
- HVAC
- Welding

Healthcare Careers

Robin Hovermale (240.629.7907)
Program Manager

- Certified Nursing Assistant
- Clinical Medical Assistant
- CPR & First Aid
- Dental Assisting & Radiography
- Medical Billing & Coding
- Patient Care Technician
- Phlebotomy
- Sterile Processing
- Veterinary Assistant

Hospitality, Culinary & Tourism Institute (HCTI)

Elizabeth DeRose (301.629.7912)
Institute Director

- Baking and Pastry Arts
- Culinary Arts
- Culinary Medicine
- Food Business Entrepreneurship
- Hospitality Management

Adult Education & English for Speakers of Other Languages (ESOL)

Jennifer Szabo (240.629.7927)
Program Director

- Adult Basic Education
- English as a Second Language, Beginning through Advanced
- Family Literacy
- GED[®] Test
- Pre-Diploma

Jennifer Dennis (240.629.7925)
ESOL Program Manager

- Targeted ESOL

Institute for Learning in Retirement (ILR)

Kelli Ackiewicz (301.846.2561)
Program Manager

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

Lifelong Learning

Kelli Ackiewicz (301.846.2561)
Program Manager

- Arts & Music
- Food & Drink
- Home & Hobby
- Languages & ASL
- Motorcycle Safety
- Photography
- Writer's Institute

Youth & Community Education

Kimberly Clarke (301.846.2661)

Program Manager

- Thrive
- Youth Programs
- Kids on Campus
- Cadence Music Program
- Study Skills & SAT Test Prep

DEGREE REQUIREMENTS

Description of Degrees

The Credit Programs of Study (p. 66) section contains a listing and information regarding credit programs of study offered by FCC. This information describes and outlines requirements for both transfer programs and career programs, including degrees, certificates, and letters of recognition. The Continuing Education Workforce Training Certificates (p. 203) section contains a listing and information regarding CEWD programs of study offered by FCC. This information describes and outlines requirements for programs leading to a Workforce Training Certificate.

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

Transfer programs are designed to prepare students to transfer to a baccalaureate-granting institution. Students completing the described programs will ordinarily be received as juniors at receiving colleges. Transfer programs are designated with the word transfer following the program title, (e.g. History–Transfer). The associate of arts (A.A.) degree, the associate of science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree is awarded upon the completion of transfer programs.

Career programs are designed for those students who wish to seek employment in a specific career immediately upon completion of coursework that leads to an associate's degree. Although the majority of the coursework will transfer to other institutions, these programs are oriented toward employment in entry-level positions. Career programs are designated with the word career following the program title (e.g., Accounting Program–Career). The associate of applied science (A.A.S.) degree is awarded upon the completion of most career programs.

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

Program Requirements

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

To be eligible to receive the associate of arts or associate of science degree, or an area of concentration within the associate of arts or associate of science degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 31 credit hours of general education courses that will include the following: ENGL 101 English Composition (grade of 'C' or better); arts, humanities and communications (one course from each discipline) 9 credits; social & behavioral sciences (one course each from two disciplines)–6 credits; biological & physical sciences (two courses, one of which must be a laboratory course)–7/8 credits; mathematics–3/4 credits; and an additional general education elective course–3 credits which may be selected from any General Education category. For the complete list of general education courses see General Education CORE (p. 62).

4. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see the Cultural Competence Requirement (p. 65) list.
5. Complete a physical education, health, or nutrition course (1/3 credits), if required.
6. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a 2.000 grade point average for all designated major courses).
7. Complete at least 15 semester hours of academic credit at FCC.
8. Complete a graduation application and submit to Registration and Records.

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

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

To be eligible to receive the associate of applied science degree, or an area of concentration within the associate of applied science degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 20 credit hours of general education courses that will include at least one three- or four-credit course from each of the following areas: ENGL 101 English Composition (grade of 'C' or better); arts, humanities & communications; social & behavioral sciences; biological & physical sciences; and mathematics. For the complete list of general education courses, see General Education CORE (p. 62).
4. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see the Cultural Competence Requirement (p. 65) list.
5. Complete a physical education, health, or nutrition course (1/3 credits), if required.
6. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a 2.000 grade point average for all designated major courses).
7. Complete at least 15 semester hours of academic credit at FCC.
8. Complete a graduation application and submit to Registration and Records.

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

Associate of Arts in Teaching (A.A.T.) Degree

To be eligible to receive the associate of arts in teaching degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 31 credit hours of general education courses that will include the following: ENGL 101 English Composition (grade of 'C' or better); arts, humanities and communications (one course from each discipline) 9 credits; social & behavioral sciences (one course each from two disciplines)–6

credits; biological & physical sciences (two courses, one of which must be a laboratory course)—7/8 credits; mathematics—3/4 credits and an additional general education elective course. For a complete list of general education courses see General Education CORE (p. 62).

4. Complete 45 hours of observation in a school based setting, as part of Education Coursework.
5. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see the Cultural Competence Requirement (p. 65) list.
6. Complete a Wellness course (3 credits), if applicable.
7. Earn a 'C' or better in all courses used to satisfy the A.A.T. program of study AND earn a minimum of 2.75 GPA and provide Registration and Records with an official copy of acceptable scores on one of the following state approved standardized tests: SAT, ACT, GRE, or PRAXIS CORE OR achieve a minimum GPA of 3.0.
8. Complete at least 15 semester hours of academic credit at FCC.
9. Complete a graduation application and submit to Registration and Records.

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

Certificate of Accomplishment Requirements

To be eligible to receive the certificate, students must:

1. Complete a prescribed curriculum of at least twelve (12) credits as approved by the college.
2. Obtain a minimum cumulative grade point average of 2.000.
3. Complete at least 25% of the Certificate credit at FCC. *Exception to this requirement for the CPA Exam Qualification certificate only.*
4. Complete a graduation application and submit it to Registration and Records.

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

Letter of Recognition (LOR)

The following are the requirements to be eligible to receive a letter of recognition:

1. Complete a prescribed curriculum of at least six (6) credits as approved by the College.
2. Obtain a minimum grade point average of 2.000 in the courses required by the Letter of Recognition.
3. Complete at least 25% of the LOR credits at FCC.
4. No course substitutions are allowed.
5. Students must be currently enrolled.
6. Students will receive a Digital Badge on completion of approved LORs.

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

Digital Badge

To be eligible to receive a Digital Badge (<https://www.frederick.edu/degrees-certificates/credly.aspx>), students must:

1. Complete a course or series of courses identified as a Digital Badge Course, as approved by the College.
2. Successfully complete all required competencies outlined in the course/series of courses.
3. Set up a free account in the Credly system.
4. Claim the Digital Badge in Credly.

Workforce Training Certificate (WTC)

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

1. Complete a course or series of courses identified as a Workforce Training Certificate program, as approved by the College.
2. Complete courses on the basis of competency.

Please note:

- No course substitutions are allowed.
- Students can request approval to transfer up to 25% of total Certificate contact hours of prior learning from an accredited institution for some Workforce Training Certificates.
- Workforce Training Certificates are issued each month.
- Workforce Training Certificate recipients do not take part in commencement ceremonies, unless they have also completed a degree or certificate.

Completion Note for Degree and Certificate Programs

All associate degree programs require minimum coursework of 60 semester credit hours. Because of many factors (student work schedules, class scheduling problems, required developmental work, certain prerequisites, etc.) the average full-time student may take somewhat longer to complete a degree program. However, almost all associate degree transfer programs are designed to allow full-time students to complete all requirements over a period of two calendar years. Certificates and letters of recognition require substantially fewer semester credit hours and are normally completed in less time than associate degree programs. Due to insufficient enrollment, certain courses in career programs may not be offered every year. In order not to delay graduation, students may consult with the appropriate Assistant Dean and identify substitutes for such courses.

Gainful Employment Program Information

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

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

program. Additionally, contact information is provided for each Gainful Employment program.

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

GENERAL EDUCATION CORE

The general education CORE is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. The general education CORE is designed to introduce undergraduates to the fundamental knowledge, skills and values which are essential to the study of academic disciplines, to the pursuit of life-long learning and to the development of educated members of the community and the world. The complete list of general education goals is listed below.

For programs awarding the associate of arts (A.A.) degree, the associate of science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree, the general education CORE consists of at least 31 credit hours which must include the following:

| Code | Title | Credits |
|---|----------------------------------|--------------|
| ENGL 101 | English Composition ¹ | 3 |
| Arts, Humanities & Communications (three courses, one selected from each area) | | 9 |
| Social & Behavioral Sciences (two courses, selected from different disciplines) | | 6 |
| Biological & Physical Science (two courses, one of which must be a lab science) | | 7-8 |
| Mathematics (one course) | | 3-4 |
| Interdisciplinary & Emerging Issues (optional) | | |
| Total Credits | | 28-30 |

¹ Students must earn a grade of C or better.

For programs awarding the associate of applied science (A.A.S.) degree, the general education CORE consists of at least 20 credit hours which must include the following:

| Code | Title | Credits |
|--|----------------------------------|--------------|
| ENGL 101 | English Composition ¹ | 3 |
| Arts, Humanities & Communications (one course) | | 3 |
| Social & Behavioral Sciences (one course) | | 3 |
| Biological & Physical Sciences (one course) | | 3-4 |
| Mathematics (one course) | | 3-4 |
| Total Credits | | 15-17 |

¹ Students must earn a grade of C or better.

Students in the associate of arts in teaching (A.A.T.) program should complete the approved general education courses listed in the A.A.T. program of study.

General Education Goals

- I. Students will demonstrate college-level communications skills.
- II. Students will demonstrate critical thinking skills.
- III. Students will demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.
- IV. Students will demonstrate quantitative problem solving.
- V. Students will apply scientific reasoning.
- VI. Students will demonstrate technological competence.
- VII. Students will interpret and apply academic, professional, and civic ethics.
- VIII. Students will be able to make informed critical responses to the visual, performing and literary arts and to the human values expressed in all art forms.

IX. Students will evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.

X. Students will demonstrate cultural competence.

CORE Courses

All General Education courses listed on this page may be taken in the Honors format, when available.

1. Arts & Humanities

Arts

| Code | Title | Credits |
|----------|--|---------|
| ARTT 100 | Introduction to the Creative Arts | 3 |
| ARTT 101 | Foundations of Studio Art I | 3 |
| ARTT 103 | The History of Art: Non-Western | 3 |
| ARTT 104 | The History of Art: Prehistoric to Early Renaissance | 3 |
| ARTT 105 | The History of Art: Renaissance to Modern | 3 |
| ARTT 106 | Drawing I | 3 |
| ARTT 109 | Survey of African American Art History | 3 |
| ARTT 113 | Pottery I | 3 |
| COMM 111 | Introduction to Mass Communication | 3 |
| ENGL 214 | The Poem | 3 |
| ENGL 215 | Writing Children's Literature (Spring) | 3 |
| FILM 101 | Introduction to Film | 3 |
| MUSC 101 | Music History and Appreciation | 3 |
| MUSC 103 | Fundamentals of Music | 3 |
| MUSC 104 | Songwriting I | 3 |
| MUSC 109 | American Popular Music | 3 |
| MUSC 201 | Music Cultures of the World | 3 |
| THEA 100 | Introduction to Theatre | 3 |
| THEA 112 | Introduction to Acting | 3 |

Notes:

- ARTT 100 Introduction to the Creative Arts, ARTT 103 The History of Art: Non-Western, ARTT 104 The History of Art: Prehistoric to Early Renaissance, ARTT 105 The History of Art: Renaissance to Modern, ARTT 109 Survey of African American Art History, MUSC 201 Music Cultures of the World and THEA 100 Introduction to Theatre satisfy Cultural Competence Requirement.
- ARTT 109 Survey of African American Art History can be taken to satisfy either the General Education requirement in Arts or in Humanities, but not both.
- COMM 111 Introduction to Mass Communication can be taken to satisfy either the General Education requirement in Arts or in Communication, but not both.
- ENGL 214 The Poem can be taken to satisfy either the General Education requirement in Arts or in Humanities, but not both.
- ENGL 215 Writing Children's Literature can be taken to satisfy either the General Education requirement in Arts or in Humanities, but not both.

Communication

| Code | Title | Credits |
|----------|---------------------------------------|---------|
| COMM 101 | Introduction to Communication Studies | 3 |
| COMM 102 | Interpersonal Communication | 3 |
| COMM 103 | Public Speaking | 3 |
| COMM 105 | Small Group Communication | 3 |
| COMM 107 | Career Communication | 3 |
| COMM 109 | Basic Conflict Mediation | 3 |
| COMM 111 | Introduction to Mass Communication | 3 |

| | | |
|----------|------------------------------------|---|
| ENGL 102 | English Composition and Literature | 3 |
| ENGL 241 | Journalism Publication Practicum | 3 |

Notes:

- COMM 102 Interpersonal Communication and COMM 105 Small Group Communication satisfy Cultural Competence Requirement.
- COMM 111 Introduction to Mass Communication can be taken to satisfy either the General Education requirement in Arts or in Communication, but not both.
- ENGL 102 English Composition and Literature can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.
- ENGL 241 Journalism Publication Practicum can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.

Humanities

| Code | Title | Credits |
|----------|---|---------|
| ARBC 101 | Introductory Arabic I | 3 |
| ARBC 102 | Introductory Arabic II | 3 |
| ARTT 109 | Survey of African American Art History | 3 |
| ASLS 121 | American Sign Language I | 3 |
| ASLS 122 | American Sign Language II | 4 |
| ASLS 223 | American Sign Language III | 4 |
| ASLS 224 | American Sign Language IV | 4 |
| ASLS 225 | American Sign Language V | 4 |
| CHIN 101 | Introductory Chinese I | 4 |
| ENGL 102 | English Composition and Literature | 3 |
| ENGL 201 | British Literature Anglo-Saxon Period to the Eighteenth Century | 3 |
| ENGL 202 | British Literature Eighteenth Century through the Present | 3 |
| ENGL 203 | American Literature Pre-Colonial through Civil War Periods | 3 |
| ENGL 204 | American Literature Civil War Period through the Present | 3 |
| ENGL 205 | World Literature through 1650 C.E. | 3 |
| ENGL 206 | World Literature 1650 C.E. through the Present | 3 |
| ENGL 214 | The Poem | 3 |
| ENGL 215 | Writing Children's Literature (Spring) | 3 |
| ENGL 216 | The Short Story | 3 |
| ENGL 226 | Film as Literature | 3 |
| ENGL 227 | Multiculturalism and Literature: Borders, Boundaries, and Belonging | 3 |
| ENGL 230 | African American Literature | 3 |
| ENGL 231 | English Language Studies | 3 |
| ENGL 241 | Journalism Publication Practicum | 3 |
| ESOL 100 | English for Academic Purposes | 3 |
| FREN 101 | Introductory French I | 3 |
| FREN 102 | Introductory French II | 3 |
| FREN 201 | Intermediate French I | 3 |
| FREN 202 | Intermediate French II | 3 |
| GERM 101 | Introductory German I | 3 |
| GERM 102 | Introductory German II | 3 |
| GERM 201 | Intermediate German I | 3 |
| GERM 202 | Intermediate German II | 3 |
| HUMN 101 | Cultural Identity in America: Race, Class, Gender, and Sexuality | 3 |
| HUMN 104 | Humanities in a Digital World | 3 |
| HUMN 105 | Cultural Studies: Latin America | 3 |
| HUMN 107 | Cultural Studies: Asia | 3 |
| HUMN 204 | World Religions | 3 |
| HUMN 210 | The Language of Hip Hop | 3 |
| HUMN 223 | Classical Mythology | 3 |
| ITAL 101 | Introductory Italian I | 3 |
| ITAL 102 | Introductory Italian II | 3 |
| ITAL 201 | Intermediate Italian I | 3 |

| | | |
|----------|--|---|
| LATN 101 | Introductory Latin I | 3 |
| LATN 102 | Introductory Latin II | 3 |
| LATN 201 | Intermediate Latin I | 3 |
| LATN 202 | Intermediate Latin II | 3 |
| PHIL 101 | Introduction to Philosophy | 3 |
| PHIL 102 | Critical Thinking | 3 |
| PHIL 105 | Ethics | 3 |
| PHIL 206 | Symbolic Logic | 3 |
| PHIL 207 | Biomedical Ethics | 3 |
| PHIL 208 | Business Ethics | 3 |
| PHIL 210 | Ethics and Film | 3 |
| RUSS 101 | Introductory Russian I | 3 |
| RUSS 102 | Introductory Russian II | 3 |
| RUSS 201 | Intermediate Russian I | 3 |
| SPAN 101 | Introductory Spanish I | 3 |
| SPAN 102 | Introductory Spanish II | 3 |
| SPAN 200 | Spanish for Heritage and Fluent Speakers | 3 |
| SPAN 201 | Intermediate Spanish I | 3 |
| SPAN 202 | Intermediate Spanish II | 3 |
| SPAN 211 | Spanish Conversation I | 3 |

Notes:

- ENGL 205 World Literature through 1650 C.E., ENGL 206 World Literature 1650 C.E. through the Present, ENGL 227 Multiculturalism and Literature: Borders, Boundaries, and Belonging, ENGL 230 African American Literature, HUMN 101 Cultural Identity in America: Race, Class, Gender, and Sexuality, HUMN 105 Cultural Studies: Latin America, HUMN 204 World Religions, HUMN 210 The Language of Hip Hop, SPAN 200 Spanish for Heritage and Fluent Speakers, and SPAN 211 Spanish Conversation I satisfy Cultural Competence Requirement.
- ARTT 109 Survey of African American Art History can be taken to satisfy either the General Education requirement in Arts or in Humanities, but not both.
- ENGL 102 English Composition and Literature can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.
- ENGL 214 The Poem can be taken to satisfy either the General Education requirement in Arts or in Humanities, but not both.
- ENGL 215 Writing Children's Literature can be taken to satisfy either the General Education requirement in Arts or in Humanities, but not both.
- ENGL 241 Journalism Publication Practicum can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.

2. English

| Code | Title | Credits |
|----------|---------------------|---------|
| ENGL 101 | English Composition | 3 |

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

| Code | Title | Credits |
|----------|------------------------------------|---------|
| CMIS 101 | Information Systems and Technology | 3 |

Wellness

| Code | Title | Credits |
|----------|-------------------------------|---------|
| HLTH 160 | Stress Management | 3 |
| HLTH 165 | Fitness for Living | 3 |
| NUTR 102 | Nutrition in a Changing World | 3 |
| PBHL 190 | Personal and Community Health | 3 |

Note:

- PBHL 190 Personal and Community Health Personal and Community Health satisfies Cultural Competence Requirement.

Emerging Issues

| Code | Title | Credits |
|----------|--|---------|
| ACCE 140 | Introduction to Leadership | 3 |
| ASLS 124 | Introduction to Deaf Community and History | 3 |
| BMGT 281 | Global Awareness in the Work Environment | 3 |
| EMGT 101 | Disaster, Crisis, and Emergency Management | 3 |
| HONR 101 | Honors Academic Engagement Seminar | 3 |

Notes:

- ASLS 124 Introduction to Deaf Community and History satisfies Cultural Competence Requirement.

4. Mathematics

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

5. Biological & Physical Sciences

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

| | | |
|----------|-------------------------------------|---|
| PHYS 122 | Fundamentals of Physics II (Spring) | 4 |
| PHYS 151 | General Physics I | 4 |
| PHYS 252 | General Physics II | 4 |

6. Social & Behavioral Sciences**Anthropology**

| Code | Title | Credits |
|----------|--|---------|
| ANTH 101 | Introduction to Anthropology | 3 |
| ANTH 105 | Biological Anthropology and Human Evolution (Fall) | 3 |

Note:

- ANTH 101 Introduction to Anthropology and ANTH 105 Biological Anthropology and Human Evolution satisfy Cultural Competence Requirement.

Economics

| Code | Title | Credits |
|----------|------------------------------|---------|
| ECON 200 | Principles of Macroeconomics | 3 |
| ECON 202 | Principles of Microeconomics | 3 |

Note:

- ECON 200 Principles of Macroeconomics satisfies Cultural Competence Requirement.

Education

| Code | Title | Credits |
|----------|------------------------------|---------|
| EDPS 210 | Human Growth and Development | 3 |
| EDUC 110 | Schools and Society | 3 |

Note:

- EDPS 210 Human Growth and Development satisfies Cultural Competence Requirement.

Geography

| Code | Title | Credits |
|----------|------------------------|---------|
| GEOG 101 | Elements of Geography | 3 |
| GEOG 102 | Cultural Geography | 3 |
| GEOG 201 | Urban Social Geography | 3 |

Note:

- GEOG 102 Cultural Geography and GEOG 201 Urban Social Geography satisfy Cultural Competence Requirement.

History

| Code | Title | Credits |
|----------|---|---------|
| HIST 101 | History of Western Civilization I | 3 |
| HIST 102 | History of Western Civilization II | 3 |
| HIST 121 | World History I | 3 |
| HIST 122 | World History II | 3 |
| HIST 201 | We the People: U.S. History to 1865 | 3 |
| HIST 202 | Let Freedom Ring: U.S. History since 1865 | 3 |
| HIST 217 | African-American History | 3 |
| HIST 220 | World War II | 3 |
| HIST 221 | The Sixties | 3 |

Note:

- HIST 121 World History I, HIST 122 World History II and HIST 217 African-American History satisfy Cultural Competence Requirement.

Political Science

| Code | Title | Credits |
|----------|----------------------|---------|
| POSC 104 | American Government | 3 |
| POSC 220 | Comparative Politics | 3 |

Note:

- POSC 220 Comparative Politics satisfies Cultural Competence Requirement.

Psychology

| Code | Title | Credits |
|----------|--------------------|---------|
| PSYC 101 | General Psychology | 3 |
| PSYC 202 | Social Psychology | 3 |

Sociology

| Code | Title | Credits |
|----------|---------------------------------------|---------|
| SOCY 101 | Introduction to Sociology | 3 |
| SOCY 102 | Social Problems | 3 |
| SOCY 103 | Introduction to Global Studies (Fall) | 3 |
| SOCY 204 | The Sociology of Globalization (Fall) | 3 |
| SOCY 210 | Ethnic Diversity | 3 |
| SOCY 212 | Gender and Society | 3 |

Note:

- SOCY 101 Introduction to Sociology, SOCY 102 Social Problems, SOCY 103 Introduction to Global Studies, SOCY 204 The Sociology of Globalization, SOCY 210 Ethnic Diversity, and SOCY 212 Gender and Society satisfy Cultural Competence Requirement.

| | | |
|----------|---|---|
| ENGL 227 | Multiculturalism and Literature: Borders, Boundaries, and Belonging | 3 |
| ENGL 230 | African American Literature | 3 |
| GEOG 102 | Cultural Geography | 3 |
| GEOG 201 | Urban Social Geography | 3 |
| HIST 121 | World History I | 3 |
| HIST 122 | World History II | 3 |
| HIST 217 | African-American History | 3 |
| HUMN 101 | Cultural Identity in America: Race, Class, Gender, and Sexuality | 3 |
| HUMN 105 | Cultural Studies: Latin America | 3 |
| HUMN 204 | World Religions | 3 |
| HUMN 210 | The Language of Hip Hop | 3 |
| LGST 100 | Introduction to Law | 3 |
| MUSC 201 | Music Cultures of the World | 3 |
| NURS 101 | Introduction to Clinical Nursing | 6 |
| PBHL 190 | Personal and Community Health | 3 |
| POSC 220 | Comparative Politics | 3 |
| SOCY 101 | Introduction to Sociology | 3 |
| SOCY 102 | Social Problems | 3 |
| SOCY 103 | Introduction to Global Studies (Fall) | 3 |
| SOCY 204 | The Sociology of Globalization (Fall) | 3 |
| SOCY 210 | Ethnic Diversity | 3 |
| SOCY 212 | Gender and Society | 3 |
| SPAN 200 | Spanish for Heritage and Fluent Speakers | 3 |
| SPAN 211 | Spanish Conversation I | 3 |
| SURG 130 | Introduction to Surgical Technology | 6 |
| THEA 100 | Introduction to Theatre | 3 |

Cultural Competence Requirement

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

| Code | Title | Credits |
|----------|--|---------|
| ANTH 101 | Introduction to Anthropology | 3 |
| ANTH 103 | Introduction to Archeology | 3 |
| ANTH 105 | Biological Anthropology and Human Evolution (Fall) | 3 |
| ARTT 100 | Introduction to the Creative Arts | 3 |
| ARTT 103 | The History of Art: Non-Western | 3 |
| ARTT 104 | The History of Art: Prehistoric to Early Renaissance | 3 |
| ARTT 105 | The History of Art: Renaissance to Modern | 3 |
| ARTT 109 | Survey of African American Art History | 3 |
| ASLS 124 | Introduction to Deaf Community and History | 3 |
| CCJS 219 | Race, Crime, and Criminal Justice | 3 |
| COMM 102 | Interpersonal Communication | 3 |
| COMM 105 | Small Group Communication | 3 |
| ECON 200 | Principles of Macroeconomics | 3 |
| EDPS 210 | Human Growth and Development | 3 |
| EDUC 230 | Foundations of Special Education | 3 |
| EMGT 213 | Social Impacts of Disaster | 3 |
| ENGL 205 | World Literature through 1650 C.E. | 3 |
| ENGL 206 | World Literature 1650 C.E. through the Present | 3 |
| ENGL 226 | Film as Literature | 3 |

CREDIT PROGRAMS OF STUDY

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

- Accounting (p. 67)
 - Accounting A.A.S. (Career) (p. 67)
 - Accounting Specialist Certificate (Career) (p. 68)
 - Accounting Technician Certificate (Career) (p. 69)
 - Accounting Letter of Recognition (Career) (p. 69)
 - CPA Exam Qualification Certificate (p. 70)
- Addictions Counseling (p. 70)
 - Addictions Counseling A.A.S. (Career) (p. 70)
 - Addictions Counseling Certificate (Career) (p. 71)
- American Sign Language (p. 71)
 - American Sign Language Certificate (Career) (p. 71)
- American Sign Language (ASL) Interpreter Preparatory Program (p. 72)
 - American Sign Language (ASL) Interpreter Preparatory Program A.A.S. (Career) (p. 72)
 - American Sign Language (ASL) Interpreter Preparatory Program Certificate (Career) (p. 73)
- Arts & Humanities (p. 73)
 - Arts & Humanities A.A. (Transfer) (p. 74)
 - American Sign Language (ASL) Studies Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 75)
 - American Sign Language (ASL) Studies Certificate (Career) (p. 75)
 - Art Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 76)
 - Communication Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 77)
 - English Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 78)
 - Film & Video Production Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 78)
 - Film & Video Production Certificate (Career) (p. 79)
 - Mass Communication Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 80)
 - Music Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 81)
 - Theatre Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 82)
- Arts & Sciences (p. 83)
 - Arts & Sciences A.A. or A.S. (Transfer) (p. 83)
- Biotechnology (p. 83)
 - Biotechnology A.A.S. (Career) (p. 83)
 - Cell and Gene Therapy Essentials Certificate (Career) (p. 83)
 - Cell Therapy and Flow Cytometry Letter of Recognition (Career) (p. 84)
- Building Trades Technology (p. 84)
 - Building Trades Technology Certificate (Career) (p. 84)
- Business Administration (p. 85)
 - Business Administration A.A. (Transfer) (p. 85)
- Business Management (p. 86)
 - Business Management A.A.S. (Career) (p. 86)
 - Business Management Certificate (Career) (p. 87)
 - Entrepreneurship and Small Business Certificate (Career) (p. 87)
 - Project Management Certificate (Career) (p. 87)
 - Agricultural Business Basics Letter of Recognition (Career) (p. 88)
 - Business Basics Letter of Recognition (Career) (p. 88)
- Cardiovascular Technology (p. 88)
 - Cardiovascular Technology A.A.S. (Career) - Howard Community College (p. 88)
- Computer Science (p. 89)
 - Computer Science A.S. (Transfer) (p. 89)
- Early Childhood Development (p. 90)
 - Early Childhood Development A.A.S. (Career) (p. 90)
 - Early Childhood Development Certificate (Career) (p. 91)
 - Child Care Preschool and School Age Teacher Training Certificate (Career) (p. 91)
 - Child Care Preschool Teacher Letter of Recognition (Career) (p. 92)
- Education (p. 92)
 - Early Childhood Education/Early Childhood Special Education A.A.T. (Transfer) (p. 93)
 - Elementary Education/Elementary Special Education A.A.T. (Transfer) (p. 93)
 - Secondary Education - English A.A.T. (Transfer) (p. 94)
 - Secondary Education - Mathematics A.A.T. (Transfer) (p. 94)
 - Secondary Education - Spanish A.A.T. (Transfer) (p. 95)
- Emergency Management (p. 95)
 - Emergency Management A.A.S. (Career) (p. 95)
 - Emergency Management Certificate (Career) (p. 96)
 - Emergency Management - Professional Development Letter of Recognition (Career) (p. 97)
 - Tactical Scholars Program Letter of Recognition (Career) (p. 97)
 - GIS-Public Safety Letter of Recognition (Career) (p. 97)
- Emergency Medical Technician/Paramedic (p. 97)
 - Emergency Medical Technician/Paramedic A.A.S. (Career) - Howard Community College (p. 97)
- Game Programming (p. 98)
 - Game Programming Certificate (Career) (p. 98)
- General Studies (p. 98)
 - General Studies A.A. (Transfer) (p. 98)
- Graphic Design (p. 99)
 - Graphic Design A.A.S. (Career) (p. 99)
 - Graphic Design Certificate (Career) (p. 100)
- Health Sciences (p. 101)
 - Health Sciences A.S. (Transfer) (p. 101)
 - Exercise Science Area of Concentration within Health Sciences A.S. (Transfer) (p. 102)
 - Public Health Science Area of Concentration within Health Sciences A.S. (Transfer) (p. 103)
 - Fitness/Personal Trainer Certificate (Career) (p. 104)
- Honors College (p. 104)

- Hospitality, Culinary and Tourism Institute (p. 105)
 - Baking and Pastry Arts A.A.S. (Career) (p. 105)
 - Baking and Pastry Arts Certificate (Career) (p. 106)
 - Culinary Arts and Supervision A.A.S. (Career) (p. 107)
 - Culinary Skills Certificate (Career) (p. 107)
 - Culinary Skills Letter of Recognition (Career) (p. 108)
 - Hospitality Management A.A.S. (Career) (p. 108)
 - Hospitality Management Certificate (Career) (p. 109)
 - Hospitality Skills Letter of Recognition (Career) (p. 110)
- Medical Assistant (p. 110)
 - Medical Assistant A.A.S. (Career) (p. 110)
 - Medical Assistant Certificate (Career) (p. 110)
 - Healthcare Practice Management Certificate (Career) (p. 110)
 - Medical Administrative Specialist Certificate (Career) (p. 110)
 - Phlebotomist Certificate (Career) (p. 110)
 - Medical Scribe Letter of Recognition (Career) (p. 110)
- Nursing (p. 110)
 - Nursing A.S. (Career) (p. 111)
 - Practical Nursing Certificate (Career) (p. 112)
 - RN to BSN (p. 112)
 - Transition-to-RN (p. 112)
- Paralegal (p. 112)
 - Paralegal A.A.S. (Career) (p. 112)
 - Paralegal Certificate (Career) (p. 113)
 - Access to Justice Letter of Recognition (Career) (p. 114)
- Physical Therapist Assistant (p. 114)
 - Physical Therapist Assistant A.A.S. (Career) (p. 114)
- Police Science (p. 114)
 - Police Science A.A.S. (Career) (p. 115)
- Public Safety (p. 115)
 - Public Safety A.A.S. (Career) (p. 116)
 - Emergency Management Area of Concentration within Public Safety A.A.S. (Career) (p. 116)
 - Fire Service Administration Area of Concentration within Public Safety A.A.S. (Career) (p. 118)
 - National Security and Intelligence Area of Concentration within Public Safety A.A.S. (Career) (p. 119)
- Respiratory Care (p. 120)
 - Respiratory Care A.A.S. (Career) (p. 120)
- Social Sciences (p. 121)
 - Social Sciences A.A. (Transfer) (p. 121)
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Accounting

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Accounting A.A.S. (Career) Program Description

Designed to prepare students for immediate employment in the accounting field in an entry-level professional position. Students will gain an in-depth knowledge of accounting principles and procedures and apply them to business situations. Students will also use application software to solve business and accounting problems. A grade of "C" or better must be earned in the following courses: ACCT 100 Business Accounting,

ACCT 101 Principles of Accounting I, ACCT 201 Intermediate Accounting I, ACCT 202 Intermediate Accounting II, ACCT 220 Accounting Information Systems, and ACCT 111 Computerized Accounting. (Transfer students should follow the business administration program.)

Program Learning Outcomes

- Apply generally accepted accounting principles to record accounting transactions/adjustments and create financial statements.
- Construct financial analyses, estimates, reconciliations, and reports to support business decision-making using appropriate technology.
- Create financial statements and record accounting transactions/adjustments utilizing accounting software.
- Demonstrate the ability to communicate effectively in a business environment.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must earn a grade of "C" or better in the following courses: ACCT 100 Business Accounting, ACCT 101 Principles of Accounting I, ACCT 201 Intermediate Accounting I, ACCT 202 Intermediate Accounting II, ACCT 233 Applied Accounting and ACCT 111 Computerized Accounting.

| Code | Title | Credits |
|--|------------------------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| MATH 125 | Business Statistics (recommended) | |
| Social & Behavioral Sciences | | |
| ECON 200 | Principles of Macroeconomics | 3 |
| Arts & Humanities | | |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences ¹ | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Interdisciplinary & Emerging Issues | | |
| CMIS 101 | Information Systems and Technology | 3 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| ECON 202 | Principles of Microeconomics | |

| | | |
|---|--|-----------|
| PHIL 208 | Business Ethics | |
| COMM 102 | Interpersonal Communication | |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements | | |
| ACCT 100 | Business Accounting | 3 |
| ACCT 101 | Principles of Accounting I | 3 |
| ACCT 102 | Principles of Accounting II | 3 |
| ACCT 111 | Computerized Accounting | 3 |
| ACCT 201 | Intermediate Accounting I | 4 |
| ACCT 202 | Intermediate Accounting II | 4 |
| ACCT 203 | Managerial Cost Accounting | 3 |
| ACCT 220 | Accounting Information Systems (Spring) | 3 |
| Select one of the following: | | 3 |
| ACCT 117 | Payroll Accounting | |
| ACCT 205 | Federal Income Tax Accounting | |
| ACCT 216 | Governmental and Not-for-Profit Accounting | |
| BMGT 100 | Spreadsheet Applications | 3 |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 120 | Business Communications | 3 |
| Total Credits | | 60 |

¹ Transfer students articulating the Accounting A.A.S. degree to Mount St. Mary's University or University of Maryland Global Campus (UMGC) must complete a laboratory Science course to fulfill the articulation agreement.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Accounting Specialist Certificate (Career)

Program Description

Prepares students working in the accounting field for career advancement opportunities. Students will gain an in-depth knowledge of accounting principles and procedures and apply them to business situations. Students will also use application software to solve business and accounting problems. A grade of "C" or better must be earned in the following courses: ACCT 100 Business Accounting, ACCT 101 Principles of Accounting I, ACCT 111 Computerized Accounting, ACCT 201 Intermediate Accounting I, ACCT 202 Intermediate Accounting II, and ACCT 220 Accounting Information Systems.

Program Learning Outcomes

- Apply generally accepted accounting principles to record accounting transactions/adjustments and create financial statements.
- Construct financial analyses, estimates, reconciliations, and reports to support business decision-making using appropriate technology.
- Create financial statements and record accounting transactions/adjustments utilizing accounting software.
- Demonstrate the ability to communicate effectively in a business environment.

Program Requirements

- Students must earn a grade of “C” or better in the following courses: ACCT 100 Business Accounting, ACCT 101 Principles of Accounting I, ACCT 111 Computerized Accounting, ACCT 201 Intermediate Accounting I, ACCT 202 Intermediate Accounting II, and ACCT 220 Accounting Information Systems.

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| ACCT 100 | Business Accounting | 3 |
| ACCT 101 | Principles of Accounting I | 3 |
| ACCT 102 | Principles of Accounting II | 3 |
| ACCT 111 | Computerized Accounting | 3 |
| ACCT 201 | Intermediate Accounting I | 4 |
| ACCT 202 | Intermediate Accounting II | 4 |
| ACCT 203 | Managerial Cost Accounting | 3 |
| ACCT 220 | Accounting Information Systems (Spring) | 3 |
| Select one of the following: | | |
| ACCT 117 | Payroll Accounting | |
| ACCT 205 | Federal Income Tax Accounting | |
| ACCT 216 | Governmental and Not-for-Profit Accounting | |
| BMGT 100 | Spreadsheet Applications | 3 |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 120 | Business Communications | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| Total Credits | | 41 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Accounting Technician Certificate (Career)

Program Requirements

Prepares students for immediate employment in the accounting field in a support position. Students will learn how to apply accounting concepts in a computerized environment to assist the business with their record keeping requirements. A grade of “C” or better must be earned in the following courses: ACCT 100 Business Accounting, ACCT 101 Principles of Accounting I, ACCT 111 Computerized Accounting.

Program Learning Outcomes

- Apply generally accepted accounting principles to record accounting transactions/adjustments and create financial statements.
- Construct financial analyses, estimates, reconciliations, and reports to support business decision-making using appropriate technology.
- Create financial statements and record accounting transactions/adjustments utilizing accounting software.

Program Requirements

- Students must earn a grade of “C” or better in the following courses: ACCT 100 Business Accounting, ACCT 101 Principles of Accounting I, ACCT 111 Computerized Accounting.

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| ACCT 100 | Business Accounting | 3 |
| ACCT 101 | Principles of Accounting I | 3 |
| ACCT 102 | Principles of Accounting II | 3 |
| ACCT 111 | Computerized Accounting | 3 |
| Select one of the following: | | |
| ACCT 117 | Payroll Accounting | |
| ACCT 205 | Federal Income Tax Accounting | |
| ACCT 216 | Governmental and Not-for-Profit Accounting | |
| BMGT 100 | Spreadsheet Applications | 3 |
| BMGT 120 | Business Communications | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| Total Credits | | 24 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Accounting Letter of Recognition (Career)

Program Description

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

Digital Badge

Students earning this letter of recognition will automatically receive a digital badge. For more information on digital badging, please visit our Digital Badges page (<https://www.frederick.edu/degrees-certificates/credly.aspx>).

Program Learning Outcomes

- Apply the steps in the accounting cycle to record accounting transactions and adjustments.
- Create financial statements according to generally accepted accounting principles.
- Utilize accounting software to record transactions and prepare financial statements.
- Demonstrate basic tech literacy and introductory spreadsheet skills.

Program Requirements

| Code | Title | Credits |
|----------------------------------|------------------------------------|----------|
| Departmental Requirements | | |
| ACCT 100 | Business Accounting | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| ACCT 111 | Computerized Accounting | 3 |
| Total Credits | | 9 |

CPA Exam Qualification Certificate

Program Description

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

Program Learning Outcomes

- Apply generally accepted accounting principles to record accounting transactions/adjustments and create financial statements.
- Apply auditing principles and generally accepted auditing standards effectively in the examination of financial statements.
- Apply federal tax law and principles effectively in various scenarios.
- Apply ethical standards as required by the Maryland State Board of Public Accountancy.
- Apply accounting information systems and data analytics to support informed decision-making.

Program Requirements

| Code | Title | Credits |
|--|--|-----------|
| Accounting and Ethics Education | | |
| ACCT 100 | Business Accounting | 3 |
| ACCT 101 | Principles of Accounting I | 3 |
| ACCT 102 | Principles of Accounting II | 3 |
| ACCT 201 | Intermediate Accounting I | 4 |
| ACCT 202 | Intermediate Accounting II | 4 |
| ACCT 205 | Federal Income Tax Accounting | 3 |
| ACCT 214 | Auditing | 3 |
| ACCT 220 | Accounting Information Systems (Spring) | 3 |
| PHIL 208 | Business Ethics | 3 |
| ACCT elective | | 3 |
| ACCT 216 | Governmental and Not-for-Profit Accounting (recommended) | |
| ACCT 203 | Managerial Cost Accounting (recommended) | |
| Total Credits | | 32 |

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

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Addictions Counseling

- Addictions Counseling A.A.S. (Career) (p. 70)
- Addictions Counseling Certificate (Career) (p. 71)

Addictions Counseling A.A.S. (Career)

Program Description

Prepares students who are seeking specific knowledge in substance abuse counseling to work with clients in a broad range of treatment settings. Basic counseling and interviewing skills, assessment and

diagnosis of substance use and other mental disorders, treatment delivery, ethical practice, and field experience are emphasized.

Overall GPA of 3.0 or better required in Departmental Requirements courses upon degree completion. Grade of B or better required in HUMS 204 and both INTR 103 courses.

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

Individuals seeking to apply for the Maryland Alcohol and Drug Trainee (ADT) status should declare Addictions Counseling A.A.S. as your major. ADT status is a temporary time-limited status and those holding ADT status *must* be enrolled in a required college addictions program and be supervised by an appropriate individual. ADT is a stepping stone for individuals seeking Maryland certification of CSC-AD, CAC-AD, or licensure in related areas (for example, counseling and social work). Please note that FCC does not issue ADT's, CSC-AD's, or CAC-AD's, but rather, those are issued through Maryland Department of Health, Board of Professional Counselors and Therapists (see links below for application instructions and requirements).

The Addictions Counseling A.A.S. is also designed for those with minimal to no college background and are seeking CSC-AD certification through Maryland.

For specific information regarding ADT status or CSC-AD or CAC-AD, please use the following links:

ADT: <https://health.maryland.gov/bopc/Pages/adt.aspx>
 CSC-AD: <https://health.maryland.gov/bopc/Pages/cscad.aspx>
 CAC-AD: <https://health.maryland.gov/bopc/Pages/cacad.aspx>

Program Learning Outcomes

- Identify major theories and techniques commonly used in the addictions field.
- Demonstrate proficiency in basic counseling skills such as therapeutic approaches and techniques used with individuals, groups, and families in addictions counseling.
- Formulate a treatment plan for the psychological and behavioral effects of substance use, for persons with substance use disorders and their significant others.
- Design interventions for use with individuals, families, and groups.
- Practice awareness and sensitivity to diverse populations in a variety of settings.
- Recognize skills, competencies, and limitations as a student and professional in the field of addictions.
- Practice appropriate professional behaviors according to ethical codes and legal standards of professional organizations, such as, NAADAC, ACA, and NASW while a student in the program and during required internships.
- Illustrate the twelve core functions of an addictions counselor.
- Summarize the neurophysiological role of substances on the brain and body and the effects on behavior.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.
- **Overall GPA of 3.0 or better required in Departmental Requirements courses upon degree completion. Grade of B or better required in HUMS 204 and both INTR 103 courses.**

| Code | Title | Credits |
|---|---|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 120 | Statistics | |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| SOCY 101 | Introduction to Sociology | 3 |
| Arts & Humanities | | |
| COMM 102 | Interpersonal Communication (satisfies Cultural Competence requirement) | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) w/lab - Recommended course(s) below: | | 4 |
| BSCI 117 | Human Biology | |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements | | |
| HUMS 103 | Introduction to Social Work and the Human Services | 4 |
| HUMS 202 | Techniques of Counseling | 3 |
| HUMS 203 | Theories of Counseling (Spring) | 3 |
| HUMS 204 | Ethics and Practice Issues in the Human Services and Addiction Counseling (Spring) ^{1,2} | 3 |
| HUMS 205 | Addictions Counseling Delivery (Spring) | 3 |
| HUMS 206 | Pharmacology of Psychoactive Drugs (Spring) | 3 |
| HUMS 207 | Theory and Practice of Group Counseling (Fall) | 3 |
| HUMS 208 | Family Counseling (Fall) | 3 |
| PSYC 201 | Developmental Psychology | 3 |
| PSYC 206 | Abnormal Psychology | 3 |
| INTR 103 | Internship ^{1,2} | 3 |

| | | |
|----------------------|---------------------------|-----------|
| INTR 103 | Internship ^{1,2} | 3 |
| Total Credits | | 60 |

¹ Students are required to complete two 3-credit Internship courses. For Addictions Counseling A.A.S. and Certificate students: HUMS 204 must be completed prior to enrolling in INTR 103.

² Grade of B or better required.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Addictions Counseling Certificate (Career)

The Addictions Counseling Certificate has been suspended. No new students will be admitted to the program. The Addictions Counseling A.A.S. (p. 70) degree is available.

American Sign Language

- American Sign Language Certificate (Career) (p. 71)

American Sign Language Certificate (Career)

Program Description

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

By obtaining a certificate in American Sign Language, students have a strong foundation to further their studies in ASL discourse, interpreting, and education of the Deaf, or other related fields. This certificate also provides individuals with the skills they need to work with the Deaf community and Deaf individuals more effectively. This certificate can be used to meet the elective requirements of the A.A. degree in General Studies or Arts & Humanities as well as the A.A.S. degree in American Sign Language (ASL) Interpreter Preparatory Program.

Program Learning Outcomes

- Apply ASL skills at local Deaf community events.
- Produce a class project or presentation using ASL.
- Demonstrate ASL skills in communicating with native ASL users.
- Utilize ASL skills in a signing environment.
- Differentiate between the language and culture of Deaf and hearing Americans.
- Apply basic skills and knowledge of Deaf culture, history, and community to higher education or ASL interpreter training programs in the field of Deaf Education.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| ASLS 121 | American Sign Language I | 3 |
| ASLS 122 | American Sign Language II | 4 |
| ASLS 123 | American Sign Language Fingerspelling and Number Use | 3 |
| ASLS 223 | American Sign Language III | 4 |
| ASLS 224 | American Sign Language IV | 4 |
| Select one of the following: | | 1 |
| ASLS 250 | ASL Immersion Experience | |
| ASLS 299 | Independent Study: American Sign Language Studies | |
| INTR 101 | Internship | |
| Total Credits | | 19 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

American Sign Language (ASL) Interpreter Preparatory Program

- American Sign Language (ASL) Interpreter Preparatory Program A.A.S. (Career) (p. 72)
- American Sign Language (ASL) Interpreter Preparatory Program Certificate (Career) (p. 73)

For admission requirements, please refer to the Special Programs of Study (p. 30) section of the catalog.

American Sign Language (ASL) Interpreter Preparatory Program A.A.S. (Career)

Program Description

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

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

Program Learning Outcomes

- Apply theoretical, ethical, cultural, and practical knowledge of the interpreting field needed to pass the Center for Assessment of Sign Language Interpreters knowledge exam.

- Demonstrate major linguistic features of ASL and English and the major cultural features of D/deaf and non-deaf communities.
- Interpret effectively between English and American Sign Language.
- Distinguish different modes of interpreting/transliterating (i.e. consecutive and simultaneous) and choose the appropriate mode in a given setting/situation.
- Provide an accurate and appropriate transfer of a message from a source language into a target language with consideration for style, culture, and the linguistic needs of the consumers.
- Transliterate effectively between spoken English and a signed form of English.

For admission requirements, please refer to the Special Programs of Study (p. 30) section of the catalog.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must earn a grade of "B" or better in all ASLS and INTP courses in the ASL Interpreter Preparatory Program A.A.S. degree.

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 120 | Statistics | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| PSYC 101 | General Psychology | |
| SOCY 101 | Introduction to Sociology | |
| Arts & Humanities | | |
| Arts & Humanities Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| ENGL 231 | English Language Studies | |
| COMM 103 | Public Speaking | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| General Education Required Electives | | |
| ASLS 124 | Introduction to Deaf Community and History (satisfies cultural competence requirement) | 3 |
| ASLS 225 | American Sign Language V ¹ | 4 |
| Physical Education, Health, or Nutrition Requirement | | |

(waived for this program)

| Departmental Requirements | | |
|---------------------------|---|-----------|
| ASLS 226 | American Sign Language VI (Spring) | 3 |
| ASLS 230 | Deaf Culture and Oppression (Fall) | 3 |
| ASLS 232 | Introduction to the Structure of ASL | 3 |
| INTP 104 | Introduction to Interpreting | 3 |
| INTP 112 | Foundations of Interpreting | 3 |
| INTP 114 | Consecutive Interpreting | 3 |
| INTP 116 | Cognitive Processing & Translation in Interpreting (Spring) | 3 |
| INTP 212 | ASL to English Interpreting I | 3 |
| INTP 214 | English to ASL Interpreting I | 3 |
| INTP 222 | ASL to English Interpreting II | 3 |
| INTP 224 | English to ASL Interpreting II | 3 |
| INTP 228 | Interpreting Environments | 1 |
| INTP 230 | Internship Seminar & Interpreting Environments | 1 |
| INTP 250 | Practicum in ASL Interpreting (Fall) | 3 |
| Total Credits | | 60 |

¹ ASL V has prerequisites of ASL I through IV that must be completed, or demonstrated proficiency is required, for admission to this program.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

American Sign Language (ASL) Interpreter Preparatory Program Certificate (Career)

Program Description

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

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

Program Learning Outcomes

- Apply theoretical, ethical, cultural, and practical knowledge of the interpreting field needed to pass the Center for Assessment of Sign Language Interpreters knowledge exam.
- Demonstrate major linguistic features of ASL and English and the major cultural features of Deaf and non-Deaf communities.
- Interpret effectively between English and American Sign Language.
- Distinguish different modes of interpreting/transliterating (i.e. consecutive and simultaneous) and choose the appropriate mode in a given setting/situation.

- Provide an accurate and appropriate transfer of a message from a source language into a target language with consideration for style, culture, and the linguistic needs of the audience.
- Transliterate effectively between spoken English and a signed form of English.

For admission requirements, please refer to the Special Programs of Study (p. 30) section of the catalog.

Program Requirements

- Students must earn a grade of "B" or better in all ASLS and INTP courses in the ASL Interpreter Preparatory Program Certificate.

| Code | Title | Credits |
|-------------------------|---|-----------|
| Department Requirements | | |
| ASLS 124 | Introduction to Deaf Community and History | 3 |
| ASLS 225 | American Sign Language V ¹ | 4 |
| ASLS 226 | American Sign Language VI (Spring) | 3 |
| ASLS 230 | Deaf Culture and Oppression (Fall) | 3 |
| ASLS 232 | Introduction to the Structure of ASL | 3 |
| INTP 104 | Introduction to Interpreting | 3 |
| INTP 112 | Foundations of Interpreting | 3 |
| INTP 114 | Consecutive Interpreting | 3 |
| INTP 116 | Cognitive Processing & Translation in Interpreting (Spring) | 3 |
| INTP 212 | ASL to English Interpreting I | 3 |
| INTP 214 | English to ASL Interpreting I | 3 |
| INTP 222 | ASL to English Interpreting II | 3 |
| INTP 224 | English to ASL Interpreting II | 3 |
| INTP 228 | Interpreting Environments | 1 |
| INTP 230 | Internship Seminar & Interpreting Environments | 1 |
| INTP 250 | Practicum in ASL Interpreting (Fall) | 3 |
| Total Credits | | 45 |

¹ ASL V has prerequisites of ASL I through IV that must be completed, or demonstrated proficiency is required, for to admission to this program.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Arts & Humanities

- Arts & Humanities A.A. (Transfer) (p. 74)
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- Film & Video Production Area of Concentration within Arts and Humanities A.A. (Transfer) (p. 78)
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Arts & Humanities A.A. (Transfer)

Program Description

Prepares students for transfer to four-year institutions in Arts and Humanities disciplines.

The study of Arts and Humanities examines how human beings understand, express, and experience themselves and their culture.

Students can choose to major in the Arts & Humanities A.A. to explore various disciplines including American Sign Language studies, art, communication, English, film & video production, graphic design, humanities, music, philosophy, theater, and world languages.

Students also have the option to focus on a specific discipline within the Arts & Humanities A.A. by selecting an Area of Concentration in Art, Communication, English, Film & Video Production, Mass Communication, Music, or Theatre.

Students should meet with an advisor to develop a plan appropriate for their transfer and career interests. To investigate potential careers related to this degree program, visit the Career Communities (<https://www.frederick.edu/student-resources/career-services/career-communities.aspx>) page.

Program Learning Outcomes

- Demonstrate critical and creative thinking skills in Arts and Humanities disciplines.
- Describe fundamental concepts and ideas in Arts and Humanities disciplines.
- Demonstrate effective communication skills in a variety of formats (verbally, artistically, and in writing).
- Prepare to enter transfer institutions in Arts and Humanities fields.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.

- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|---|--|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| | Mathematics Elective (Gen Ed course list) (p. 64) | 3 |
| Social & Behavioral Sciences | | |
| | Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | 6 |
| Arts & Humanities | | |
| | Three Gen Ed courses, one selected from each area: | 9 |
| | Arts Elective (Gen Ed course list) (p. 62) | |
| | Humanities Elective (Gen Ed course list) (p. 63) | |
| | Communication Elective (Gen Ed course list) (p. 62) | |
| Biological & Physical Sciences | | |
| | Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | 3 |
| | Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) w/lab | 4 |
| General Education Elective | | |
| | General Education Elective (Gen Ed course list) (p. 62) | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| | Select one PHED, HLTH, or NUTR course | 1 |
| Electives | | |
| | Select 28 credit hours ^{1,2} | 28 |
| Total Credits | | 60 |

¹ Take a minimum of 15 credits of Arts & Humanities electives from any of the disciplines listed below. At least 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

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

² • Students majoring in the Associate of Arts in Arts & Humanities without an Area of Concentration should follow the curriculum outlined above and will have 13 unrestricted elective credits.

• Students majoring in an Area of Concentration will follow the curriculum for their major (Art; Communication; English; Film & Video Production; Mass Communication; Music; Theatre).

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer

Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

American Sign Language (ASL) Studies Area of Concentration within Arts and Humanities A.A. (Transfer)

Program Description

Introduces students to the rich history and culture of the Deaf community. Students will gain fluency and mastery of American Sign Language (ASL) by acquiring foundational skills and knowledge of the Deaf community. Students gain cultural competency by becoming involved in their local Deaf community through coursework and internships. Students gain a solid foundation to further their studies in American Sign Language, interpreting, and education of the Deaf or other related fields. Students will transmit their knowledge and promote respect for the rich history and culture of their local Deaf community. Students will be required to complete the ASL Proficiency Interview before graduation.

Program Learning Outcomes

- Compare and identify linguistic components and relationships between languages, spoken and signed.
- Analyze local and global d/Deaf languages and cultures by examining current information and research.
- Compare current ways of thinking about language and culture on local and global scales.
- Converse fluently in ASL with peers, both Deaf and hearing, by applying the language in conversations, ASL storytelling, or narratives.
- Apply the ASL grammar structures in dialogues.
- Demonstrate aspects of Deaf culture, heritage, and values through signed presentations, papers, and written exams.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|--|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| EDPS 210 | Human Growth and Development (recommended) | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| SOCY 101 | Introduction to Sociology (recommended) | |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| COMM 102 | Interpersonal Communication (recommended) | |
| ASLS 121 | American Sign Language I | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) w/lab | | 4 |
| Required General Education Elective | | |
| ASLS 124 | Introduction to Deaf Community and History | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| ASLS 120 | Visual Gestural Communication | 1 |
| ASLS 122 | American Sign Language II | 4 |
| ASLS 125 | Depictive Verbs and Classifiers in ASL | 3 |
| ASLS 223 | American Sign Language III | 4 |
| ASLS 224 | American Sign Language IV | 4 |
| ASLS 230 | Deaf Culture and Oppression | 3 |
| ASLS 232 | Introduction to the Structure of ASL | 3 |
| ASLS 234 | Discourse Features and Analysis in ASL | 3 |
| ASLS 236 | ASL and English Comparative Analysis | 3 |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

American Sign Language (ASL) Studies Certificate (Career)

Program Description

Introduces students to the rich history and culture of the Deaf community. Students will gain fluency and mastery of American Sign Language (ASL) by acquiring foundational skills and knowledge of the Deaf community. Students gain cultural competency by becoming involved in their local Deaf community through coursework and internships. Students gain a solid foundation to further their studies in American Sign Language, interpreting, and education of the Deaf or other related fields. Students will transmit their knowledge and promote respect for the rich history and culture of their local Deaf community.

All courses in this certificate apply toward the fulfillment of requirements for the American Sign Language (ASL) Studies Area of Concentration within the A.A. degree in Arts & Humanities. Students will be required to complete the ASL Proficiency Interview before graduation.

Program Learning Outcomes

- Compare and identify linguistic components of and relationships between languages, spoken and signed.
- Analyze local and global d/Deaf languages and cultures by examining current information and research.
- Compare current ways of thinking about language and culture on local and global scales.
- Converse fluently in ASL with peers, both Deaf and hearing, by applying the language in conversations, ASL storytelling, or narratives.
- Apply the ASL grammar structures in dialogues.
- Demonstrate aspects of Deaf culture, heritage, and values through signed presentations, papers, and written exams.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| ASLS 120 | Visual Gestural Communication | 1 |
| ASLS 121 | American Sign Language I | 3 |
| ASLS 122 | American Sign Language II | 4 |
| ASLS 124 | Introduction to Deaf Community and History | 3 |
| ASLS 125 | Depictive Verbs and Classifiers in ASL | 3 |
| ASLS 223 | American Sign Language III | 4 |
| ASLS 224 | American Sign Language IV | 4 |
| ASLS 230 | Deaf Culture and Oppression | 3 |
| ASLS 232 | Introduction to the Structure of ASL | 3 |
| ASLS 234 | Discourse Features and Analysis in ASL | 3 |
| ASLS 236 | ASL and English Comparative Analysis | 3 |
| Total Credits | | 34 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Art Area of Concentration within Arts and Humanities A.A. (Transfer)

Program Description

Enables the student to explore and develop areas of concentration which may lead to an associate in arts degree, transfer to a four-year college program, or to pursue individual artistic directions.

Program Learning Outcomes

- Recognize the elements of composition, design, and technique of a work of art.
- Critique works of art within their cultural and historical context.
- Produce works of art in a variety of media.
- Demonstrate the creative process through research, development, and execution.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| | Mathematics Elective (Gen Ed course list) (p. 64) | 3 |
| Social & Behavioral Sciences | | |
| | Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | 6 |
| Arts & Humanities | | |
| | Arts Elective (Gen Ed course list) (p. 62) | 3 |
| | Humanities Elective (Gen Ed course list) (p. 63) | 3 |
| | Communication Elective (Gen Ed course list) (p. 62) | 3 |
| Biological & Physical Sciences | | |
| | Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | 3 |
| | Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | 4 |
| General Education Elective | | |
| | General Education Elective (Gen Ed course list) (p. 62) | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| | Select one PHED, HLTH, or NUTR course | 1 |
| Concentration Courses | | |
| ARTT 101 | Foundations of Studio Art I | 3 |
| ARTT 102 | Foundations of Studio Art II (Spring) | 3 |
| | Select two of the following (satisfies cultural competence requirement (p. 65)): | 6 |
| ARTT 103 | The History of Art: Non-Western | |
| ARTT 104 | The History of Art: Prehistoric to Early Renaissance | |
| ARTT 105 | The History of Art: Renaissance to Modern | |
| ARTT 106 | Drawing I | 3 |
| | Select an elective in ARTT or GRPH in consultation with an advisor ¹ | 3 |
| Electives | | |
| | Select ten credits of the following recommended electives (depending on the transfer institution): ¹ | 10 |
| ARTT 100 | Introduction to the Creative Arts | |
| ARTT 103 | The History of Art: Non-Western | |
| ARTT 107 | Drawing II | |
| ARTT 108 | Introduction to Color Theory and Design | |
| ARTT 109 | Survey of African American Art History | |
| ARTT 110 | Introduction to Watercolor I | |

| | |
|----------------------|------------------------------|
| ARTT 112 | Jewelry Design (Fall) |
| ARTT 113 | Pottery I |
| ARTT 114 | Pottery II |
| ARTT 134 | Digital Photography I |
| ARTT 204 | Illustration I |
| ARTT 205 | Illustration II |
| ARTT 206 | Introduction to Figure Study |
| ARTT 207 | Painting I |
| ARTT 208 | Painting II |
| ARTT 210 | Sculpture (Spring) |
| ARTT 220 | Intermediate Sculpture |
| GRPH 111 | Graphic Design I |
| GRPH 112 | Graphic Design II |
| Total Credits | 60 |

¹ Students should check with an advisor or transfer institution (ARTSYS) before selecting electives.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Communication Area of Concentration within Arts and Humanities A.A. (Transfer)

Program Description

Designed for students interested in all fields stressing human interaction. In addition to communication courses, a broad range of social science and humanities courses are recommended. The area of concentration is designed to prepare the student to transfer to a four-year institution.

Program Learning Outcomes

- Demonstrate critical thinking skills via a well-designed and well-delivered oral presentation.
- Use appropriate presentation techniques.
- Demonstrate effective discussion, negotiation, conflict resolution, and cooperation skills.
- Apply relevant criteria and standards when evaluating information, claims, and arguments.
- Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.
- Demonstrate appropriate methods of integrating and documenting outside sources.
- Demonstrate effective listening behaviors in both interpersonal and group situations.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.

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

| Code | Title | Credits |
|---|---|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| Arts & Humanities Elective (Gen Ed course list) (p. 62) - select one Arts & Humanities course from Music, Theatre, Visual Arts, English, Languages, or Philosophy | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| Complete the following courses ¹ | | 12 |
| COMM 101 | Introduction to Communication Studies | |
| COMM 103 | Public Speaking | |
| COMM 105 | Small Group Communication (satisfies cultural competence requirement) | |
| COMM 201 | Foundations of Communication Theory (Spring) | |
| Electives | | |
| Select 16 credit hours ^{1,2} | | 16 |
| Total Credits | | 60 |

¹ Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.

² Depending on the transfer institution, recommended electives may include: COMM 107 Career Communication, electives in the Social Sciences, English, Film & Video, or World Language disciplines.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

English Area of Concentration within Arts and Humanities A.A. (Transfer)

Program Description

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

Program Learning Outcomes

- Collect, document, and evaluate research from a variety of sources for various purposes, including the construction of an argument.
- Produce presentations and documents that are clear, concise, substantive, and grammatically standard.
- Identify and evaluate major literary techniques, terms, and trends.
- Demonstrate cultural awareness through writing, speaking, and literary analysis.
- Analyze works of literature within their cultural and historical context.
- Identify and produce different forms of writing for a variety of audiences.
- Apply and critique the creative process through research, development, and execution of text production.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|----------------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | | 3 |
| PHIL 101 | Introduction to Philosophy | |

| | | |
|---|---|-----------|
| PHIL 105 | Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| ENGL 102 | English Composition and Literature | 3 |
| Select three of the following courses (please consult an advisor): | | 9 |
| ENGL 201 | British Literature Anglo-Saxon Period to the Eighteenth Century | |
| ENGL 202 | British Literature Eighteenth Century through the Present | |
| ENGL 203 | American Literature Pre-Colonial through Civil War Periods | |
| ENGL 204 | American Literature Civil War Period through the Present | |
| ENGL 205 | World Literature through 1650 C.E. | |
| ENGL 206 | World Literature 1650 C.E. through the Present | |
| ENGL 210 | Creative Writing | |
| ENGL 212 | News Writing and Reporting | |
| ENGL 214 | The Poem | |
| ENGL 216 | The Short Story | |
| ENGL 219 | Technical Writing | |
| ENGL 226 | Film as Literature | |
| ENGL 227 | Multiculturalism and Literature: Borders, Boundaries, and Belonging | |
| ENGL 230 | African American Literature | |
| ENGL 231 | English Language Studies | |
| ENGL 241 | Journalism Publication Practicum | |
| Select one Arts & Humanities course ¹ | | 3 |
| Electives | | |
| Select 13 credit hours ² | | 13 |
| Total Credits | | 60 |

¹ Select from the following: Art, Communication, English, Film & Video Production, Graphic Design, Languages, Music, Philosophy, or Theatre

² Choose electives in consultation with an advisor. Depending on transfer school, foreign language courses may be recommended.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Film & Video Production Area of Concentration within Arts and Humanities A.A. (Transfer)

Welcome to FILM 144!

Program Description

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

Program Learning Outcomes

- Demonstrate proficiency with current industry standard film and animation production software.
- Produce films and animations showcasing industry standard techniques and skill sets.
- Demonstrate the creative/problem solving process through research, development, and execution of digital media.
- Demonstrate professional behaviors by participating in practical group-oriented assignments.
- Develop skills as critical thinkers, effective problem solvers, and effective ethical communicators.
- Create digital productions that utilize current film and animation production standards appropriate for entry or intermediate level professional work.
- Demonstrate current film and animation production skills, procedures, and techniques in order to function successfully as entry-level employees in a professional production facility.

| Concentration Courses | | |
|---|---|-----------|
| COMM 111 | Introduction to Mass Communication | 3 |
| GRPH 111 | Graphic Design I | 3 |
| FILM 144 | Digital Video Production | 4 |
| FILM 145 | Screenwriting for Film (Spring) | 3 |
| FILM 244 | Digital Film Production | 4 |
| FILM 254 | Postproduction: The Art of Editing | 4 |
| FILM 255 | Advanced Postproduction & Motion Graphics | 4 |
| Electives | | |
| Select three credits of electives – Recommended course(s) below (depending on the transfer institution): ¹ | | 3 |
| ARTT 101 | Foundations of Studio Art I | |
| ARTT 102 | Foundations of Studio Art II (Spring) | |
| ARTT 106 | Drawing I | |
| ARTT 134 | Digital Photography I | |
| GRPH 114 | Web Design Foundations | |
| INTR 102 or INTR 103 | Internship Internship | |
| MUSC 103 | Fundamentals of Music | |
| MUSC 135 | Audio Recording Techniques (Spring) | |
| THEA 112 | Introduction to Acting | |
| Total Credits | | 60 |

¹ Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|----------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| FILM 101 | Introduction to Film | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Film & Video Production Certificate (Career)

Welcome to FILM 144!

Program Description

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

Program Learning Outcomes

- Demonstrate proficiency with current industry standard film and animation production software.
- Produce films and animations showcasing industry standard techniques and skill sets.
- Demonstrate the creative/problem solving process through research, development, and execution of digital media.
- Demonstrate professional behaviors by participating in practical group-oriented assignments.
- Develop skills as critical thinkers, effective problem solvers, and effective ethical communicators.

- Create digital productions that utilize current film and animation production standards appropriate for entry or intermediate level professional work.
- Demonstrate current film and animation production skills, procedures, and techniques in order to function successfully as entry-level employees in a professional production facility.

Program Requirements

| Code | Title | Credits |
|----------------------------------|---|-----------|
| Departmental Requirements | | |
| COMM 111 | Introduction to Mass Communication | 3 |
| FILM 101 | Introduction to Film | 3 |
| FILM 144 | Digital Video Production | 4 |
| FILM 145 | Screenwriting for Film (Spring) | 3 |
| FILM 244 | Digital Film Production | 4 |
| FILM 254 | Postproduction: The Art of Editing | 4 |
| FILM 255 | Advanced Postproduction & Motion Graphics | 4 |
| GRPH 111 | Graphic Design I | 3 |
| Total Credits | | 28 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Mass Communication Area of Concentration within Arts and Humanities A.A. (Transfer)

Program Description

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

Program Learning Outcomes

- Demonstrate effective speaking and listening skills for communication in personal, public, and media areas.
- Demonstrate effective writing skills for communication in personal, public, and media areas.
- Define mass communication from a variety of philosophical, historical, theoretical, and practical perspectives.
- Analyze and interpret the mass media content in the context of global society.
- Demonstrate the ability to gather and evaluate in-depth information from diverse, field-appropriate books, journals, databases, and internet sources.
- Analyze effectively the potential consequences of newly emerging technologies.
- Describe the history and development of communication technologies and processes and how these concepts have affected individuals and society.
- Demonstrate enhanced analytical, critical, and performance competencies that will assist students in participating effectively in multimedia platforms.
- Create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|------------------------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| COMM 111 | Introduction to Mass Communication | 3 |
| ENGL 219 | Technical Writing | 3 |
| FILM 144 | Digital Video Production | 4 |
| GRPH 111 | Graphic Design I | 3 |
| Select two of the following: | | 6 |
| ARTT 134 | Digital Photography I | |
| BMGT 221 | Public Relations | |

| | |
|----------------------------------|----------------------------------|
| BMGT 225 | Marketing |
| COMM 105 | Small Group Communication |
| COMM 107 | Career Communication |
| ENGL 212 | Newswriting and Reporting |
| ENGL 241 | Journalism Publication Practicum |
| GRPH 112 | Graphic Design II |
| GRPH 114 | Web Design Foundations |
| HUMN 104 | Humanities in a Digital World |
| MUSC 130 | Foundations of Audio Technology |
| Electives | |
| Select nine credits ¹ | 9 |
| Total Credits | 60 |

¹ Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Music Area of Concentration within Arts and Humanities A.A. (Transfer)

Program Description

Offers students concentrated training in music theory and practical application in preparation for acceptance and transfer into 4-year music degree programs, to obtain an Associate of Arts degree, or to pursue individual goals within music and the arts.

Program Learning Outcomes

- Perform as a soloist in a manner that is both musically expressive and technically proficient.
- Interpret a variety of styles, periods and genres according to recognized standards of performance practice.
- Perform in collaboration with other musicians, using appropriate performance and stage presence techniques.
- Demonstrate keyboard proficiency, including mastery of scales, triads, chord progressions, and figured bass.
- Sing tonal melodies that contain chromatic writing, modulations, and differentiated rhythmic values.
- Transcribe from an aural source material of intermediate melodic, harmonic and rhythmic complexity.
- Compose or arrange music with current music software programs.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>

- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|---|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| MUSC 101 | Music History and Appreciation (recommended) | |
| MUSC 103 | Fundamentals of Music (recommended - do not take MUSC 103 if you have already taken MUSC 106 or MUSC 111) | |
| MUSC 104 | Songwriting I (recommended) | |
| MUSC 109 | American Popular Music (recommended) | |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| MUSC 201 | Music Cultures of the World (recommended) | |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| Theory Requirements | | |
| Take all courses from the following list: | | 16 |
| MUSC 111 | Music Theory I | |
| MUSC 112 | Music Theory II (Spring) | |
| MUSC 211 | Music Theory III (Fall) | |
| MUSC 212 | Music Theory IV (Spring) | |
| MUSC 106 | Ear Training and Musicianship I | |
| MUSC 107 | Ear Training and Musicianship II (Spring) | |
| MUSC 206 | Ear Training and Musicianship III (Fall) | |
| MUSC 207 | Ear Training and Musicianship IV (Spring) | |
| Ensemble Requirements | | |
| Select two 100-level and two 200-level courses from the following list: | | 4 |
| MUSC 117 | Choral Ensemble I | |
| MUSC 119 | Jazz Ensemble I | |
| MUSC 121 | Orchestral Ensemble I | |
| MUSC 123 | Wind Ensemble I | |
| MUSC 125 | Chamber Ensemble I (Fall) | |
| MUSC 217 | Choral Ensemble II | |
| MUSC 219 | Jazz Ensemble II | |
| MUSC 221 | Orchestral Ensemble II | |
| MUSC 223 | Wind Ensemble II | |
| MUSC 225 | Chamber Ensemble II (Fall) | |
| Applied Music Requirements | | |

| | |
|---|------------------------------|
| Select two 100-level and two 200-level courses from the following list: | 4 |
| MUSC 172 | First Year Piano |
| MUSC 174 | First Year Voice |
| MUSC 178 | First Year Brass |
| MUSC 180 | First Year Woodwinds |
| MUSC 182 | First Year Strings |
| MUSC 184 | First Year Guitar |
| MUSC 186 | First Year Percussion |
| MUSC 188 | First Year Music Composition |
| MUSC 272 | Second Year Piano |
| MUSC 274 | Second Year Voice |
| MUSC 278 | Second Year Brass |
| MUSC 280 | Second Year Woodwinds |
| MUSC 282 | Second Year Strings |
| MUSC 284 | Second Year Guitar |
| MUSC 286 | Second Year Percussion |
| Class Piano Requirements | |
| Take all courses from the following list: ¹ | 4 |
| MUSC 151 | Class Piano I |
| MUSC 152 | Class Piano II |
| MUSC 251 | Class Piano III |
| MUSC 252 | Class Piano IV |
| Total Credits | 60 |

¹ Students who enroll in MUSC 172 First Year Piano or MUSC 272 Second Year Piano as their Applied Music major instrument should consult with the Music Program Manager for a substitute elective.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Theatre Area of Concentration within Arts and Humanities A.A. (Transfer)

Program Description

Offers students an opportunity to experience theater on a variety of levels, enabling them to participate as theatrical apprentices, to transfer to a four-year theater program, or to obtain an Associate of Arts degree.

Program Learning Outcomes

- Explain the historical context of theatre and drama, including its relationship to contemporary society and culture.
- Demonstrate introductory-level proficiency in the essential elements of staging a play (e.g., performance, script development, design, technical production).
- Evaluate creative products and provide constructive feedback.
- Practice individual and collaborative processes needed to produce and understand theatre.
- Exhibit actions reflective of professional conduct in the theatrical industries.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.

- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|---|--------------------------|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses¹ | | |
| Complete the following courses: | | |
| THEA 100 | Introduction to Theatre | 3 |
| THEA 112 | Introduction to Acting | 3 |
| THEA 121 | Stagecraft (Fall) | 3 |
| THEA 202 | Advanced Acting (Spring) | 3 |
| Select one Arts & Humanities course from Art, Communication, English, Film & Video Production, Graphic Design, Languages, Music, Philosophy, or Theatre | | 3 |
| Electives | | |
| Select 13 credits ² | | 13 |
| Total Credits | | 60 |

¹ Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.

² Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer

Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Arts & Sciences

- Arts & Sciences A.A. or A.S. (Transfer) (p. 83)

Arts & Sciences A.A. or A.S. (Transfer)

The Arts & Sciences degree is being discontinued since all areas of concentration previously within the degree have either been discontinued or moved under other programs.

Biotechnology

- Biotechnology A.A.S. (Career) (p. 83)
- Cell and Gene Therapy Essentials Certificate (Career) (p. 83)
- Cell Therapy and Flow Cytometry Letter of Recognition (Career) (p. 84)

Biotechnology A.A.S. (Career)

Program Description

Prepares individuals to work as process operators in biological products manufacturing facilities. Students will combine basic science and communication skills, manufacturing technologies and good manufacturing practices in the course of study. Students will develop a strong basic science foundation with a sound understanding of the major technologies employed in the industry. They will also develop collaborative and disciplined work ethics while consistently practicing problem-solving skills. Upon successful completion of the program, individuals will possess the necessary skills to qualify for employment in a variety of bioprocessing industries.

Program Learning Outcomes

- Use discipline-specific terminology when communicating.
- Demonstrate entry-level biotechnology skills and techniques.
- Demonstrate industry-specific practices.
- Demonstrate discipline-specific quantitative skills.
- Analyze the role of biotechnology in society.
- Demonstrate industry-specific practices.
- Apply basic biotechnology techniques, including molecular biology and cell culture techniques.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement** (p. 65).
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer

institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>

- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

| Code | Title | Credits |
|--|---|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) (MATH 120 or higher) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| BSCI 150 | Principles of Biology I | 4 |
| CHEM 101 | General Chemistry I | 4 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements | | |
| BSCI 223 | Microbiology for Allied Health | 4 |
| or BSCI 263 | Elements of Microbiology (Fall) | |
| BIOT 101 | Biotechnology and Society | 3 |
| BIOT 102 | Regulatory Aspects of Biotechnology (Fall) | 3 |
| BIOT 103 | Basic Lab Techniques (Fall) | 1 |
| BIOT 110 | Molecular Biology Techniques (Spring) | 4 |
| BIOT 214 | Introduction to Biomanufacturing (Fall) | 4 |
| BIOT 220 | Cell Biology and Cell Culture Techniques (Spring) | 4 |
| BIOT 222 | Cell Therapy and Flow Cytometry (Spring) | 4 |
| BIOT 224 | Gene Therapy Fundamentals (Fall) | 4 |
| Electives – Recommended courses below: | | |
| BIOT 130 | Forensic Biology | |
| BSCI 240 | Genetics (Spring) | |
| CHEM 102 | General Chemistry II | |
| CMSC 105 | Introduction to Programming with Python | |
| ENGL 219 | Technical Writing | |
| INTR 103 | Internship | |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Cell and Gene Therapy Essentials Certificate (Career)

Program Description

Provides students with the essential skills, knowledge, and preparation to enter the cell and gene therapy industry. Explores the steps involved in

the manufacturing process, the equipment used, the regulatory aspects, and the current state and future of the field. Students will have hands-on experience with industry-standard equipment and will be exposed to common techniques used in the manufacturing process.

Program Learning Outcomes

- Describe the applications of cell and gene therapy.
- Identify the existing FDA approved therapies and the ones in clinical trials.
- Demonstrate the ability to follow good documentation practices (GDP) and good manufacturing practices (GMP).
- Demonstrate the ability to follow correct aseptic technique and maintain cell cultures.
- Demonstrate the ability to work with AAV virus and perform transfections.
- Perform industry-specific techniques including ELISA, real-time PCR, and cell-based assays.
- Demonstrate the ability to work with cells in bags and tubing aseptically.
- Demonstrate the ability to work with AKTA go systems for viral purification.
- Explain flow cytometry principles and applications.
- Demonstrate the ability to follow a flow cytometry protocol.
- Demonstrate the ability to use Flo Jo software and analyze data.

Program Requirements

| Code | Title | Credits |
|----------------------|---|-----------|
| BIOT 102 | Regulatory Aspects of Biotechnology (Fall) | 3 |
| BIOT 103 | Basic Lab Techniques (Fall) | 1 |
| BIOT 110 | Molecular Biology Techniques (Spring) | 4 |
| BIOT 220 | Cell Biology and Cell Culture Techniques (Spring) | 4 |
| BIOT 222 | Cell Therapy and Flow Cytometry (Spring) | 4 |
| BIOT 224 | Gene Therapy Fundamentals (Fall) | 4 |
| Total Credits | | 20 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Cell Therapy and Flow Cytometry Letter of Recognition (Career)

Program Description

Provides an introductory level of training to prepare individuals to enter the cell and gene therapy industry. Students will learn aseptic cell culture techniques, prepare samples, run the Flow Cytometer, and analyze flow data. Basic analytical skills like ELISA, PCR, and western blot will also be introduced. This letter of recognition will be applicable to undergraduate juniors and seniors studying biology, job seekers, and workers who want to gain practical knowledge and skills in cell culture and flow cytometry.

Digital Badge

Students earning this letter of recognition will automatically receive a digital badge. For more information on digital badging, please visit

our Digital Badges page (<https://www.frederick.edu/degrees-certificates/credly.aspx>).

Program Learning Outcomes

- Describe applications of cell therapy and principles of flow cytometry.
- Maintain a flow cytometer.
- Prepare and perform a basic analysis of samples in the flow cytometer.

Program Requirements

| Code | Title | Credits |
|----------------------|---|----------|
| BIOT 220 | Cell Biology and Cell Culture Techniques (Spring) | 4 |
| BIOT 222 | Cell Therapy and Flow Cytometry (Spring) | 4 |
| Total Credits | | 8 |

Building Trades Technology

- Building Trades Technology Certificate (Career) (p. 84)

Building Trades Technology Certificate (Career)

Program Description

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

Program Learning Outcomes

Building Trades Technology Certificate - Track I: HVAC

- Apply blueprints and schematics to a construction project within the trade.
- Create a cost estimate of a specific project to include materials, equipment, and labor.
- Evaluate a construction project to select and operate appropriate tools, equipment, and materials.
- Apply principles of safety to equipment usage and materials handling on a construction work site.
- Apply appropriate building codes to complete a construction project.
- Install, troubleshoot, and/or repair equipment toward completion of a project to meet job specifications.

Building Trades Technology Certificate - Track 2: Welding

- Demonstrate appropriate shop safety rules.
- Perform a variety of cuts in the flat position on carbon steel using multiple methods.
- Utilize SMAW electrodes and the American Welding Society (AWS) identification system.
- Identify the basic welding joints and welding positions.
- Perform various weld joints in multiple positions using the GMAW, GTAW, and SMAW processes.

Building Trades Technology Certificate - Track 3: Electrical

- Apply blueprints and schematics to a construction project within the trade.
- Create a cost estimate of a specific project to include materials, equipment, and labor.
- Evaluate a construction project to select and operate appropriate tools, equipment, and materials.
- Apply principles of safety to equipment usage and materials handling on a construction work site.
- Apply appropriate building codes to complete a construction project.
- Install, troubleshoot, and/or repair equipment toward completion of a project to meet job specifications.

Program Requirements

Track 1: HVAC

| Code | Title | Credits |
|----------------------------------|-------------------------------------|--------------|
| Departmental Requirements | | |
| BLDT 101 | Introduction to Building Trades | 3 |
| BLDT 110 | Fundamentals of HVACR | 4 |
| BLDT 111 | Controls for HVACR | 3 |
| BLDT 113 | Fossil Fuels & Hydronic Heating | 3 |
| BLDT 212 | HVAC Installation & Troubleshooting | 3 |
| Optional | | 0,3 |
| CMIS 101 | Information Systems and Technology | |
| Total Credits | | 16-19 |

Track 2: Welding

| Code | Title | Credits |
|---|-------------------------------------|--------------|
| Departmental Requirements | | |
| BLDT 101 | Introduction to Building Trades | 3 |
| BLDT 120 | Introduction to Welding | 4 |
| BLDT 121 | Welding Symbols & Blueprint Reading | 2 |
| BLDT 222 | Advanced Welding: SMAW (Spring) | 4 |
| Select one of the following Electives: ¹ | | 3 |
| BLDT 223 | Advanced Welding: SMAW 4G | |
| BLDT 224 | Advanced Welding: GTAW | |
| BLDT 225 | Advanced Welding: GMAW | |
| Optional | | 0,3 |
| CMIS 101 | Information Systems and Technology | |
| Total Credits | | 16-19 |

¹ Students should check with an advisor before selecting their electives.

Track 3: Electrical

| Code | Title | Credits |
|----------------------------------|------------------------------------|--------------|
| Departmental Requirements | | |
| BLDT 101 | Introduction to Building Trades | 3 |
| BLDT 140 | Fundamentals of Structural Wiring | 4 |
| BLDT 143 | Specialized Systems | 3 |
| BLDT 241 | Residential Electric | 3 |
| BLDT 242 | Commercial Electric | 3 |
| Optional | | 0,3 |
| CMIS 101 | Information Systems and Technology | |
| Total Credits | | 16-19 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Business Administration

- Business Administration A.A. (Transfer) (p. 85)

Business Administration A.A. (Transfer)

Program Description

For students seeking to complete the first two years of a four-year program. Completed coursework can then be transferred to a four-year institution where a bachelor's degree may be earned with the completion of additional coursework.

Program Learning Outcomes

- Demonstrate competence discovering, applying, and thinking critically about basic business, accounting, and computing concepts and trends.
- Apply appropriate practices and principles to solve business problems.
- Generate effective artifacts of business communication using multiple methods (oral, written, graphic, and electronic).
- Demonstrate the ability to work effectively and cooperatively as part of a team/work group.
- Analyze business principles and practices.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

| Code | Title | Credits |
|--------------------|---------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |

| | | |
|--|--|-----------|
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: ¹ | | 3 |
| MATH 145 | College Algebra | |
| MATH 175 | Applied Calculus | |
| Social & Behavioral Sciences | | |
| ECON 200 | Principles of Macroeconomics | 3 |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select one course from a discipline other than Economics ² | | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| Interdisciplinary & Emerging Issues | | |
| CMIS 101 | Information Systems and Technology | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements | | |
| ACCT 101 | Principles of Accounting I | 3 |
| ACCT 102 | Principles of Accounting II | 3 |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 120 | Business Communications | 3 |
| BMGT 295 | Principles and Practices of Management | 3 |
| ECON 202 | Principles of Microeconomics | 3 |
| MATH 120/120A | Statistics | 3 |
| or MATH 125 | Business Statistics | |
| Electives | | |
| Select 7 credits | | 7 |
| Total Credits | | 60 |

¹ Students should check with an advisor or the transfer institution before selecting their Mathematics course.

² Students should check with an advisor or the transfer institution before selecting electives.

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

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Business Management

- Business Management A.A.S. (Career) (p. 86)
- Business Management Certificate (Career) (p. 87)
- Entrepreneurship and Small Business Certificate (Career) (p. 87)
- Project Management Certificate (Career) (p. 87)
- Agricultural Business Basics Letter of Recognition (Career) (p. 88)
- Business Basics Letter of Recognition (Career) (p. 88)

Business Management A.A.S. (Career)

Program Description

Designed for students seeking immediate employment in entry-level management or management trainee positions upon completion of the program or for individuals desiring to start their own businesses. Although the majority of the coursework will transfer to other institutions, the program is oriented toward employment preparation.

Program Learning Outcomes

- Demonstrate competence discovering, applying, and thinking critically about basic business, accounting, and computing concepts and trends.
- Apply appropriate practices and principles to solve business problems
- Generate effective artifacts of business communication using multiple methods (oral, written, graphic, and electronic).
- Investigate the various components and structures of a business.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

| Code | Title | Credits |
|--|------------------------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 125 | Business Statistics | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Interdisciplinary & Emerging Issues | | |
| CMIS 101 | Information Systems and Technology | 3 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |

| Physical Education, Health, or Nutrition Requirement | | |
|--|--|-----------|
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements | | |
| ACCT 101 | Principles of Accounting I | 3 |
| ACCT 102 | Principles of Accounting II | 3 |
| BMGT 100 | Spreadsheet Applications | 3 |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 120 | Business Communications | 3 |
| BMGT 211 | Business Law | 3 |
| BMGT 295 | Principles and Practices of Management | 3 |
| ECON 200 | Principles of Macroeconomics | 3 |
| ECON 202 | Principles of Microeconomics | 3 |
| Electives | | |
| Select 11 credits from: Any ACCT, BMGT, CADT, CCJS, CMIS, CMTE, EMGT, HCTI, HLTH, LGST, MATH, MEDA courses not already taken | | 11 |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Business Management Certificate (Career)

Program Description

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

Program Learning Outcomes

- Demonstrate competence discovering, applying, and thinking critically about basic business, accounting, and computing concepts and trends.
- Apply appropriate practices and principles to solve business problems.
- Generate effective artifacts of business communication using multiple methods (oral, written, graphic, and electronic)
- Explain solutions to business problems.

Program Requirements

| Code | Title | Credits |
|---------------------------|--|-----------|
| Departmental Requirements | | |
| ACCT 101 | Principles of Accounting I | 3 |
| ACCT 102 | Principles of Accounting II | 3 |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 120 | Business Communications | 3 |
| BMGT 295 | Principles and Practices of Management | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| ECON 200 | Principles of Macroeconomics | 3 |
| ECON 202 | Principles of Microeconomics | 3 |
| Total Credits | | 24 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer

Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Entrepreneurship and Small Business Certificate (Career)

Program Description

Examines business topics associated with entrepreneurship and small business.

Program Learning Outcomes

- Demonstrate competency in identifying, applying, and critically evaluating fundamental concepts and trends in business, accounting, and computing.
- Generate effective artifacts of business communication using multiple methods (oral, written, graphic, and electronic).
- Explain solutions to business problems.

Program Requirements

| Code | Title | Credits |
|---------------------------|--|-----------|
| Departmental Requirements | | |
| ACCT 100 | Business Accounting | 3 |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 109 | Entrepreneurship and Small Business Enterprise | 3 |
| BMGT 120 | Business Communications | 3 |
| BMGT 223 | Human Resource Management | 3 |
| BMGT 225 | Marketing | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| ECON 200 | Principles of Macroeconomics | 3 |
| Total Credits | | 24 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Project Management Certificate (Career)

Program Description

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

Program Learning Outcomes

- Demonstrate competence applying basic business, accounting, and computing concepts and trends.
- Analyze project risk during a project lifecycle
- Generate effective artifacts of business communication using multiple methods (oral, written, graphic, and electronic).
- Apply project management principles and methodologies within a project environment.

Program Requirements

| Code | Title | Credits |
|---|------------------------------------|-----------|
| Departmental Requirements | | |
| ACCT Elective - Any ACCT course (ACCT 100 recommended if no prior ACCT courses) | | 3 |
| BMGT 100 | Spreadsheet Applications | 3 |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 120 | Business Communications | 3 |
| BMGT 290 | Project Management | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| ECON 202 | Principles of Microeconomics | 3 |
| Total Credits | | 21 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Agricultural Business Basics Letter of Recognition (Career)

Program Description

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

Digital Badge

Students earning this letter of recognition will automatically receive a digital badge. For more information on digital badging, please visit our Digital Badges page (<https://www.frederick.edu/degrees-certificates/credly.aspx>).

Program Learning Outcomes

- Describe basic practices, concepts, and trends in agricultural business, entrepreneurship, and computing fields.
- Analyze the role of farms and agribusiness in society and the marketing of commodities.
- Illustrate the role of markets and other institutions that affect the farming industry.
- Discuss fundamental business concepts, including the barriers to entry, establishing an independent business, the components of a business, and the elements of successfully managing a business venture.
- Demonstrate computer literacy.
- Describe the role of technology in supporting an agricultural business.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|----------|
| Departmental Requirements | | |
| BMGT 140 | Agricultural Business | 3 |
| BMGT 109 | Entrepreneurship and Small Business Enterprise | 3 |
| Elective | Any BMGT, CMIS, or ECON course | 3 |
| Total Credits | | 9 |

Business Basics Letter of Recognition (Career)

Program Description

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

Digital Badge

Students earning this letter of recognition will automatically receive a digital badge. For more information on digital badging, please visit our Digital Badges page (<https://www.frederick.edu/degrees-certificates/credly.aspx>).

Program Learning Outcomes

- Describe basic practices, concepts, and trends in business, accounting, and computing fields.
- Analyze the role of business in society, the different aspects of businesses, external forces that affect business, and the role of markets and other institutions that affect the economy.
- Describe the steps of the accounting cycle and other appropriate financial accounting terminology.
- Demonstrate computer literacy.
- Describe the role of technology in supporting a business.

Program Requirements

| Code | Title | Credits |
|----------------------------------|------------------------------------|----------|
| Departmental Requirements | | |
| ACCT 101 | Principles of Accounting I | 3 |
| BMGT 103 | Introduction to Business | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| Total Credits | | 9 |

Cardiovascular Technology

Academic Advisor: Jennifer McAninley (for students whose last name starts with A-K)

Email: jmcaninley@frederick.edu

Phone: 240.629.7935

Academic Advisor: Aimee Becker (for students whose last name starts with L-Z)

Email: abecker@frederick.edu

Phone: 301.846.2473

- Cardiovascular Technology A.A.S. (Career) - Howard Community College (p. 88)

Cardiovascular Technology A.A.S. (Career) - Howard Community College

Mid-Maryland Allied Healthcare Education Consortium

Academic Advisor: Jennifer McAninley (for students whose last name starts with A-K)

Email: jmcaninley@frederick.edu

Phone: 240.629.7935

Academic Advisor: Aimee Becker (for students whose last name starts with L-Z)

Email: abecker@frederick.edu

Phone: 301.846.2473

Program Description

Prepares students to enter the allied health career field of cardiovascular technology to gather data and perform various cardiac and/or vascular diagnostic tests and procedures under the direction of a physician. The invasive technologist may be found in cardiac catheterization, blood gas, and electrophysiology laboratories. Working in the cardiac catheterization laboratory, operating area, and/or electrophysiology, the technologist utilizes x-ray and monitoring equipment in performing invasive diagnostic tests to determine the condition of the patient's heart. New therapeutic steps may be taken to treat an existing condition during the catheterization procedure. The program is accredited by the Joint Commission on Accreditation of Allied Health Education Programs. Graduates may apply to take the national certification examination to become a registered cardiovascular invasive specialist (RCIS).

This program is offered to Frederick Community College students through the Mid-Maryland Allied Healthcare Education Consortium. Students will typically complete most of the general education classes at Frederick Community College and then matriculate to Howard Community College to complete the Cardiovascular Technology courses. Students participating in consortium programs pay in-county rates at the institutions to which they matriculate. Contact Robin A. Becker-Cornblatt, assistant director of admissions, nursing and allied health programs at Howard Community College, 410.772.4137 or rbcornblatt@howardcc.edu for information.

Program Requirements

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition ¹ | 3 |
| Mathematics | | |
| MATH 101 | Foundations of Mathematics (or higher) | 3 |
| or MATH 120 | Statistics | |
| or MATH 145 | College Algebra | |
| Social & Behavioral Sciences | | |
| SOCY 101 | Introduction to Sociology | 3 |
| Arts & Humanities | | |
| COMM 101 | Introduction to Communication Studies | 3 |
| or COMM 103 | Public Speaking | |
| Biological & Physical Sciences | | |
| BSCI 150 | Principles of Biology I | 4 |
| or BSCI 223 | Microbiology for Allied Health | |
| BSCI 201 | Anatomy and Physiology I | 4 |
| BSCI 202 | Anatomy and Physiology II | 4 |
| PHYS 121 | Fundamentals of Physics I (Fall) | 4 |
| Cardiovascular Technology ² | | |
| CARD 120 | Rhythm Analysis and 12-lead ECG | 2 |
| CARD 121 | Cardiovascular Assessment Skills Lab | 3 |
| CARD 122 | Cardiac Anatomy and Pathophysiology | 3 |
| CARD 123 | Hemodynamics | 3 |
| CARD 124 | X-Ray Theory for Cardiovascular Technology | 3 |
| CARD 201 | Cardiovascular Pharmacology | 2 |
| CARD 220 | Cardiovascular Procedures | 2 |

| | | |
|----------------------|--|-----------|
| CARD 221 | Diagnostic and Interventional Procedures | 5 |
| CARD 222 | Advanced Intravascular Interventional Procedures | 2 |
| CARD 223 | Registry Exam Preparation | 2 |
| CARD 231 | Clinical Practicum I | 3 |
| CARD 261 | Clinical Practicum II | 7 |
| Total Credits | | 65 |

¹ Students must earn a grade of "C" or better in ENGL 101 English Composition.

² Courses offered at Howard Community College.

A grade of "C" or better is required in cardiovascular, mathematics, and science courses. Admission to the cardiovascular technology program is based upon successful completion of specific courses in the degree program. Contact Howard Community College admissions office to schedule an information session regarding the cardiovascular technology program.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Computer Science

- Computer Science A.S. (Transfer) (p. 89)

Computer Science A.S. (Transfer)

Program Description

Provides a core of courses which enables the student to transfer to a four-year college and major in computer science. Includes courses in mathematics and computer science comparable to those offered in the first two years of a four-year college's computer science major.

Trains students in the fundamentals of programming as practiced by professionals, emphasizing skills that are basic and enduring, so as to prepare them for transfer to a four-year school and/or a career in industry.

Program Learning Outcomes

- Develop computer software (including creating, augmenting, debugging, and testing).
- Demonstrate mathematical and reasoning skills needed for computer science.
- Design and implement programming projects similar to those seen in the real world.
- Demonstrate proficient communication (individual and group) and collaborative work, in the context of programming projects.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer

institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>

- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

| Code | Title | Credits |
|---|---------------------------------------|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 185 | Calculus I ¹ | 4 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) ² | | 3 |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) ² | | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| General Education Required Elective | | |
| MATH 195 | Calculus II | 4 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements | | |
| CMSC 130 | Programming Fundamentals | 4 |
| CMSC 131 | Programming Methods and Object Design | 4 |
| CMSC 230 | Data Structures and Algorithms | 4 |
| CMSC 285 | Programming Capstone Project | 4 |
| Electives | | |
| Select 10 credits from the following areas: CMIS, CMSC, MATH ³ | | 10 |
| Total Credits | | 60 |

¹ To enroll in MATH 185, students must have received a grade of C or better in MATH 145 (or achieved the appropriate score on the placement test), and must have received a grade of C or better in MATH 165.

² Social & Behavioral Science electives must be from two different disciplines.

³ If a student does not place into MATH 185, the appropriate prerequisite courses (MATH 145 and MATH 165) should be taken here. If a student does place into MATH 185, other courses should be taken instead.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Early Childhood Development

- Early Childhood Development A.A.S. (Career) (p. 90)
- Early Childhood Development Certificate (Career) (p. 91)
- Child Care Preschool and School Age Teacher Training Certificate (Career) (p. 91)
- Child Care Preschool Teacher Letter of Recognition (Career) (p. 92)

Early Childhood Development A.A.S. (Career)

Program Description

Prepares students to work in child care centers, Head Start programs, nursery schools, and as self-employed family child care providers or nannies. Program courses fulfill the educational requirements for senior staff, group leader, and director and also meet the Maryland child care credential and state requirements.

Program Learning Outcomes

- Apply major concepts, principles, and theories related to child development.
- Demonstrate developmentally appropriate curriculum and materials for infancy to eight years old.
- Demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, and utilizing college-level skills.
- Synthesize the fundamentals and practices of early childhood development through a directed practicum/internship experience.
- Communicate appropriate guidance and behavior modification techniques and theories.
- Explain, identify, and discuss duties of administrators of child care settings.
- Generate resources on appropriate children's literature based on in-depth review.
- Explain and identify the major theories, historical roots, and theorists in the field of early childhood education.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.

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

| Code | Title | Credits |
|--|---|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| Arts & Humanities | | |
| Select one of the following (satisfies Cultural Competence requirement (p. 65)): | | 3 |
| COMM 105 | Small Group Communication | |
| COMM 102 | Interpersonal Communication | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| General Education Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| HLTH 160 | Stress Management | |
| Physical Education, Health, or Nutrition Requirement ¹ | | |
| HLTH 160 satisfies requirement | | |
| Departmental Requirements | | |
| ECED 101 | Child Development & Behavior | 3 |
| ECED 105 | Introduction to Early Childhood Education | 3 |
| ECED 125 | Methods and Materials in Early Childhood | 3 |
| ECED 135 | Infants & Toddlers Development and Care (Fall) | 3 |
| ECED 145 | Child Health, Safety and Nutrition (Fall) | 3 |
| ECED 155 | Activities for the School-Age Child (Fall) | 3 |
| ECED 205 | Administration of Child Development Centers (Spring) | 3 |
| ECED 215 | Understanding and Guiding the Young Child's Behavior (Spring) | 3 |
| ECED 235 | Diversity and Professionalism in Early Childhood Education (Spring) | 3 |
| ECED 110 | Early Childhood Special Education | 3 |
| or EDUC 230 | Foundations of Special Education | |
| ECED 225 | Language & Literacy Development in Early Childhood (Spring) | 3 |
| or EDUC 240 | Processes and Acquisition of Reading | |
| INTR 103 | Internship | 3 |
| Electives | | |
| Select three credit hours in consultation with an advisor or the transfer institution (ARTSYS) | | 3 |
| Total Credits | | 60 |

¹ If HLTH 160 Stress Management is not taken, an additional 1/3 credit PHED, HLTH, or NUTR course will need to be taken to satisfy the Physical Education, Health, or Nutrition Requirement.

² Targeted for transfer students.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Early Childhood Development Certificate (Career)

Program Description

Prepares students for careers in child care centers, Head Start programs, nursery schools, and self-employment as family child care providers or nannies. Offers specialized courses in early childhood education, as well

as core classes designed to support professionals currently working in the field. The curriculum meets the educational requirements for roles such as senior staff, group leader, and director of a small center. It also aligns with the Maryland child care credential and other state requirements.

Program Learning Outcomes

- Apply major concepts, principles, and theories related to child development.
- Demonstrate developmentally appropriate curriculum and materials for infancy to eight years old.
- Demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, and utilizing college-level skills.
- Synthesize the fundamentals and practices of early childhood development.
- Communicate appropriate guidance and behavior modification techniques and theories.
- Explain, identify, and discuss duties of administrators of child care settings.
- Identify and curate appropriate children's books based on content, age level, and educational value.
- Explain and identify the major theories, historical roots, and theorists in the field of early childhood education.

Program Requirements

| Code | Title | Credits |
|----------------------------------|---|-----------|
| Departmental Requirements | | |
| ECED 101 | Child Development & Behavior | 3 |
| ECED 105 | Introduction to Early Childhood Education | 3 |
| ECED 125 | Methods and Materials in Early Childhood | 3 |
| ECED 135 | Infants & Toddlers Development and Care (Fall) | 3 |
| ECED 145 | Child Health, Safety and Nutrition (Fall) | 3 |
| ECED 155 | Activities for the School-Age Child (Fall) | 3 |
| ECED 205 | Administration of Child Development Centers (Spring) | 3 |
| ECED 215 | Understanding and Guiding the Young Child's Behavior (Spring) | 3 |
| ECED 225 | Language & Literacy Development in Early Childhood (Spring) | 3 |
| EDUC 230 | Foundations of Special Education | 3 |
| or ECED 110 | Early Childhood Special Education | |
| ECED 235 | Diversity and Professionalism in Early Childhood Education (Spring) | 3 |
| Total Credits | | 33 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Child Care Preschool and School Age Teacher Training Certificate (Career)

Program Description

Prepares students to enter the workforce in early childhood development. The certificate targets four courses that are required to meet the educational requirements of the Maryland State Department of Education Office of Child Care. The certificate highlights the following positions: child care teacher of preschools, infant/toddler classrooms, and school

age (before and after school programs). Students must complete each course with a "C" or better to receive this certificate.

Program Learning Outcomes

- Apply major concepts, principles and theories related to child development by completing one or more papers and projects based on observation of children.
- Demonstrate developmentally appropriate curriculum and materials for infancy to eight years old through creating and presenting lesson plans.
- Demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, and utilizing college-level skills.
- Synthesize the fundamentals and practices of early childhood development through a Directed Practicum/Internship experience.
- Communicate appropriate guidance and behavior modification techniques and theories through case studies and observations.
- Explain, identify, and discuss duties of administrators of child care settings through one or more papers and projects.
- Generate resources on appropriate children's literature based on in-depth review.
- Explain and identify the major theories, historical roots and theorists in the field of early childhood education by completing one or more projects and papers.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| ECED 125 | Methods and Materials in Early Childhood | 3 |
| ECED 135 | Infants & Toddlers Development and Care (Fall) | 3 |
| ECED 155 | Activities for the School-Age Child (Fall) | 3 |
| ECED 101 | Child Development & Behavior | 3 |
| Total Credits | | 12 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Child Care Preschool Teacher Letter of Recognition (Career)

Program Description

Meets the educational requirements of the Maryland State Department of Education Office of Child Care for the position of child care preschool teacher. In this position, students can teach preschool children in various settings. Students must pass both courses with a "C" or better to receive the LOR.

Digital Badge

Students earning this letter of recognition will automatically receive a digital badge. For more information on digital badging, please visit our Digital Badges page (<https://www.frederick.edu/degrees-certificates/credly.aspx>).

Program Learning Outcomes

- Identify, apply, and discuss major concepts, principles, and theories related to child development.
- Create and present lesson plans utilizing developmentally appropriate curriculum and materials for children from infancy to eight years old.
- Demonstrate the behavioral, ethical, and intellectual conduct appropriate to a preschool teacher.
- Synthesize knowledge of the fundamentals and practices of early childhood development through a Directed Practicum/Internship experience.
- Communicate appropriate guidance and behavior modification techniques and theories through case studies and observations.
- Explain, identify, and discuss duties of administrators of childcare settings.
- Generate resources on appropriate children's literature based on in-depth review.
- Explain and identify the major theories, historical roots, and theorists in the field of early childhood education.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|----------|
| Departmental Requirements | | |
| ECED 125 | Methods and Materials in Early Childhood | 3 |
| ECED 101 | Child Development & Behavior | 3 |
| Total Credits | | 6 |

Education

- Early Childhood Education/Early Childhood Special Education A.A.T. (Transfer) (p. 93)
- Elementary Education/Elementary Special Education A.A.T. (Transfer) (p. 93)
- Secondary Education - English A.A.T. (Transfer) (p. 94)
- Secondary Education - Mathematics A.A.T. (Transfer) (p. 94)
- Secondary Education - Spanish A.A.T. (Transfer) (p. 95)

Teacher Preparation

Students wishing to teach Early Childhood Education/Special Education, Elementary/Special Education, English, Mathematics, or Spanish/World Languages can pursue an Associate of Arts in Teaching (A.A.T.). These degrees transfer to most four-year institutions in the state of Maryland as the complete first two years of Teacher Preparation. Students are required to earn a "C" or better in all courses, achieve a 3.0 GPA, OR achieve a 2.75 GPA and have qualifying scores on one of the state-approved basic skills tests for future teachers.

Students wishing to teach in certification areas other than those covered by an A.A.T. degree should consider the Education Area of Concentration in the Social Sciences A.A. degree. Students are strongly encouraged to meet with the Education Program Coordinator and to consult with the Education Department at their transfer institution in order to plan their coursework.

Early Childhood Education/Early Childhood Special Education A.A.T. (Transfer)

Program Description

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

Program Learning Outcomes

- Apply major concepts, principles, and theories related to human development.
- Demonstrate curriculum approaches and effective methods of teaching and learning.
- Compose and collect artifacts (i.e. papers, projects) for current and future portfolios to demonstrate how students differ in their development and approaches to learning.
- Demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, and utilizing college-level skills.

Program Requirements

| Code | Title | Credits |
|--|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| ENGL 102 | English Composition and Literature | 3 |
| Mathematics | | |
| MATH 110 | Fundamental Concepts of Mathematics I | 4 |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| HIST 201 | We the People: U.S. History to 1865 | 3 |
| Select one of the following (satisfies Cultural Competence requirement (p. 65)): | | |
| GEOG 102 | Cultural Geography | 3 |
| SOCY 101 | Introduction to Sociology | 3 |
| Arts & Humanities | | |
| ARTT 100 | Introduction to the Creative Arts | 3 |
| COMM 103 or COMM 105 | Public Speaking Small Group Communication | 3 |
| Biological & Physical Sciences | | |
| BSCI 100 or BSCI 150 | Fundamental Concepts of Biology Principles of Biology I | 4 |
| PHSC 111 | Introduction to Physical Science | 4 |
| PHSC 112 | Introduction to Earth Systems Science | 4 |
| Other Requirements | | |
| ECED 105 | Introduction to Early Childhood Education | 3 |
| ECED 125 | Methods and Materials in Early Childhood | 3 |
| ECED 101 | Child Development & Behavior | 3 |
| EDUC 230 | Foundations of Special Education (satisfies cultural competence requirement) | 3 |
| EDUC 240 | Processes and Acquisition of Reading | 3 |
| MATH 113 | Fundamental Concepts of Mathematics II | 4 |
| MATH 127 | Statistics with Probability | 4 |

| | |
|------------------------|-----------|
| Electives ¹ | 3 |
| Total Credits | 63 |

¹ Select electives in consultation with an advisor.

A.A.T. Requirements

To earn the A.A.T., students must achieve either a) a 3.0 cumulative grade point average on a 4.0 scale OR b) a 2.75 cumulative grade point average on a 4.0 scale and qualifying scores on the basic skills assessments for teacher licensure as established by the State Superintendent of Schools and as approved by the State Board of Education (students must provide the Registrar's Office with qualifying scores on one of the state approved basic skills tests for future teachers) AND students must earn a "C" or better in all courses used to satisfy the A.A.T. requirements.

Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests. Forty-five (45) hours of observation in a school-based setting is required as part of the education degree coursework.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Elementary Education/Elementary Special Education A.A.T. (Transfer)

Program Description

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

Program Learning Outcomes

- Apply major concepts, principles, and theories related to human development.
- Demonstrate curriculum approaches and effective methods of teaching and learning.
- Compose and collect artifacts (i.e. papers, projects) for current and future portfolios to demonstrate how students differ in their development and approaches to learning.
- Demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, and utilizing college-level skills.

Program Requirements

| Code | Title | Credits |
|----------------|------------------------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| ENGL 102 | English Composition and Literature | 3 |

| Mathematics | | |
|--|--|-----------|
| MATH 110 | Fundamental Concepts of Mathematics I | 4 |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| HIST 201 | We the People: U.S. History to 1865 | 3 |
| Select one of the following (satisfies Cultural Competence requirement (p. 65)): | | 3 |
| GEOG 102 | Cultural Geography | |
| SOCY 101 | Introduction to Sociology | |
| Arts & Humanities | | |
| ARTT 100 | Introduction to the Creative Arts | 3 |
| Select one of the following: | | 3 |
| COMM 103 | Public Speaking | |
| COMM 105 | Small Group Communication (satisfies cultural competence requirement) | |
| Biological & Physical Sciences | | |
| BSCI 100 | Fundamental Concepts of Biology | 4 |
| or BSCI 150 | Principles of Biology I | |
| PHSC 111 | Introduction to Physical Science | 4 |
| PHSC 112 | Introduction to Earth Systems Science | 4 |
| Other Requirements | | |
| EDUC 110 | Schools and Society | 3 |
| EDUC 220 | Educational Psychology | 3 |
| EDUC 230 | Foundations of Special Education (satisfies cultural competence requirement) | 3 |
| EDPS 210 | Human Growth and Development | 3 |
| EDUC 240 | Processes and Acquisition of Reading | 3 |
| MATH 113 | Fundamental Concepts of Mathematics II | 4 |
| MATH 127 | Statistics with Probability | 4 |
| Electives | | |
| Select three credits of electives | | 3 |
| Total Credits | | 63 |

A.A.T. Requirements

To earn the A.A.T., students must achieve either a) a 3.0 cumulative grade point average on a 4.0 scale OR b) a 2.75 cumulative grade point average on a 4.0 scale and qualifying scores on the basic skills assessments for teacher licensure as established by the State Superintendent of Schools and as approved by the State Board of Education (students must provide the Registrar's Office with qualifying scores on one of the state approved basic skills tests for future teachers) AND students must earn a "C" or better in all courses used to satisfy the A.A.T. requirements.

Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests. Forty-five (45) hours of observation in a school based setting is required as part of the education degree coursework.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Secondary Education - English A.A.T. (Transfer)

The English A.A.T. degree has been suspended. No new students will be admitted to the program while the program is under review.

Secondary Education - Mathematics A.A.T. (Transfer)

Program Description

Designed for students planning to transfer to a mathematics teacher preparation program at a four-year college or university in the state of Maryland. Students planning to transfer out of the state should consult with Career and Academic Planning Services as well as an academic advisor at their transfer school of choice.

Program Learning Outcomes

- Apply major concepts, principles, and theories related to human development.
- Demonstrate curriculum approaches and effective methods of teaching and learning.
- Compose and collect artifacts (i.e. papers, projects) for current and future portfolios to demonstrate how students differ in their development and approaches to learning.
- Demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, and utilizing college-level skills.

Program Requirements

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 185 | Calculus I | 4 |
| MATH 195 | Calculus II | 4 |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| EDUC 110 | Schools and Society | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| COMM 103 | Public Speaking | 3 |
| or COMM 105 | Small Group Communication | |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Biological & Physical Sciences | | |
| PHYS 151 | General Physics I | 4 |
| PHYS 252 | General Physics II | 4 |
| Interdisciplinary & Emerging Issues | | |
| Computer Literacy Elective (Gen Ed course list) (p. 63) | | 3 |
| Other Requirements | | |
| EDUC 220 | Educational Psychology | 3 |
| EDUC 230 | Foundations of Special Education (satisfies cultural competence requirement) | 3 |
| MATH 285 | Calculus III | 4 |

| | | |
|---|------------------------------|-----------|
| MATH 265 | Linear Algebra (Fall) | 4 |
| PSYC 204 | Psychology of Adolescence | 3 |
| or EDPS 210 | Human Growth and Development | |
| Electives - Select nine credits of electives ¹ | | 9 |
| Total Credits | | 63 |

¹ Recommended to include MATH 165 Precalculus or MATH 145 College Algebra, if needed, and PHYS 101 Survey of Physics if there has been no previous coursework in physics.

A.A.T. Requirements

To earn the A.A.T., students must achieve either a) a 3.0 cumulative grade point average on a 4.0 scale OR b) a 2.75 cumulative grade point average on a 4.0 scale and qualifying scores on the basic skills assessments for teacher licensure as established by the State Superintendent of Schools and as approved by the State Board of Education (students must provide the Registrar's Office with qualifying scores on one of the state approved basic skills tests for future teachers) AND students must earn a "C" or better in all courses used to satisfy the A.A.T. requirements.

Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests. Forty-five (45) hours of observation in a school based setting is required as part of the education degree coursework.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Secondary Education - Spanish A.A.T. (Transfer)

The Spanish A.A.T. degree has been suspended. No new students will be admitted to the program while the program is under review.

Emergency Management

- Emergency Management A.A.S. (Career) (p. 95)
- Emergency Management Certificate (Career) (p. 96)
- Emergency Management - Professional Development Letter of Recognition (Career) (p. 97)
- Tactical Scholars Program Letter of Recognition (Career) (p. 97)
- GIS-Public Safety Letter of Recognition (Career) (p. 97)

Emergency Management A.A.S. (Career)

Program Description

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

After completing the required FEMA IS prerequisites, students enroll in the following courses: EMGT 105, EMGT 115, EMGT 125, EMGT 135, EMGT 140, EMGT 215, EMGT 225, and EMGT 235. **Students must earn a grade of 'C' or better in these EMGT courses.** These are FCC online courses offered during the fall, spring, and summer semesters.

Convert FEMA IS prerequisites to Frederick Community College (FCC) credits directly via MACEM&PS.

Learn how: <https://macem.org/Independent-Study-Credit-Conversion-Programs.aspx>

Program Learning Outcomes

- Demonstrate the skillsets needed to work effectively in an Emergency Management organization.
- Demonstrate the oral and written communication skillsets needed to work effectively in an Emergency Management organization.
- Demonstrate the leadership skillsets necessary to work effectively in an Emergency Management organization.
- Assist with the production of Emergency Management exercises.
- Provide leadership and direction to volunteers and professionals in an Emergency Management organization.
- Communicate information about Emergency Management procedures and processes to the public.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement** (p. 65).
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must earn a grade of 'C' or better in the following courses: EMGT 105 Public Safety Written Communication, EMGT 115 Foundations of Emergency Management, EMGT 125 Emergency Management Coordination, EMGT 135 Leadership and Management,

EMGT 140 Crisis Animal Care & Planning, EMGT 215 Planning and Response, EMGT 225 Emergency Management Mitigation, and EMGT 235 Recovery, Assessment, and Exercise.

| Code | Title | Credits |
|---|-------------------------------------|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Arts & Humanities Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements¹ | | |
| EMGT 105 | Public Safety Written Communication | 1 |
| EMGT 115 | Foundations of Emergency Management | 3 |
| EMGT 125 | Emergency Management Coordination | 3 |
| EMGT 135 | Leadership and Management | 3 |
| EMGT 140 | Crisis Animal Care & Planning | 1 |
| EMGT 215 | Planning and Response | 3 |
| EMGT 225 | Emergency Management Mitigation | 3 |
| EMGT 235 | Recovery, Assessment, and Exercise | 3 |
| Extension Electives | | |
| Select seven credits from FEMA, EMGT, or INTR courses not listed above ^{2,3} | | 7 |
| Other Requirements | | |
| Electives | | 10 |
| EMGT 297 | Public Safety Capstone (Spring) | 1 |
| Total Credits | | 60 |

¹ Listed EMGT courses require completion of selected FEMA Independent Study (IS) courses, and conversion of those courses to credit, prior to enrolling. Students should be sure to check course listings or consult the Program Manager to confirm completion of the most current requirements.

² If using FEMA courses, each course may serve as a prerequisite to an EMGT course or an Elective that works towards this requirement, but not both.

³ Students interested in pursuing an internship (INTR) to work toward their Extension Electives should contact the Program Manager for guidance about the process.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Emergency Management Certificate (Career)

Program Description

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

After completing the required FEMA IS prerequisites, students enroll in the following courses: EMGT 115, EMGT 125, EMGT 135, EMGT 215, EMGT 225, EMGT 235. **Students must earn a grade of 'C' or better in these EMGT courses.** These are FCC online courses offered during the fall, spring, and summer semesters.

Convert FEMA IS prerequisites to Frederick Community College (FCC) credits directly via MACEM&PS.

Learn how: <https://macem.org/Independent-Study-Credit-Conversion-Programs.aspx>

Program Learning Outcomes

- Demonstrate the skillsets needed to work effectively in an Emergency Management organization.
- Demonstrate the oral and written communication skillsets needed to work effectively in an Emergency Management organization.
- Demonstrate the leadership skillsets necessary to work effectively in an Emergency Management organization.
- Assist with the production of Emergency Management Exercises.
- Provide leadership and direction to volunteers and professionals in an Emergency Management organization.
- Communicate information about Emergency Management procedures and process to the public.

Program Requirements

- Students must earn a grade of 'C' or better in the following courses: EMGT 115 Foundations of Emergency Management, EMGT 125 Emergency Management Coordination, EMGT 135 Leadership and Management, EMGT 215 Planning and Response, EMGT 225 Emergency Management Mitigation, and EMGT 235 Recovery, Assessment, and Exercise.

| Code | Title | Credits |
|---|-------------------------------------|-----------|
| Requirements¹ | | |
| EMGT 115 | Foundations of Emergency Management | 3 |
| EMGT 125 | Emergency Management Coordination | 3 |
| EMGT 135 | Leadership and Management | 3 |
| EMGT 215 | Planning and Response | 3 |
| EMGT 225 | Emergency Management Mitigation | 3 |
| EMGT 235 | Recovery, Assessment, and Exercise | 3 |
| Extension Electives | | |
| Select seven credits from FEMA, EMGT, or INTR courses not listed above ^{2,3} | | 7 |
| Total Credits | | 25 |

¹ Listed EMGT courses require completion of selected FEMA Independent Study (IS) courses, and conversion of those courses to credit, prior to enrolling. Students should be sure to check course listings or consult the Program Manager to confirm completion of the most current requirements.

² If using FEMA courses, each course may serve as a prerequisite to an EMGT course or an Elective that works towards this requirement, but not both.

³ Students interested in pursuing an internship (INTR) to work toward their Extension Electives should contact the Program Manager for guidance about the process.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Emergency Management - Professional Development Letter of Recognition (Career)

Program Description

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

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

After completing the required FEMA IS prerequisites, students enroll in selected EMGT courses. **Students must earn a grade of 'C' or better in these EMGT courses.** These are FCC online courses offered during the fall, spring, and summer semesters.

Convert FEMA IS prerequisites to Frederick Community College (FCC) credits directly via MACEM&PS.

Learn how: <https://macem.org/Independent-Study-Credit-Conversion-Programs.aspx>

Digital Badge

Students earning this letter of recognition will automatically receive a digital badge. For more information on digital badging, please visit our Digital Badges page (<https://www.frederick.edu/degrees-certificates/credly.aspx>).

Program Learning Outcomes

- Demonstrate the skillsets necessary to effectively collaborate, communicate, and manage volunteer personnel in an emergency management organization or environment.
- Demonstrate the oral and written communication skillsets needed to work effectively in an emergency management organization or environment.
- Apply leadership paradigms and trust building in an emergency management context.
- Assist in the design, development, operation, and oversight of emergency management exercises and planning processes.

- Communicate information about emergency management procedures and processes to the public in an effective and inclusive manner.

Program Requirements

- Students must earn a grade of 'C' or better in the EMGT courses.

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| EMGT 115 | Foundations of Emergency Management | 3 |
| EMGT 135 | Leadership and Management | 3 |
| Other Requirements | | |
| FEMA 131 | Principles of Emergency Management | 1 |
| FEMA 151 | National Incident Management System (NIMS) | 1 |
| FEMA 205 | Fundamentals of Management and Support Coordination of Federal Disaster Operations | 1 |
| FEMA 103 or EMGT 235 | Community Disaster Exercise Recovery, Assessment, and Exercise | 1 |
| FEMA 140 or EMGT 215 | Emergency Planning Planning and Response | 1 |
| Total Credits | | 11 |

Tactical Scholars Program Letter of Recognition (Career)

The Tactical Scholars Program letter of recognition has been discontinued.

GIS-Public Safety Letter of Recognition (Career)

The GIS-Public Safety letter of recognition has been discontinued.

Emergency Medical Technician/Paramedic

Academic Advisor: Jennifer McAninley (for students whose last name starts with A-K)

Email: jmcaninley@frederick.edu

Phone: 240.629.7935

Academic Advisor: Aimee Becker (for students whose last name starts with L-Z)

Email: abecker@frederick.edu

Phone: 301.846.2473

- Emergency Medical Technician/Paramedic A.A.S. (Career) - Howard Community College (p. 97)

Emergency Medical Technician/Paramedic A.A.S. (Career) - Howard Community College

Academic Advisor: Jennifer McAninley (for students whose last name starts with A-K)

Email: jmcaninley@frederick.edu

Phone: 240.629.7935

Academic Advisor: Aimee Becker (for students whose last name starts with L-Z)

Email: abecker@frederick.edu

Phone: 301.846.2473

Mid-Maryland Allied Healthcare Education Consortium

Program Description

This area of study prepares graduates to provide immediate care for the critically ill or injured at the site of an emergency. Emergency care is maintained during transport of patients to hospital settings. Instruction includes classroom and clinical experience. Successful completion of the program leads to eligibility to take state and national certification examinations in Emergency Medical Technician-Paramedic. Graduates are employed by fire and rescue organizations, hospitals, private ambulance companies, and other health care agencies. Current EMT certification¹ and all required prerequisite courses must be verified for enrollment in EMSP-160, along with proof of experience as an EMT as outlined by Code of Maryland (COMAR) regulations.

For more information, contact Career and Academic Planning Services at FCC or the Health Sciences Division at Howard Community College, 443.518.1560.

¹ EMT certification may be obtained by completing EMSP 106 and EMSP 107.

Program Requirements

| Code | Title | Credits |
|--|---|-----------|
| English | | |
| ENGL 101 | English Composition ¹ | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 120 | Statistics | |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| Arts & Humanities | | |
| COMM 101 | Introduction to Communication Studies | 3 |
| or COMM 103 | Public Speaking | |
| Biological & Physical Sciences | | |
| BSCI 223 | Microbiology for Allied Health | 4 |
| BSCI 201 | Anatomy and Physiology I | 4 |
| BSCI 202 | Anatomy and Physiology II | 4 |
| Emergency Medical Technician/Paramedic ² | | |
| HEAL 105 | Drug Calculations | 1 |
| EMSP 160 | Prevention and Management of Emergency Situations | 6 |
| EMSP 200 | Airway, Patient Assessment and Trauma Management | 9 |
| EMSP 205 | Medical Emergencies I | 5 |
| EMSP 210 | Medical Emergencies II | 9 |
| EMSP 215 | Medical Emergencies III | 6 |
| EMSP 230 | Paramedic Internship and Evaluation | 5 |
| Total Credits | | 65 |

¹ Students must earn a grade of "C" or better in ENGL 101 English Composition.

² Courses offered at Howard Community College.

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

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Game Programming

- Game Programming Certificate (Career) (p. 98)

Game Programming Certificate (Career)

Program Description

Prepares students to develop interactive computer games for the internet, mobile devices, and personal computers. This certificate is designed for students who wish to acquire the skills necessary to develop computer games using programming languages, such as Java, C++, C#, and Python.

Program Learning Outcomes

- Plan programming components of a computer game.
- Create a game that implements defined game mechanics.
- Create a game that utilizes game resources.

Program Requirements

| Code | Title | Credits |
|----------------------------------|---------------------------------|-----------|
| Departmental Requirements | | |
| CMSC 130 | Programming Fundamentals | 4 |
| CMIS 226 | Game Scripting | 3 |
| CMIS 227 | Game Programming | 4 |
| CMIS 228 | Simulation and Game Development | 4 |
| CMSC 245 | Systems Programming | 4 |
| Total Credits | | 19 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

General Studies

- General Studies A.A. (Transfer) (p. 98)

General Studies A.A. (Transfer)

Program Description

Designed for students who are exploring academic and career options that are not represented by another Frederick Community College program or who are undecided about their educational goals. Students who have a specific career or educational goal should consult with an academic advisor to select a degree program other than General Studies.

Program Learning Outcomes

- Integrate foundational concepts from across a wide variety of subjects, views, works, and authors.
- Identify personal, academic, and professional/career goals and strategies.
- Demonstrate college-level communication skills.
- Demonstrate critical thinking skills.
- Demonstrate systems thinking about the ways in which individuals, groups, institutions, and societies interrelate.
- Demonstrate quantitative problem solving.
- Apply scientific reasoning.
- Demonstrate technological competence.
- Interpret and apply academic, professional, and civic ethics.
- Generate informed critical responses to the visual, performing, and literary arts and to the human values expressed in all art forms.
- Demonstrate cultural competence.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|---------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Required Elective | | |
| Open General Education Elective | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |

| | | |
|---------------------------------------|------------------------------------|-----------|
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements | | |
| ACCE 111 | Student Success Seminar | 3 |
| or HONR 101 | Honors Academic Engagement Seminar | |
| Open Electives ¹ | | 25 |
| Total Credits | | 60 |

¹ Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Graphic Design

- Graphic Design A.A.S. (Career) (p. 99)
- Graphic Design Certificate (Career) (p. 100)

Graphic Design A.A.S. (Career)

Program Description

Designed for students whose career goals are oriented toward design for mass media. Students will gain proficiency in industry-standard software and develop skills in design thinking, typography, layout, and effective visual communication. Students planning to earn a B.A. or B.F.A. in Graphic Design should consult an advisor to ensure this is the most appropriate degree for meeting their transfer goals.

Program Learning Outcomes

- Demonstrate proficiency in industry-standard graphic design software and other relevant digital design tools.
- Apply design fundamentals to create effective visual communication.
- Demonstrate skills in designing for print and digital media.
- Apply the principles of typography to effectively convey messages through text.
- Create a functional website using basic concepts and skills in web design.
- Create solutions through the design thinking process to address design challenges and meet client and audience needs.
- Communicate design concepts effectively to improve the quality of design works.
- Demonstrate growth and competence in graphic design#by developing a well-rounded portfolio.
- Demonstrate professional behaviors consistent with industry standards.
- Prepare for entry-level positions in the graphic design industry or further education in the field.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.

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

| Code | Title | Credits |
|--|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) ¹ | | 3 |
| Arts & Humanities | | |
| ARTT 101 | Foundations of Studio Art I | 3 |
| COMM 111 | Introduction to Mass Communication | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| General Education Required Elective | | |
| ARTT 106 | Drawing I | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| (waived for this program) | | |
| Departmental Requirements | | |
| ARTT 204 | Illustration I | 3 |
| FILM 144 | Digital Video Production | 4 |
| GRPH 111 | Graphic Design I | 3 |
| GRPH 112 | Graphic Design II | 3 |
| GRPH 114 | Web Design Foundations | 3 |
| GRPH 113 | Typography | 3 |
| GRPH 212 | Graphic Design III | 3 |
| GRPH 213 | Introduction to UX/UI Design (Spring) | 3 |
| GRPH 215 | Professional and Transfer Portfolio | 1 |
| Electives | | |
| Select thirteen credits of electives in consultation with an advisor - Recommended courses below. ^{1,2,3} | | 13 |
| ARTT 102 | Foundations of Studio Art II (Spring) | |
| ARTT 103 | The History of Art: Non-Western | |
| ARTT 104 | The History of Art: Prehistoric to Early Renaissance | |
| ARTT 105 | The History of Art: Renaissance to Modern | |
| ARTT 108 | Introduction to Color Theory and Design | |
| ARTT 134 | Digital Photography I | |
| BMGT 225 | Marketing ⁴ | |
| CMIS 101 | Information Systems and Technology ⁵ | |
| CMIS 177 | Interactive 3D Technology ⁵ | |
| CMIS 178 | 3D Modeling and Animation ⁵ | |
| ENGL 241 | Journalism Publication Practicum | |
| FILM 255 | Advanced Postproduction & Motion Graphics | |

| INTR 102 | Internship |
|----------------------|------------|
| Total Credits | 60 |

- ¹ Cultural Competence requirement may be satisfied by selecting a Social & Behavioral Sciences Gen Ed that is also designated as a Cultural Competence course or by selecting one of the Electives options that are designated as a Cultural Competence course.
- ² Students should check with an advisor before selecting their electives.
- ³ Students planning to transfer to a four-year college should consider taking one Humanities Elective (3), one Social & Behavioral Sciences Elective (3), and one Biological & Physical Sciences Elective (lab course) (4).
- ⁴ BMGT 225 has a prerequisite or co-requisite of BMGT 103.
- ⁵ Students interested in CMIS 178 should take CMIS 101 and CMIS 177 (CMIS 101 is a prerequisite for CMIS 177 and CMIS 177 is a prerequisite for CMIS 178).

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Graphic Design Certificate (Career)

Program Description

Designed to provide the core skills needed to function in the fields of graphic communication, publishing, and Web based design. The challenging and rapidly changing world of visual communications requires creative problem-solving using a combination of tools and techniques. In hands-on classes, students solve design problems with instruction from active communications professionals, using hardware and software they will encounter in the workplace. College-level reading and writing is expected.

Program Learning Outcomes

- Demonstrate proficiency in the use of current industry standard software.
- Produce an informed design appropriate to client/assignment needs.
- Produce works of design using a variety of media.
- Recognize the responsibilities associated with professional behavior by participating in an internship.
- Produce well-crafted design appropriate for entry or intermediate level professional work.

Program Requirements

| Code | Title | Credits |
|----------------------------------|---------------------------------------|---------|
| Departmental Requirements | | |
| FILM 144 | Digital Video Production | 4 |
| GRPH 111 | Graphic Design I | 3 |
| GRPH 112 | Graphic Design II | 3 |
| GRPH 113 | Typography | 3 |
| GRPH 114 | Web Design Foundations | 3 |
| GRPH 212 | Graphic Design III | 3 |
| GRPH 213 | Introduction to UX/UI Design (Spring) | 3 |
| GRPH 215 | Professional and Transfer Portfolio | 1 |

| | | |
|---------------|------------|----|
| INTR 102 | Internship | 2 |
| Total Credits | | 25 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Health Sciences

- Health Sciences A.S. (Transfer) (p. 101)
- Exercise Science Area of Concentration within Health Sciences A.S. (Transfer) (p. 102)
- Public Health Science Area of Concentration within Health Sciences A.S. (Transfer) (p. 103)
- Fitness/Personal Trainer Certificate (Career) (p. 104)

Health Sciences A.S. (Transfer)

Program Description

Prepares students to further their career goals in Health Sciences, Public Health and Community Health, Exercise Science, or Kinesiology fields. This program of study prepares students to transfer to a four-year institution. It requires completion of general education courses and selected Public Health, Exercise Science, and Science courses.

Students who intend to apply for selective admission to the Frederick Community College Nursing, Physical Therapist Assistant, Respiratory Care, or Surgical Technology programs should follow the Health Sciences Concentration pathway specific to that program to complete the required selective admissions courses prior to applying for their program. Completion of selective admissions courses does not guarantee admission into selective admissions programs.

A grade of "C" or better must be earned in BSCI 201 and all Departmental Requirements and Electives.

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

Program Learning Outcomes

- Describe the roles of health professionals in promoting and protecting health at individual, community, regional, and global levels.
- Apply principles from behavioral, social, and physical health sciences to address factors that influence wellness, disease prevention, and overall fitness.
- Identify health-related needs and evidence-based interventions that strengthen wellness and prevent or reduce disease.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer

institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>

- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must earn a grade of "C" or better in BSCI 201 and all Departmental Requirements and Electives.

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

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) (MATH 120 or higher) ^{1,2,3} | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 6 |
| PSYC 101 | General Psychology | |
| SOCY 101 | Introduction to Sociology | |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| BSCI 150 | Principles of Biology I | 4 |
| BSCI 201 | Anatomy and Physiology I | 4 |
| General Education Elective | | |
| HLTH 165 | Fitness for Living (required) | |
| Physical Education, Health, or Nutrition Requirement | | |
| HLTH 165 | Fitness for Living (satisfies this requirement) | |
| Departmental Requirements | | |
| EXSC 170 | Introduction to Health and Exercise Science (Fall) | 3 |
| or PBHL 170 | Foundations of Public Health | |
| NUTR 102 | Nutrition in a Changing World | 3 |
| or NUTR 200 | Principles and Application of Nutrition | |
| HLTH 100 | Stress Management Techniques | 1 |
| or HLTH 160 | Stress Management | |
| Electives ^{2,3} | | |
| Select 21 credits of program electives below | | 21 |
| BSCI 202 | Anatomy and Physiology II | |
| BSCI 223 | Microbiology for Allied Health | |
| BSCI 240 | Genetics (Spring) | |
| BSCI 263 | Elements of Microbiology (Fall) | |
| CHEM 100 | Chemistry and Society ¹ | |
| CHEM 101 | General Chemistry I ¹ | |
| CHEM 102 | General Chemistry II | |
| CHEM 150 | Essentials of Organic Chemistry and Biochemistry | |
| CHEM 201 | Organic Chemistry I | |
| EDPS 210 | Human Growth and Development | |
| EXSC 180 | Care and Prevention of Athletic Injuries | |
| EXSC 227 | Principles of Resistance Training Technique and Program Design | |

| | |
|----------|---|
| EXSC 230 | Fitness Instruction |
| EXSC 240 | Fitness Assessment and Programming (Fall) |
| EXSC 250 | Essentials of Personal Training |
| EXSC 260 | Psychology of Sport |
| HLTH 108 | Basic Medical Terminology |
| HLTH 109 | Medical Terminology |
| HLTH 160 | Stress Management |
| PBHL 190 | Personal and Community Health |
| PBHL 200 | Introduction to Research in Health Science |
| PBHL 222 | Federal Healthcare Programs and Laws |
| PBHL 225 | Human Sexuality |
| PBHL 240 | Introduction to Health Behaviors |
| PHYS 101 | Survey of Physics (Spring) ¹ |
| PHYS 121 | Fundamentals of Physics I (Fall) ¹ |
| PSYC 104 | Issues of Drug/Alcohol Use |

Total Credits 60

¹ Select course based on prerequisites needed for CHEM or PHYS course you plan to take at FCC

² Select course based on transfer goals. Determine how these courses transfer to Bachelor Degree requirements

³ Select course based on graduate school goals. Determine how these courses apply to prerequisites for graduate school admissions

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Exercise Science Area of Concentration within Health Sciences A.S. (Transfer)

Program Description

Prepares students to further their career goals in the Health, Fitness, Exercise Science, or Kinesiology fields. This program of study prepares students to transfer to a four-year institution. It requires completion of general education courses and selected Exercise Science courses.

A grade of "C" or better must be earned in ENGL 101, CHEM or PHYS, BSCI 201, BSCI 202, and all Concentration Courses in the Exercise Science program.

Program Learning Outcomes

- Define the role of Exercise Science in the broader context of education both in the private and public sectors.
- Apply the knowledge and skills necessary to prevent lifestyle related diseases that are prevalent in our society today.
- Identify factors that affect fitness, exercise adherence, and lifestyle modification.
- Apply the principles of fitness assessment and testing to program design and implementation.
- Describe anatomy and physiology of the human body and adaptations to physical activity.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must earn a grade of "C" or better in ENGL 101, CHEM or PHYS, BSCI 201, BSCI 202, and all Concentration Courses in the Exercise Science program.

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) (MATH 120 or higher) ^{1,2,3} | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 6 |
| PSYC 101 | General Psychology | |
| EDPS 210 | Human Growth and Development | |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| BSCI 150 | Principles of Biology I | 4 |
| BSCI 201 | Anatomy and Physiology I | 4 |
| General Education Elective | | |
| HLTH 165 | Fitness for Living (required) | |
| Physical Education, Health, or Nutrition Requirement | | |
| HLTH 165 | Fitness for Living (satisfies this requirement) | |
| Concentration Courses | | |
| BSCI 202 | Anatomy and Physiology II | 4 |
| Select one of the following: | | 3 |
| CHEM 100 | Chemistry and Society ^{2,3} | |
| or CHEM 101 | General Chemistry I | |
| or PHYS 101 | Survey of Physics (Spring) | |
| or PHYS 121 | Fundamentals of Physics I (Fall) | |
| EXSC 170 | Introduction to Health and Exercise Science | 3 |
| EXSC 180 | Care and Prevention of Athletic Injuries | 3 |
| EXSC 227 | Principles of Resistance Training Technique and Program Design | 3 |
| EXSC 230 | Fitness Instruction | 3 |
| EXSC 240 | Fitness Assessment and Programming | 3 |
| Electives - Select 2 courses below: ² | | 6 |
| EXSC 250 | Essentials of Personal Training | |
| EXSC 260 | Psychology of Sport | |

| | |
|----------------------|---|
| NUTR 200 | Principles and Application of Nutrition |
| PBHL 170 | Foundations of Public Health |
| PBHL 240 | Introduction to Health Behaviors |
| Total Credits | 60 |

¹ Select course based on prerequisites needed for CHEM or PHYS course you plan to take at FCC.

² Select course based on transfer goals. Determine how these courses transfer to Bachelor Degree requirements.

³ Select course based on graduate school goals. Determine how these courses apply to prerequisites for graduate school admissions.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Public Health Science Area of Concentration within Health Sciences A.S. (Transfer)

Program Description

Prepares students to further their career goals in Public Health Science. This program of study prepares students to transfer to a four-year institution. It requires completion of general education courses and selected Public Health and Science courses.

A grade of “C” or better must be earned in PSYC 101 or SOCY 101, MATH 175, BSCI 150, BSCI 201, and all Concentration Courses in the Public Health Science program.

Program Learning Outcomes

- Define the role of Public Health in the broader context of education in public sectors.
- Describe the science of human health and disease across the lifespan.
- Identify health-related needs and describe interventional approaches to promote and protect health.
- Examine socio-economic, behavioral, biological, and environmental factors that contribute to health and disease.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.

- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of “C” or better in ENGL 101 English Composition.
- Students must earn a grade of “C” or better in PSYC 101 or SOCY 101, MATH 175, BSCI 150, BSCI 201, and all Concentration Courses in the Public Health Science program.

| Code | Title | Credits |
|---|---|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 175 | Applied Calculus ¹ | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - Required course(s) below: | | 3 |
| PSYC 101 | General Psychology | |
| or SOCY 101 | Introduction to Sociology | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: ⁴ | | 3 |
| COMM 101 | Introduction to Communication Studies | |
| COMM 103 | Public Speaking | |
| Biological & Physical Sciences | | |
| BSCI 150 | Principles of Biology I | 4 |
| BSCI 201 | Anatomy and Physiology I | 4 |
| General Education Elective | | |
| HLTH 165 | Fitness for Living | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| HLTH 165 | Fitness for Living | 3 |
| Concentration Courses | | |
| PBHL 170 | Foundations of Public Health | 3 |
| BSCI 202 | Anatomy and Physiology II | 4 |
| BSCI 240 | Genetics (Spring) | 4 |
| BSCI 263 | Elements of Microbiology (Fall) | 4 |
| CHEM 101 | General Chemistry I | 4 |
| CHEM 150 | Essentials of Organic Chemistry and Biochemistry ² | 4 |
| or CHEM 201 | Organic Chemistry I | |
| PBHL 240 | Introduction to Health Behaviors | 3 |
| Electives ³ | | 2 |
| Total Credits | | 60 |

¹ MATH 175 has a prerequisite of MATH 145 or MATH 145S

² CHEM 201 has a prerequisite of CHEM 102

³ Select electives in consultation with an advisor

⁴ The Public Health Science B.S. program at University of Maryland - College Park requires COMM 101 or COMM 103. Students planning to transfer to that program should consult with an advisor.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Fitness/Personal Trainer Certificate (Career)

Program Description

Prepares students for a career in Personal Training and Group Fitness Instruction. Focuses on client consultations, fitness assessments, program design and implementation as well as business aspects and ethical and legal responsibilities in the fitness industry. Certification is through the American College of Sports Medicine (ACSM) or the National Strength and Conditioning Association NSCA)

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

Program Learning Outcomes

- Define the role of fitness professionals in the prevention and care of lifestyle related diseases.
- Demonstrate fitness assessment techniques and their application to exercise and wellness program design and implementation.
- Identify factors that affect fitness, exercise adherence, and lifestyle modification.
- Define ethical and legal responsibilities in the fitness industry.
- Define business aspects of personal training and fitness instruction.

Program Requirements

- Student must earn a grade of "C" or better in all courses in the Fitness/Personal Trainer program.

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| BSCI 117 or BSCI 201 | Human Biology Anatomy and Physiology I | 4 |
| EXSC 180 | Care and Prevention of Athletic Injuries | 3 |
| EXSC 227 | Principles of Resistance Training Technique and Program Design | 3 |
| EXSC 230 | Fitness Instruction | 3 |
| EXSC 240 | Fitness Assessment and Programming (Fall) | 3 |
| EXSC 250 | Essentials of Personal Training | 3 |
| HLTH 165 | Fitness for Living | 3 |
| INTR 103 | Internship | 3 |
| NUTR 102 or NUTR 200 | Nutrition in a Changing World Principles and Application of Nutrition | 3 |
| Total Credits | | 28 |

¹ Students who take BSCI 201 Anatomy and Physiology I must first take either BSCI 55 Preparation for Allied Health, BSCI 150 Principles of Biology I, BSCI 223 Microbiology for Allied Health, or CHEM 101 General Chemistry I. MATH 120 or higher is required for BSCI 201.

² Students may do the internship in the same semester as EXSC 250 Essentials of Personal Training or in the semester immediately following for best practices.

There are additional certification fees associated with EXSC 250 Essentials of Personal Training. See program manager for details. Certification exams are administered through the ACSM or NSCA at third party testing locations. Examination fees are paid through ACSM and NSCA.

Honors College

Program website (<https://www.frederick.edu/programs/general-studies/honors-college.aspx>)

Program Contact: Dr. Bruce Thompson

Email: bthompson@frederick.edu

Phone: 301.846.2535

Honors is an academic program that can be incorporated into most transfer degree programs at FCC. All honors learning is designed to go deeper, broader, or more complex, and the program strives to develop emerging scholars and leaders. Students who complete honors projects, present at a conference, earn service or leadership certificates, and graduate from the Honors College gain a competitive advantage when applying for admission to selective four-year colleges and transfer scholarships.

Eligibility

Students automatically qualify for the Honors College with the following test scores: SAT = 1100 overall (out of 1600) with at least 550 on verbal, or ACT = Reading 23+, or FCC placement exams = Honors level reading (268) and proficient college level writing. Applicants with strong academic records (3.500 GPA) or faculty recommendations are encouraged to apply. We also offer an Open Campus membership for high school or home school students with a 3.5 GPA or higher. Students who started college poorly but whose recent work is honors caliber can apply to the honors coordinator for an exception. To apply, complete the Honors College application located at www.frederick.edu (<http://www.frederick.edu>). Then click on the Honors link at the top of the website, and submit as directed.

Honors Advising

Students meet with an honors advisor to select a goal and develop an honors plan to achieve your goal. Check-in with an honors advisor each semester to update your plan. The Honors College also offers HONR 101 Honors Academic Engagement Seminar as a first-year experience course to help students make the transition to college and honors learning. Second-year honors peer mentors are embedded in the course as another source of help. Any student whose GPA drops below 3.000 must meet with the honors advisor to develop a recovery plan. Violations of FCC policy may jeopardize a student's standing in the Honors program.

Academic Opportunities

Your academic opportunities begin with honors courses, which are designated with HONR or an "H" in the schedule. Because honors courses have the same core learning outcomes and content requirements as regular courses they are easily transferable. The class size for Honors courses is smaller (with a cap size limited to 15) and often operate as seminars with heavy class discussion. Some courses are linked so the same cohort of students is together in two classes that share blocks of time.

Honors contracts may be available when honors courses are not in the schedule (e.g., MATH 185 Calculus I). Honors trained faculty will mentor all contracts. Contact the honors coordinator to request an Honors Contract application.

Students can conduct scholarly research or produce creative works through Honors Independent Study projects under the supervision of a faculty mentor. Students share their work with the campus community at

the Honors Forum and are encouraged to present at student conferences. Each year one student may be nominated to compete for the Portz Award for Outstanding Honors Student at Two-Year Colleges, which is sponsored by the Maryland Collegiate Honors Council.

Engagement

We encourage students to engage in learning both inside and outside the classroom. The Honors College sponsors a variety of student organized activities, and student clubs at FCC offer even more engagement opportunities. With 25 service hours in two projects and a reflection paper, students can earn a service certificate. Leadership opportunities are available through the Honors Student Association, Phi Theta Kappa, and Honors College peer mentorships. Student leaders can also complete workshops and earn a leadership certificate.

Benefits

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

- use of the Honors Lounge (H-247);
- serve as honors peer mentors;
- conference presentation opportunities;
- student recognitions for excellence (Anne Slater Award for Honors Excellence, MCHC Portz Award for Outstanding Honors Student, All-USA Academic Team);
- transfer and scholarship benefits with four-year honors partners;
- automatic admission to even more four-year colleges; and
- enhanced resumes when applying for selective admission program at four-year colleges as well as scholarships.

Graduation

Students who complete 12 honors credits with an overall grade point average (GPA) of 3.250 or higher are eligible to graduate from the Honors College. Graduates wear an Honors College medallion and receive a notation on their transcripts recognizing this achievement. The transcript notation and color of the medallion are based on the student’s grade point average at the time of graduation:

| GPA | Transcript Notation | Medallion |
|-------------|------------------------------|-----------|
| 3.250–3.499 | Honors College | Bronze |
| 3.500–3.749 | Honors College – Honors | Silver |
| 3.750–4.000 | Honors College – High Honors | Gold |

Program Learning Outcomes

- Demonstrate scholarly communication skills (written and oral) appropriate for an academic audience.
- Demonstrate the ability to analyze, synthesize, and contextualize scholarly sources, interpretations, and project findings.
- Demonstrate the ability to use the scholarly research process to validate or produce new knowledge or understanding.

Contact

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

Hospitality, Culinary and Tourism Institute

Program website (<https://www.frederick.edu/programs/hospitality-culinary-tourism.aspx>)

- Baking and Pastry Arts A.A.S. (Career) (p. 105)
- Baking and Pastry Arts Certificate (Career) (p. 106)
- Culinary Arts and Supervision A.A.S. (Career) (p. 107)
- Culinary Skills Certificate (Career) (p. 107)
- Culinary Skills Letter of Recognition (Career) (p. 108)
- Hospitality Management A.A.S. (Career) (p. 108)
- Hospitality Management Certificate (Career) (p. 109)
- Hospitality Skills Letter of Recognition (Career) (p. 110)

Baking and Pastry Arts A.A.S. (Career)

Program Description

Prepares students to assume positions as trained baking professionals in a variety of settings including restaurants, hotels, resorts, private clubs, catering, bakeries, cafes, bistros, contract food service companies, and more. Provides students with a practical, skill-based baking and pastry education that explores both classical and contemporary techniques in the production of breads, pastries, cakes, desserts, chocolates, and confections. The course offerings emphasize the professional competencies necessary to meet industry standards. Students will complete a 240-hour practicum (internship) experience. Students earn several industry certifications such as ServSafe Food Manager® and Certified Guest Service Professional®, among others.

Program Learning Outcomes

- Demonstrate professional techniques and skills needed to prepare, produce, and serve a variety of baking and pastry products as they apply to the current food service industry.
- Demonstrate FDA recommended industry standards in sanitation, safety, and personal hygiene.
- Exhibit professional standards of conduct and appropriate decision-making skills with respect for individual and team diversity.
- Implement cost control measures to track goods, services, and costs through the cycle of cost control and to evaluate revenue and expenses and their effect on profitability.
- Exhibit knowledge of traditional management theory, leadership, and supervisory roles in the hospitality industry.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.

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

Please note: Baking and Pastry students can also earn the Culinary Skills Letter of Recognition.

| Code | Title | Credits |
|---|--|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommend course(s) below: | | |
| MATH 101 | Foundations of Mathematics | 3 |
| Social & Behavioral Sciences | | |
| ECON 200 | Principles of Macroeconomics (satisfies Cultural Competence requirement) | 3 |
| Arts & Humanities | | |
| Arts & Humanities Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | |
| COMM 107 | Career Communication | 3 |
| Biological & Physical Sciences Elective | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | |
| BSCI 107 | Study of the Human Body | 3 |
| Interdisciplinary & Emerging Issues | | |
| NUTR 102 | Nutrition in a Changing World | 3 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | |
| Physical Education, Health, or Nutrition Requirement | | |
| NUTR 102 | Nutrition in a Changing World (will satisfy this requirement) | 3 |
| Departmental Requirements | | |
| HCTI 101 | Sanitation and Food Safety | 2 |
| HCTI 102 | Culinary I | 4 |
| HCTI 104 | Baking I | 4 |
| HCTI 105 | Baking II | 4 |
| HCTI 120 | Purchasing & Cost Control | 3 |
| HCTI 150 | Introduction to Hospitality Management | 3 |
| HCTI 155 | Event Management | 3 |
| HCTI 205 | Artisan and Specialty Breads | 4 |
| HCTI 210 | Advanced Artistry Techniques | 4 |
| HCTI 220 | Food and Beverage Operations | 3 |
| HCTI 230 | Restaurant Production and Service | 4 |
| HCTI 265 | HCTI Practicum | 1 |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Baking and Pastry Arts Certificate (Career)

Program Description

Prepares students to assume entry level positions as trained baking professionals in a variety of settings including restaurants, hotels, resorts, private clubs, catering, bakeries, cafes, bistros, contract food service companies, and more. Provides students with a practical, skill-based baking and pastry education that explores both classical and contemporary techniques. This comprehensive certificate program includes the same technical training as the Baking and Pastry Arts AAS degree program, without the general education course requirements so it may be completed in a shorter time. Students will complete a 240-hour practicum (internship) experience. Students earn several industry certifications such as ServSafe Food Manager[®] and Certified Guest Service Professional[®], among others.

Program Learning Outcomes

- Demonstrate professional techniques and skills needed to prepare, produce, and serve a variety of baking and pastry products as they apply to the current food service industry.
- Demonstrate FDA recommended industry standards in sanitation, safety, and personal hygiene.
- Exhibit professional standards of conduct and appropriate decision-making skills with respect for individual and team diversity.
- Implement cost control measures to track goods, services, and costs through the cycle of cost control and to evaluate revenue and expenses and their effect on profitability.
- Exhibit knowledge of traditional management theory, leadership, and supervisory roles in the hospitality industry.

Program Requirements

Please note: Baking and Pastry students can also earn the Culinary Skills Letter of Recognition.

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| HCTI 101 | Sanitation and Food Safety | 2 |
| HCTI 102 | Culinary I | 4 |
| HCTI 104 | Baking I | 4 |
| HCTI 105 | Baking II | 4 |
| HCTI 120 | Purchasing & Cost Control | 3 |
| HCTI 150 | Introduction to Hospitality Management | 3 |
| HCTI 155 | Event Management | 3 |
| HCTI 205 | Artisan and Specialty Breads | 4 |
| HCTI 210 | Advanced Artistry Techniques | 4 |
| HCTI 220 | Food and Beverage Operations | 3 |
| HCTI 230 | Restaurant Production and Service | 4 |
| HCTI 265 | HCTI Practicum | 1 |
| Total Credits | | 39 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Culinary Arts and Supervision A.A.S. (Career)

Program Description

Program accredited by the American Culinary Federation, meeting nationally recognized educational standards of excellence and competencies.

Prepares students to assume positions as trained culinary professionals in a variety of settings including restaurants, hotels, resorts, clubs, catering, contract food service, health care facilities, and more. The course offerings emphasize the professional competencies necessary to meet industry standards. Students will complete a 240-hour practicum (internship) experience. Students earn several industry certifications such as ServSafe Food Manager® and Certified Guest Service Professional®, among others. Upon Completion of the program, students are immediately eligible to apply for Certified Culinarian® or Certified Pastry Culinarian® with the American Culinary Federation. Graduates should qualify for entry level positions such as lead line cook, station chef, assistant pastry chef, kitchen receiver/assistant kitchen manager, or catering associate. With experience, graduates may advance to positions such as sous chef, banquet chef, executive sous chef, executive chef, kitchen manager, food and beverage manager, or catering or banquet manager.

Program Learning Outcomes

- Produce multiple food products in a timely manner while demonstrating proficiency in both professional cooking and baking techniques.
- Calculate and/or adjust recipe yields, ingredient and recipe costs, and menu cost using at least two different pricing methods, considering fixed and labor costs.
- Analyze the nutritional composition of a recipe and be able to modify and prepare dishes meeting recognized nutritional guidelines.
- Pass the NRAEF Food Protection Managers ServSafe™ examination and demonstrate industry standards in sanitation, safety, and personal hygiene.
- Recognize ingredients from and perform cooking techniques associated with different regional, ethnic and international cuisines.
- Exhibit interpersonal skills and respect in the treatment of colleagues and patrons.
- Apply traditional management theory, leadership and supervisory roles in hospitality.
- Demonstrate food production and customer service skills in both kitchen and dining room.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course

list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.

- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

| Code | Title | Credits |
|---|--|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 101 | Foundations of Mathematics | |
| Social & Behavioral Sciences | | |
| ECON 200 | Principles of Macroeconomics (satisfies Cultural Competence requirement) | 3 |
| Arts & Humanities | | |
| Arts & Humanities Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| COMM 107 | Career Communication | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| BSCI 107 | Study of the Human Body | |
| Interdisciplinary & Emergency Issues | | |
| NUTR 102 | Nutrition in a Changing World | 3 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| NUTR 102 | Nutrition in a Changing World (will satisfy this requirement) | |
| Departmental Requirements | | |
| HCTI 101 | Sanitation and Food Safety | 2 |
| HCTI 102 | Culinary I | 4 |
| HCTI 103 | Culinary II | 4 |
| HCTI 104 | Baking I | 4 |
| HCTI 120 | Purchasing & Cost Control | 3 |
| HCTI 150 | Introduction to Hospitality Management | 3 |
| HCTI 155 | Event Management | 3 |
| HCTI 200 | Garde Manger | 4 |
| HCTI 220 | Food and Beverage Operations | 3 |
| HCTI 225 | International and American Regional Cuisine | 4 |
| HCTI 230 | Restaurant Production and Service | 4 |
| HCTI 265 | HCTI Practicum | 1 |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Culinary Skills Certificate (Career)

Program Description

Program accredited by the American Culinary Federation, meeting nationally recognized educational standards of excellence and competencies.

Designed to prepare students for entry-level cooking jobs in hotels, restaurants, supermarkets, country clubs, caterers, cafes and institutional kitchens. Basic hot and cold food preparation, production, presentation,

and service skills are taught. Development of proper work habits, professionalism, and the practice of food safety and sanitation procedures are stressed. Students will complete a 240-hour practicum (internship) experience. Students will earn several industry certifications such as Serv Safe Food Manager® and Certified Guest Service Professional®, among others.

Program Learning Outcomes

- Produce multiple food products in a timely manner while demonstrating proficiency in both professional cooking and baking techniques.
- Pass the NRAEF Food Protection Managers ServSafe™ examination and demonstrate industry standards in sanitation, safety, and personal hygiene.
- Recognize ingredients from and perform cooking techniques associated with different regional, ethnic and international cuisines.
- Exhibit interpersonal skills and respect in the treatment of colleagues and patrons.
- Demonstrate food production and customer service skills in both kitchen and dining room.

Program Requirements

| Code | Title | Credits |
|----------------------------------|---|-----------|
| Departmental Requirements | | |
| HCTI 101 | Sanitation and Food Safety | 2 |
| HCTI 102 | Culinary I | 4 |
| HCTI 103 | Culinary II | 4 |
| HCTI 104 | Baking I | 4 |
| HCTI 120 | Purchasing & Cost Control | 3 |
| HCTI 150 | Introduction to Hospitality Management | 3 |
| HCTI 155 | Event Management | 3 |
| HCTI 200 | Garde Manger | 4 |
| HCTI 220 | Food and Beverage Operations | 3 |
| HCTI 225 | International and American Regional Cuisine | 4 |
| HCTI 230 | Restaurant Production and Service | 4 |
| HCTI 265 | HCTI Practicum | 1 |
| Total Credits | | 39 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Culinary Skills Letter of Recognition (Career)

Program Description

Prepares students for entry-level front-line employment in the food service sector. Students will earn certifications such as Serv Safe Food Manager® and Certified Guest Service Professional®.

Students earning this letter of recognition will automatically receive a printed LOR diploma.

Program Learning Outcomes

- Apply quality standards and regulations governing food products in the purchasing function.
- Demonstrate the proper receiving and storing of food and non-food items.
- Apply the fundamentals of baking science to the preparation of a variety of products.
- Examine the basic concepts and principles of food preparation.
- Apply flavoring and seasoning techniques to a wide variety of food products.
- Demonstrate proper equipment identification and handling.
- Pass the NRAEF Food Protection Managers ServSafe™ examination.
- Demonstrate industry standards in sanitation, safety, first aid, and personal hygiene.
- Describe career opportunities in the culinary and hospitality industry.

Program Requirements

Please note: Baking and Pastry students can also earn the Culinary Skills Letter of Recognition.

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| HCTI 101 | Sanitation and Food Safety | 2 |
| HCTI 102 | Culinary I | 4 |
| HCTI 104 | Baking I | 4 |
| HCTI 150 | Introduction to Hospitality Management | 3 |
| Total Credits | | 13 |

Hospitality Management A.A.S. (Career)

Program Description

Prepares students as trained hospitality professionals in a variety of hospitality sectors including hotels, resorts, clubs, restaurants, convention centers, and tourism related businesses. With input from current hiring hospitality leaders, the program is designed to ensure that students will learn the practical skills needed to excel in the hospitality industry in areas such as tourism, lodging, food and beverage, and event planning. Students will apply what they learn through capstone projects and experience in an internship. The course offerings emphasize the professional competencies necessary to meet industry standards. Graduates should qualify for entry-level positions in the hospitality sector and, with experience, advance to managerial positions or continue on to four year academic programs. Students will complete a 240-hour practicum (internship) experience. Students will earn several industry certifications such as ServSafe Food Manager® and Certified Guest Service Professional®, among others. With additional experience, graduates may be eligible to apply for certification as a Certified Hospitality Supervisor® (CHS®) from AHLEI.

Program Learning Outcomes

- Calculate and/or adjust recipe yields, ingredient and recipe costs, and menu cost using at least two different pricing methods, considering fixed and labor costs.
- Analyze the nutritional composition of a recipe and be able to modify and prepare dishes meeting recognized nutritional guidelines.
- Pass the NRAEF Food Protection Managers ServSafe™ examination.

- Demonstrate industry standards in sanitation, safety, and personal hygiene.
- Exhibit interpersonal skills and respect in the treatment of colleagues and patrons.
- Apply traditional management theory, leadership, and supervisory roles in hospitality.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 101 | Foundations of Mathematics | |
| Social & Behavioral Sciences | | |
| ECON 200 | Principles of Macroeconomics (satisfies Cultural Competence requirement) | 3 |
| Arts & Humanities | | |
| Arts & Humanities Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| COMM 107 | Career Communication | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| BSCI 107 | Study of the Human Body | |
| Interdisciplinary & Emerging Issues | | |
| NUTR 102 | Nutrition in a Changing World | 3 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| NUTR 102 | Nutrition in a Changing World (satisfies this requirement) | |
| Departmental Requirements | | |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 225 | Marketing | 3 |
| BMGT 295 | Principles and Practices of Management | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| HCTI 101 | Sanitation and Food Safety | 2 |
| HCTI 150 | Introduction to Hospitality Management | 3 |
| HCTI 155 | Event Management | 3 |
| HCTI 160 | Hospitality Operations | 3 |
| HCTI 170 | Introduction to the Tourism Industry | 3 |
| HCTI 220 | Food and Beverage Operations | 3 |

| | | |
|----------------------|-----------------------------------|-----------|
| HCTI 230 | Restaurant Production and Service | 4 |
| HCTI 255 | Applied Hospitality Management | 3 |
| HCTI 265 | HCTI Practicum | 1 |
| Elective | | 2 |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Hospitality Management Certificate (Career)

Program Description

Prepares students for entry-level positions in the hospitality industry. Courses teach knowledge and marketable skills in the area of guest services, hospitality operations, budget and cost controls, management, marketing and human resources. Students will complete a 240-hour practicum (internship) experience. Students will earn several industry certifications such as Serv Safe Food Manager[®] and Certified Guest Service Professional[®], among others.

Program Learning Outcomes

- Calculate and/or adjust recipe yields, ingredient and recipe costs, and menu cost using at least two different pricing methods, considering fixed and labor costs.
- Analyze the nutritional composition of a recipe and be able to modify and prepare dishes meeting recognized nutritional guidelines.
- Pass the NRAEF Food Protection Managers ServSafe[™] examination and demonstrate industry standards in sanitation, safety, and personal hygiene.
- Exhibit interpersonal skills and respect in the treatment of colleagues and patrons.
- Apply traditional management theory, leadership, and supervisory roles in hospitality.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 225 | Marketing | 3 |
| BMGT 295 | Principles and Practices of Management | 3 |
| HCTI 101 | Sanitation and Food Safety | 2 |
| HCTI 150 | Introduction to Hospitality Management | 3 |
| HCTI 155 | Event Management | 3 |
| HCTI 160 | Hospitality Operations | 3 |
| HCTI 170 | Introduction to the Tourism Industry | 3 |
| HCTI 220 | Food and Beverage Operations | 3 |
| HCTI 230 | Restaurant Production and Service | 4 |
| HCTI 255 | Applied Hospitality Management | 3 |
| HCTI 265 | HCTI Practicum | 1 |
| Total Credits | | 34 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Hospitality Skills Letter of Recognition (Career)

Program Description

Prepares students for entry-level front-line employment in the hospitality sector. Students will earn certifications such as Serv Safe Food Manager[®] and Certified Guest Service Professional[®].

Students earning this letter of recognition will automatically receive a printed LOR diploma.

Program Learning Outcomes

- Define and describe the principles of hospitality and the key elements required to deliver the highest level of guest service.
- Pass the NRAEF ServSafe™ Food Manager exam.
- Demonstrate required standards of food safety and sanitation in a foodservice environment.
- Describe career opportunities and various types of organizations in the hospitality industry.
- Identify and define critical elements of each stage of event planning from initial planning through day-of execution.
- Identify and describe different types of operational systems used to efficiently operate a hospitality business.
- Define and describe various sales, marketing, and forecasting principles to meet stated business goals.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| HCTI 101 | Sanitation and Food Safety | 2 |
| HCTI 150 | Introduction to Hospitality Management | 3 |
| HCTI 155 | Event Management | 3 |
| HCTI 160 | Hospitality Operations | 3 |
| Total Credits | | 11 |

Medical Assistant

The Medical Assistant program is being discontinued. No new students will be admitted to the program.

- Medical Assistant A.A.S. (Career) (p. 110)
- Medical Assistant Certificate (Career) (p. 110)
- Healthcare Practice Management Certificate (Career) (p. 110)
- Medical Administrative Specialist Certificate (Career) (p. 110)
- Phlebotomist Certificate (Career) (p. 110)
- Medical Scribe Letter of Recognition (Career) (p. 110)

Medical Assistant A.A.S. (Career)

The Medical Assistant A.A.S. degree has been suspended. No new students will be admitted to the program.

Medical Assistant Certificate (Career)

The Medical Assistant certificate is being discontinued. No new students will be admitted to the program.

Healthcare Practice Management Certificate (Career)

The Healthcare Practice Management certificate is being discontinued. No new students will be admitted to the program.

Medical Administrative Specialist Certificate (Career)

The Medical Administrative Specialist certificate is being discontinued. No new students will be admitted to the program.

Phlebotomist Certificate (Career)

The Phlebotomist certificate is being discontinued. No new students will be admitted to the program.

Medical Scribe Letter of Recognition (Career)

The Medical Scribe letter of recognition has been discontinued.

Nursing

- Nursing A.S. (Career) (p. 111)
- Practical Nursing Certificate (Career) (p. 112)
- RN to BSN (p. 112)
- Transition-to-RN (p. 112)

For admission requirements, please refer to the Special Programs of Study (p. 26) section of the catalog.

Nursing A.S. (Career)

Program Description

The program is approved by:

Maryland Board of Nursing
4140 Patterson Avenue
Baltimore Maryland, 21215
410.585.1900

The Associate Degree in Nursing program at Frederick Community College at 7932 Opossumtown Pike, Frederick, MD 21702 is accredited by:

Accreditation Commission for Education in Nursing (ACEN), Inc.
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404.975.5000
www.acenursing.org (<https://www.acenursing.org/>)

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree nursing program is continuing accreditation.

Accreditation Information (<https://www.acenursing.org/acen-programs-05202024/frederick-community-college/>)

Upon successful completion of the curriculum, the graduate is eligible to take the examination for registered nurse licensure.

Graduates are prepared to give competent, safe nursing care to clients in hospitals, nursing homes and other comparable health agencies under the supervision of more experienced practitioners, and with experience and further preparation, should be able to assume increasing responsibility in nursing. High school preparation for the nursing program should include algebra, advanced biology, chemistry and data processing. Enrollment in the nursing program is limited by the availability of clinical facilities.

Admission to the program is competitive and, generally, priority is given to residents of Frederick County. Applications for admission to the nursing program should be completed by March 1 for the day option (fall admission) or October 1 for the evening/weekend option (spring admission). This includes applying for admission to the college through the Welcome Desk, completion of placement tests and arranging an interview with the allied health advisor. Visit the Nursing program page (<https://www.frederick.edu/programs-tlss/health-professions/nursing.aspx>) for more information on the selective admissions process.

The associate degree nursing program is seldom completed in fewer than three years by full-time students. Because of prerequisite courses and the demands of clinical experiences and family responsibilities, most students will be enrolled in the program for four years. Students who drop out for any reason may be readmitted on a space available basis and should contact the director of nursing education as soon as possible.

Information about tuition, fees and completion time may be obtained from the Welcome Desk or the allied health advisor. Conviction of a felony or misdemeanor may prohibit students from taking the nursing licensure exam. Please see the director of nursing education prior to enrolling as a nursing major to discuss options. Students are required to obtain criminal background checks before starting clinical coursework.

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

If the student's knowledge of biological and chemical principles is deficient, BSCI 55 Preparation for Allied Health will be required.

Program Learning Outcomes

- Provide client-centered care which addresses the interrelated dimensions of the client's health, and is based on respect for the client's preferences, values, and needs.
- Effectively utilize appropriate and available modes for organizing information and communicating within nursing and the inter-professional members of the health care team.
- Utilize critical thinking and integrate best current evidence and clinical expertise into the nursing process, for the delivery of optimal care throughout the lifespan in a variety of settings.
- Provide care that minimizes the risk of harm to clients and providers, and is based on accepted ethical and legal principles and standards of nursing practice.
- Develop a professional identity, integrating values and behaviors that are consistent with the profession of nursing.

For admission requirements, please refer to the Special Programs of Study (p. 26) section of the catalog.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must earn a grade of "C" or better in all courses in the Nursing program.

| Code | Title | Credits |
|--|---|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 120 | Statistics (or higher MATH course) ¹ | 3 |
| Select MATH 120 or higher from the Mathematics Elective (Gen Ed course list) (p. 64) | | |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| SOCY 101 | Introduction to Sociology | 3 |
| EDPS 210 | Human Growth and Development | 3 |
| Arts & Humanities | | |

| | |
|---|-----------|
| Arts Elective (Gen Ed course list) (p. 62) | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | 3 |
| Communication Elective (Gen Ed course list) (p. 62) (COMM required) | 3 |
| Biological & Physical Sciences | |
| BSCI 201 Anatomy and Physiology I | 4 |
| BSCI 202 Anatomy and Physiology II | 4 |
| BSCI 223 Microbiology for Allied Health | 4 |
| or BSCI 263 Elements of Microbiology (Fall) | |
| Physical Education, Health, or Nutrition Requirement | |
| Select one PHED, HLTH, or NUTR course - Recommended course(s) below: | 1 |
| NUTR 102 Nutrition in a Changing World | |
| NUTR 200 Principles and Application of Nutrition ² | |
| Departmental Requirements | |
| NURS 101 Introduction to Clinical Nursing (satisfies cultural competence requirement) | 6 |
| NURS 105 Pharmacology for Nurses | 2 |
| NURS 211 Medical-Surgical Nursing I | 7 |
| NURS 212 Medical-Surgical Nursing II | 4 |
| NURS 231 Medical-Surgical Nursing III | 4 |
| NURS 214 Psychiatric/Mental Health Nursing | 3 |
| NURS 261 Preparation for Practice | 2 |
| NURS 218 Maternal, Child, and Family Nursing | 5 |
| Total Credits | 70 |

¹ Check with an advisor or transfer institutions before selecting a math elective.

² **Note:** One PHED, HLTH or NUTR course is required to earn the Associate Degree in Nursing. NUTR 102 Nutrition in a Changing World or NUTR 200 Principles and Application of Nutrition is recommended to fulfill this requirement for students interested in FCC's dual-admission Associate-to-Bachelor's partnerships, or who intend to apply to an RN-to-BSN or BSN program.

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

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Practical Nursing Certificate (Career)

The Practical Nursing certificate program has been suspended and is under review. No new students are being admitted to the program at this time. Please contact the interim director of nursing education, Stephanie Harrison (sharrison@frederick.edu) for alternative options in the meantime.

RN to BSN

RN to BSN

Frederick Community College participates in the Maryland Articulation Model that was revised in fall 2003. A maximum of 70 non-nursing credits will be accepted. Transfer of nursing credits will not be necessary as 30 upper division nursing credits will awarded by the baccalaureate institution based on a valid unencumbered Maryland nursing license.

ATB Dual Admission RN-to-BSN Option

The ATB/dual-admission option is a selective, dual degree admission option that requires application to the FCC's Associate of Science Nursing Program and a separate application to an ATB university partner. The ATB Option provides an opportunity to begin coursework for the B.S. degree at one of three participating universities – Frostburg State University, Towson University, or the University of Maryland School of Nursing – while enrolled in the FCC A.S. Degree Nursing Program. This reduces time for completion of the B.S. degree to approximately two to three additional terms following completion of the A.S. degree.

Transition-to-RN

Please note: No new students currently being admitted to the Transition-to-RN program.

Transition-to-RN students who successfully complete all Transition-to-RN degree requirements earn the Nursing A.S.

Transition courses (Transition-to-RN) have been developed to allow an LPN, Paramedic or Veteran (Army Medic, Air Force Medical Technician, Navy Corpsman) to complete the ADN program in a shorter amount of time. The LPN, Paramedic or Veteran must first complete all general education requirements of the ADN program. Admission to this program is competitive and is based on the same point system for the ADN program. Visit frederick.edu/nursing (<http://frederick.edu/nursing/>) for details.

See Health Sciences advisor for further information.

Paralegal

- Paralegal A.A.S. (Career) (p. 112)
- Paralegal Certificate (Career) (p. 113)
- Access to Justice Letter of Recognition (Career) (p. 114)

Paralegal A.A.S. (Career)

Program Description

Provides students interested in the paralegal profession or pre-law with specialized legal training to enable them to: understand ethical obligations and professionalism; gather and analyze facts relevant to legal disputes; perform legal research; draft legal documents; prepare witnesses and evidence for presentation at legal proceedings. The paralegal may not practice law and so must work under the direction of an attorney who is licensed to practice.

Program Learning Outcomes

- Apply basic legal concepts and fundamental principles of law for varied legal tasks.
- Demonstrate the ability to utilize field specific technology.
- Perform legal analysis for varied legal matters.
- Conduct client interviews and prepare witnesses and evidence for presentation at legal proceedings.
- Perform legal research and utilize techniques of legal writing in the preparation of legal documents.
- Demonstrate conduct consistent with the ethical obligations of the legal profession to avoid ethical violations.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

| Code | Title | Credits |
|--|---|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Arts & Humanities Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Interdisciplinary & Emergency Issues | | |
| Wellness Elective (Gen Ed course list) (p. 63) | | 3 |
| General Education Electives | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Wellness elective above satisfies this requirement | | |
| Departmental Requirements | | |
| LGST 100 | Introduction to Law (satisfies Cultural Competence requirement) | 3 |
| LGST 103 | Ethics for the Legal Professional | 3 |
| LGST 104 | Contracts | 3 |
| LGST 105 | Torts | 3 |
| LGST 106 | Technology for the Legal Profession | 3 |
| LGST 200 | Legal Research | 3 |
| LGST 205 | Legal Writing | 3 |
| LGST 220 | Civil Litigation | 3 |
| LGST 240 | Family Law | 3 |
| or INTR 103 | Internship | |
| Electives | | |
| Select 3 of the following: | | 9 |
| LGST 150 | Access to Justice Practicum I | |
| LGST 210 | Estates and Probate | |
| LGST 230 | Real Estate | |
| CCJS 201 | Criminal Law | |
| CCJS 220 | Criminal Evidence & Procedure | |
| BMGT 211 | Business Law | |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Paralegal Certificate (Career)

Program Description

Designed for individuals already working in the field as a paralegal who wish to acquire a college credential. Also provides specialized legal training to individuals who may already have a degree in another field or to individuals interested in pre-law.

Program Learning Outcomes

- Apply basic legal concepts and fundamental principles of law for varied legal tasks.
- Demonstrate the ability to utilize field specific technology.
- Perform legal analysis for varied legal matters.
- Conduct client interviews and prepare witnesses and evidence for presentation at legal proceedings.
- Perform legal research and utilize techniques of legal writing in the preparation of legal documents.
- Demonstrate conduct consistent with the ethical obligations of the legal profession to avoid ethical violations.

Program Requirements

| Code | Title | Credits |
|----------------------------------|-------------------------------------|-----------|
| Departmental Requirements | | |
| ENGL 101 | English Composition ¹ | 3 |
| LGST 100 | Introduction to Law | 3 |
| LGST 103 | Ethics for the Legal Professional | 3 |
| LGST 104 | Contracts | 3 |
| LGST 105 | Torts | 3 |
| LGST 106 | Technology for the Legal Profession | 3 |
| LGST 200 | Legal Research | 3 |
| LGST 205 | Legal Writing | 3 |
| LGST 220 | Civil Litigation | 3 |
| Select one of the following: | | 3 |
| LGST 150 | Access to Justice Practicum I | |
| LGST 210 | Estates and Probate | |
| LGST 230 | Real Estate | |
| LGST 240 | Family Law | |
| CCJS 201 | Criminal Law | |
| CCJS 220 | Criminal Evidence & Procedure | |
| BMGT 211 | Business Law | |
| INTR 103 | Internship | |
| Total Credits | | 30 |

¹ Students must earn a grade of "C" or better in ENGL 101 English Composition.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer

Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Access to Justice Letter of Recognition (Career)

The Access to Justice letter of recognition has been discontinued.

Physical Therapist Assistant

- Physical Therapist Assistant A.A.S. (Career) (p. 114)

For admission requirements, please refer to the Special Programs of Study (p. 28) section of the catalog.

Physical Therapist Assistant A.A.S. (Career)

Program Description

Prepares students for a career as a Physical Therapist Assistant (PTA). The PTA is a skilled technical healthcare professional competent in performing selected physical therapy services under the direct supervision of a physical therapist. Physical Therapist Assistants provide a variety of physical therapy techniques, in accordance with the licensing board in the state for which they practice. Physical Therapist Assistants conduct therapeutic exercises, functional trainings, deep soft tissue massages, and other physical modalities such as electrotherapy and ultrasound. A PTA's work is focused on providing therapy for patients who are recovering from injury and illness, enabling patients to regain movement, and manage pain. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more.

Students must earn minimum grades in all courses in the Physical Therapist Assistant program. Contact the program manager for details.

Program Learning Outcomes

- Integrate evidence and demonstrate critical thinking to support clinical decision-making.
- Progress, monitor through data collection, respond to changes, and provide effective interventions for patient management across the lifespan within the scope of Physical Therapist Assistant practice and under the direction of a Physical Therapist.
- Communicate effectively, orally and in writing, with patients, families, and other health care providers.

For admission requirements, please refer to the Special Programs of Study (p. 28) section of the catalog.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement** (p. 65).
- CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer

institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>

- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Additional minimum grade requirements are required for all courses in the Physical Therapist Assistant program. Contact the program manager for details.

| Code | Title | Credits |
|--|--|-----------|
| English | | |
| ENGL 101 | English Composition ¹ | 3 |
| Mathematics | | |
| MATH 120 | Statistics (or higher MATH course) | 3 |
| Select MATH 120 or higher from the Mathematics Elective (Gen Ed course list) (p. 64) | | |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| Arts & Humanities | | |
| COMM 105 | Small Group Communication | 3 |
| Biological & Physical Sciences | | |
| BSCI 150 | Principles of Biology I | 4 |
| BSCI 201 | Anatomy and Physiology I | 4 |
| BSCI 202 | Anatomy and Physiology II | 4 |
| Physical Education, Health, or Nutrition Requirement | | |
| PTHA courses satisfy this requirement | | |
| Departmental Requirements | | |
| PTHA 101 | Introduction to Physical Therapist Assistant | 3 |
| PTHA 105 | Basic Patient Care Skills | 4 |
| PTHA 110 | Kinesiology | 4 |
| PTHA 113 | Physical Agents | 3 |
| PTHA 120 | Pathology | 2 |
| PTHA 125 | Therapeutic Exercise | 3 |
| PTHA 180 | Clinical Experience I | 3 |
| PTHA 200 | Physical Therapy Ethics and Administration | 2 |
| PTHA 205 | Advanced Patient Care Skills | 4 |
| PTHA 210 | Neurorehabilitation | 4 |
| PTHA 220 | Orthopedics | 3 |
| PTHA 230 | Professional Seminar | 2 |
| PTHA 235 | Clinical Experience II | 4 |
| PTHA 240 | Clinical Experience III | 5 |
| Total Credits | | 70 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Police Science

- Police Science A.A.S. (Career) (p. 115)

Police Science A.A.S. (Career)

Program Description

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

Program Learning Outcomes

- Demonstrate effective verbal and nonverbal communications with law enforcement staff and the general public. This may include effective communication skills in dealing with various types of people (e.g., hostile, angry, drunk, deranged, racist, etc.), identification of non-language and language-style factors that contribute to a negative response from the public (e.g., profanity, spitting, disrespectful attitude, etc.), and courteous, active listening.
- Apply concepts, principles and practices of the criminal justice system to affect successful resolution to potentially- and commonly-encountered policing situations. This may include identifying basic psychological responses of victims and calming and controlling a distraught person.
- Demonstrate ability to identify a given crime, crime classification and section number utilizing the Annotated Code of Maryland and/or the Digest of Criminal Laws and knowing the conditions under which certain procedures are appropriate. This may include subpoena procedures, booking procedures, and advising a person of his/her rights.
- Demonstrate effective written communications. This may include preparing complete field and interview notes, and preparing in-depth narrative reports necessary for various legal organizations and legal proceedings. Students will interpret results of wellness, fitness, and nutrition evaluations.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

| Code | Title | Credits |
|--|---|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 101 | Foundations of Mathematics | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| SOCY 102 | Social Problems (satisfies cultural competence requirement) | |
| Arts & Humanities | | |
| COMM 103 | Public Speaking | 3 |
| Biological & Physical Science | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (lab course) - Recommended course(s) below: | | 4 |
| BIOT 130 | Forensic Biology | |
| Interdisciplinary & Emergency Issues | | |
| Wellness Elective (Gen Ed Course List) (p. 63) - Recommended course(s) below: | | 3 |
| HLTH 160 | Stress Management | |
| HLTH 165 | Fitness for Living | |
| Select one of the following courses: | | 3 |
| EMGT 101 | Disaster, Crisis, and Emergency Management | |
| HLTH 160 | Stress Management (if not taken to satisfy Wellness Elective above) | |
| Physical Education, Health, or Nutrition Requirement | | |
| Wellness elective above satisfies this requirement | | |
| Departmental Requirements | | |
| CCJS 101 | Introduction to Criminal Justice | 3 |
| CCJS 201 | Criminal Law | 3 |
| CCJS 204 | Police Operational Services | 3 |
| POLC 106 | Police - Community Relations ¹ | 3 |
| POLC 112 | Criminalistics ¹ | 4 |
| POLC 221 | Police Defense Tactics ¹ | 5 |
| POLC 222 | Police Arsenal and Procedures ¹ | 5 |
| POLC 223 | Emergency Vehicle Operations Course (EVOC) ¹ | 3 |
| EMGT 220 | Emergency Operations Planning | 3 |
| or CCJS 220 | Criminal Evidence & Procedure | |
| CCJS 214 | The Correctional Process | 3 |
| EMGT 201 | Public Safety GIS and Technology | 3 |
| or SOCY 201 | Criminology | |
| Total Credits | | 60 |

¹ Articulated from MPCTC and/or only offered through a Maryland Police academy training program.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Public Safety

- Public Safety A.A.S. (Career) (p. 116)
- Emergency Management Area of Concentration within Public Safety A.A.S. (Career) (p. 116)
- Fire Service Administration Area of Concentration within Public Safety A.A.S. (Career) (p. 118)
- National Security and Intelligence Area of Concentration within Public Safety A.A.S. (Career) (p. 119)

Public Safety A.A.S. (Career)

Program Description

Prepares students for careers throughout the integrated public safety environment.

Students can choose to major in the Public Safety A.A.S. to explore various disciplines – including emergency management, fire service administration, and national security & intelligence – and the ways in which they connect with knowledge from a variety of other fields and use it to enhance the public safety environment.

Students also have the option to focus on a specific discipline within the Public Safety A.A.S. by selecting either Emergency Management, Fire Service Administration, or National Security & Intelligence as their Area of Concentration.

Students should meet with an advisor or Public Safety Program Manager to develop a plan appropriate for their transfer or career interests. To investigate potential careers related to this degree program, visit the Career Communities (<https://www.frederick.edu/student-resources/career-services/career-communities.aspx>) page.

Program Learning Outcomes

- Describe the fundamental principles, analytical frameworks, and practical tools that underpin the operations of agencies across the public safety sector
- Explain the role of the public safety sector and national security enterprise within all levels of the U.S. government, and their relationships with the agencies therein.
- Assess the effects of the public safety sector and its related fields on organizations and individuals in the private, nongovernmental, and community sectors.
- Develop foundational skills necessary to execute planning, mitigation, analysis, response, and recovery activities in agencies across the public safety sector.
- Communicate public safety concepts, needs, and activities to professionals, volunteers, and partner organizations throughout the whole community.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.

- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|--|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Select one of the following: | | 3 |
| COMM 103 | Public Speaking | |
| COMM 109 | Basic Conflict Mediation | |
| COMM 111 | Introduction to Mass Communication | |
| Any Non-English Language (ASLS, ARBC, CHIN, FREN, GERM, ITAL, LATN, RUSS, or SPAN) | | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Other Gen Eds | | |
| EMGT 101 | Disaster, Crisis, and Emergency Management | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course; recommended course below: | | 1 |
| HLTH 160 | Stress Management | |
| Discipline Requirements | | |
| EMGT 106 | Hazard, Risk, and Mitigation | 3 |
| EMGT 201 | Public Safety GIS and Technology | 3 |
| EMGT 213 | Social Impacts of Disaster | 3 |
| EMGT 222 | Public Safety Administration | 3 |
| Electives | | |
| Students may choose 26 elective credits to complete a 60 credit degree. 12 of these must be from the following areas: EMGT, FIRE, GISA, CCJS, BMGT, FS ¹ | | 12 |
| 14 elective credits remain; these must be chosen from the following areas: GISA, ECON, EMGT, FEMA, FIRE, CMIS, CCJS, COMM, POSC, BMGT, ACCT, SOCY, PSYC, CHEM, BSCI, PHSC, HLTH, LGST, BLDT, FS ¹ | | 14 |
| Total Credits | | 60 |

¹ Credits in the FEMA and FS subject areas may only be acquired through the articulation of FEMA, National Fire Academy, Maryland Fire & Rescue Institute, or other external training institution certification. Interested students should discuss these options with the Program Manager. No more than 3 total credits in the FEMA subject area may be used for this program without the approval of the Program Manager.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Emergency Management Area of Concentration within Public Safety A.A.S. (Career)

Program Description

Provides students with an adaptable education in emergency management as an integral element of comprehensive public safety theory and practice. Complements a core of knowledge essential to

all public safety fields with specialized coursework in preparedness, planning, and the skills necessary to organize and lead emergency management operations. Offers a flexible structure that allows students to pursue emergency management broadly, or to focus and extend their study of emergency management into any of several industry-relevant specialization areas.

As an AOC within the Public Safety A.A.S., coursework in this program is designed to integrate well with the Fire Service Administration and National Security & Intelligence AOCs. Students are encouraged to talk to the Program Manager or an advisor to help choose the most advantageous program for their academic or career interests.

Program Learning Outcomes

- Coordinate and communicate information about emergency management procedures, processes, and activities to the public.
- Demonstrate the oral and written communications skills necessary to work in and facilitation partnerships between emergency management agencies and/or partner organizations.
- Explain the role of emergency management within, and its relationships with elements of, the U.S. national security, public safety, and political environments.
- Develop the leadership abilities necessary to direct and organize volunteers and professionals within emergency management agencies and their partner organizations.
- Explain the principles, frameworks, operations, and tools necessary to work effectively in a professional emergency management context.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|----------------------------------|---------|
| English | | |
| ENGL 101 | English Composition ¹ | 3 |
| Math | | |
| Mathematics Elective (Gen Ed course list; recommended course below) ¹ | | 3 |
| MATH 120 | Statistics | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences Elective (Gen Ed course list; recommended course below) | | 3 |

| | | |
|---|--|-----------|
| POSC 104 | American Government | |
| Arts & Humanities | | |
| Select one of the following: | | 3 |
| COMM 103 | Public Speaking | |
| COMM 109 | Basic Conflict Mediation | |
| COMM 111 | Introduction to Mass Communication | |
| Any Non-English language course (ASLS, ARBC, CHIN, FREN, GERM, ITAL, LATN, RUSS, or SPAN) | | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list; recommended course below) | | 3 |
| PHSC 105 | Survey of Meteorology | |
| General Education Required Elective | | |
| EMGT 101 | Disaster, Crisis, and Emergency Management | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course (recommended course below) | | 1 |
| HLTH 160 | Stress Management | |
| Concentration Requirements | | |
| CORE - Take all of the following: | | |
| EMGT 106 | Hazard, Risk, and Mitigation | 3 |
| EMGT 201 | Public Safety GIS and Technology | 3 |
| EMGT 213 | Social Impacts of Disaster | 3 |
| EMGT 220 | Emergency Operations Planning | 3 |
| EMGT 222 | Public Safety Administration | 3 |
| FOCUS - Complete two of the following: | | 6 |
| EMGT 104 | Disaster Response and Recovery | |
| EMGT 130 | Integrated Emergency Management | |
| FS 101 - Firefighter 1 ² | | |
| EXTENSION - Select 9 credits from the following: | | 9 |
| CMIS 179 | Cybersecurity Fundamentals | |
| EMGT 111 | Preparing and Securing the Homeland | |
| EMGT 119 | Intelligence Analysis, or How to Prepare for the Conflicts of Tomorrow | |
| EMGT 207 | National Security in a Changing World | |
| FIRE 103 | Fire Investigation and Analysis | |
| FIRE 105 | Fundamental Topics of the Modern Fire Service | |
| GISA 101 | Introduction to Geographic Information Systems with ArcGIS | |
| LGST 100 | Introduction to Law | |
| PHSC 109 | Energy and Society (Spring) | |
| Electives | | |
| Select up to 5 elective credits as needed to complete 60 credit degree | | 5 |
| Capstone Experience | | |
| CCJS 225 | Problem Solving in the Public Sector | 3 |
| Total Credits | | 60 |

¹ Take this course within your first 24 credits

² FS 101 is earned via articulated credit from the DFRS Recruit Fire Academy Program, the Maryland Fire & Rescue Institute (MFRI), or the National Fire Academy (NFA). Students should contact the program manager to determine eligibility.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Fire Service Administration Area of Concentration within Public Safety A.A.S. (Career)

Program Description

Provides a comprehensive exploration of the contemporary fire service, its essential skills and future challenges, and its evolving role as a key partner in an integrated public safety operational environment. Supports this specialized education with a solid core of knowledge fundamental to all public safety disciplines, and provides opportunities to focus and extend the program into any of several specialty areas. Serves as excellent preparation for both a variety of careers within the worlds of the fire and emergency services, and rank promotion and career advancement for students already serving.

Current or former firefighters and emergency medical technicians will find a variety of options to receive credit for their existing training and certifications.

As an AOC within the Public Safety A.A.S., coursework in this program is designed to integrate well with the Emergency Management and National Security & Intelligence AOCs. Students are encouraged to talk to the Program Manager or an advisor to help choose the most advantageous program for their academic or career interests.

Program Learning Outcomes

- Develop leadership and management skills for fire departments or fire service-related organizations.
- Describe fundamental theoretical & practical aspects of planning and response for fires and other emergency situations.
- Assess and discuss the impact of changing tools, trainings, and operational techniques on the development of the fire service profession.
- Explain the role of the fire service and emergency response within the public safety, security, and governmental environments at all jurisdictional levels.
- Develop the communication skills necessary to inform and educate communities, businesses, and partner organizations about the principles of fire prevention and risk mitigation.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place

of a 1-credit course. Students should check with an advisor before selecting this course.

- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|--|---------|
| English | | |
| ENGL 101 | English Composition ¹ | 3 |
| Math | | |
| Mathematics Elective (Gen Ed course list) (p. 64) ¹ | | 3 |
| Social & Behavioral Sciences | | |
| Select 2 Social & Behavioral Sciences Electives (Gen Ed course list) (Recommended courses below) | | 6 |
| PSYC 101 | General Psychology | |
| SOCY 101 | Introduction to Sociology | |
| GEOG 101 | Elements of Geography | |
| Arts & Humanities | | |
| Select one of the following: | | 3 |
| COMM 103 | Public Speaking | |
| COMM 109 | Basic Conflict Mediation | |
| COMM 111 | Introduction to Mass Communication | |
| Any Non-English language course (ASLS, ARBC, CHIN, FREN, GERM, ITAL, LATN, RUSS, or SPAN) | | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Recommended courses below) | | 3 |
| BSCI 201 | Anatomy and Physiology I | |
| BSCI 107 | Study of the Human Body | |
| BSCI 117 | Human Biology | |
| CHEM 101 | General Chemistry I | |
| Other Gen Eds | | |
| EMGT 101 | Disaster, Crisis, and Emergency Management | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course (recommended course below) | | 1 |
| HLTH 160 | Stress Management | |
| Concentration Requirements | | |
| CORE - Take all of the following: | | |
| EMGT 106 | Hazard, Risk, and Mitigation | 3 |
| EMGT 201 | Public Safety GIS and Technology | 3 |
| EMGT 213 | Social Impacts of Disaster | 3 |
| EMGT 222 | Public Safety Administration | 3 |
| FOCUS - Complete 3 of the following: | | 9 |
| FIRE 101 | Fire Protection Systems | |
| FIRE 103 | Fire Investigation and Analysis | |
| FIRE 105 | Fundamental Topics of the Modern Fire Service | |
| FS 101 - Firefighter 1 ³ | | |
| EXTENSION - Select 9 credits from the following: | | 9 |
| BLDT 101 | Introduction to Building Trades | |
| BMGT 103 | Introduction to Business | |
| CCJS 101 | Introduction to Criminal Justice | |
| CCJS 201 | Criminal Law | |
| EMGT 104 | Disaster Response and Recovery ² | |
| EMGT 111 | Preparing and Securing the Homeland | |
| EMGT 220 | Emergency Operations Planning | |
| FEMA 150 | Incident Command System (ICS) ³ | |
| FIRE 101 | Fire Protection Systems ² | |
| FIRE 103 | Fire Investigation and Analysis ² | |
| FIRE 105 | Fundamental Topics of the Modern Fire Service ² | |
| GISA 101 | Introduction to Geographic Information Systems with ArcGIS | |
| Any FS ³ | | |
| Electives | | |

| | |
|--|-----------|
| Select up to 5 elective credits as needed to complete 60 credit degree | 5 |
| Capstone | |
| CCJS 225 Problem Solving in the Public Sector | 3 |
| Total Credits | 60 |

- ¹ Take this course within your first 24 credits
- ² If not already chosen as a "Focus" course
- ³ Credits in the FEMA and FS subject areas may only be acquired through the articulation of FEMA, National Fire Academy, Maryland Fire & Rescue Institute, or other external training institution certification. Interested students should discuss these options with the Program Manager.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

National Security and Intelligence Area of Concentration within Public Safety A.A.S. (Career)

Program Description

Provides a broad, adaptable education in the worlds of U.S. national security, intelligence analysis, their interactions, and their roles within the integrated public safety ecosystem. Helps students develop a solid foundation of essential knowledge for all public safety disciplines, and build upon it with specialized skills to prepare them for roles in public and private sector intelligence analytics, politics and foreign policy, and the homeland security enterprise. Offers students opportunities to study security aspects of public safety intensely, or to focus and extend their program into any of several intelligence- and security-related specialized topics.

As an AOC within the Public Safety A.A.S., coursework in this program is designed to integrate well with the Emergency Management and Fire Service Administration AOCs. Students are encouraged to talk to the Program Manager or an advisor to help choose the most advantageous program for their academic or career interests.

Program Learning Outcomes

- Explain the domains and sectors in which intelligence functions exist and operate.
- Utilize research and analysis methods to develop intelligence products that support the policymaking process.
- Communicate assessments of the security environment, as viewed through a variety of paradigms and analytical lenses, to audiences across the national security enterprise.
- Describe the main features of the modern U.S. security enterprise and intelligence community in relation to both their own history and the actions of other political actors.
- Explain the relationship between the functions of the U.S. security enterprise and intelligence community, and the functions of the U.S. public safety sector.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|--|---------|
| English | | |
| ENGL 101 | English Composition ¹ | 3 |
| Math | | |
| Mathematics Elective (Gen Ed course list) (p. 64) (Recommended course below) ¹ | | 3 |
| MATH 120 | Statistics | |
| Social & Behavioral Sciences | | |
| POSC 104 | American Government | 3 |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) (Recommended subject areas include: POSC, SOCY, GEOG) | | 3 |
| Arts & Humanities | | |
| Select one of the following: | | 3 |
| COMM 103 | Public Speaking | |
| COMM 109 | Basic Conflict Mediation | |
| COMM 111 | Introduction to Mass Communication | |
| Any Non-English language course (ASLS, ARBC, CHIN, FREN, GERM, ITAL, LATN, RUSS, or SPAN) | | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list; recommended course below) | | 3 |
| BIOT 130 | Forensic Biology | |
| Other Gen Eds | | |
| EMGT 101 | Disaster, Crisis, and Emergency Management | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course (recommended course below) | | 1 |
| HLTH 160 | Stress Management | |
| Concentration Requirements | | |
| CORE - Required for all Public Safety AOCs: | | |
| EMGT 106 | Hazard, Risk, and Mitigation | 3 |
| EMGT 119 | Intelligence Analysis, or How to Prepare for the Conflicts of Tomorrow | 3 |
| EMGT 201 | Public Safety GIS and Technology | 3 |
| EMGT 213 | Social Impacts of Disaster | 3 |
| EMGT 222 | Public Safety Administration | 3 |
| FOCUS - Complete two of the following: | | 6 |
| EMGT 111 | Preparing and Securing the Homeland | |
| EMGT 207 | National Security in a Changing World | |
| FS 101 - Firefighter 1 ² | | |
| EXTENSION - Select 9 credits from the following: | | 9 |

| | | |
|--|--|-----------|
| CCJS 109 | Murder, Terror, and Other Extreme Crime | |
| CMIS 179 | Cybersecurity Fundamentals | |
| CMIS 217 | Cybercrime and Digital Forensics ³ | |
| CMIS 218 | Information Security ³ | |
| EMGT 220 | Emergency Operations Planning | |
| GEOG 102 | Cultural Geography | |
| GISA 101 | Introduction to Geographic Information Systems with ArcGIS | |
| LGST 100 | Introduction to Law | |
| POSC 206 | Civil Liberties | |
| POSC 220 | Comparative Politics | |
| SOCY 201 | Criminology | |
| Electives | | |
| Select up to 5 elective credits as needed to complete 60 credit degree | | 5 |
| Capstone Experience | | |
| CCJS 225 | Problem Solving in the Public Sector | 3 |
| Total Credits | | 60 |

¹ Take this course within your first 24 credits

² FS 101 is earned via articulated credit from the DFRS Recruit Fire Academy Program, the Maryland Fire & Rescue Institute (MFRI), or the National Fire Academy (NFA). Students should contact the program manager to determine eligibility.

³ CMIS 217 and CMIS 218 have multiple prerequisite options. Students interested in selecting one or both of these courses to satisfy their "Extension" requirements should speak to an advisor as soon as possible to ensure they complete the appropriate prerequisites as elective courses earlier in their program.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Respiratory Care

- Respiratory Care A.A.S. (Career) (p. 120)

For admission requirements, please refer to the Special Programs of Study (p. 29) section of the catalog.

Respiratory Care A.A.S. (Career)

Program Description

Prepares students to assume responsible positions as part of the Health Care Team. Focuses on the use of objective scientific data as well as theory to guide students to solve complex problems in the clinical setting. Students receive specialized education in the areas of diagnosis, treatment, management, and preventative care for patients with cardiopulmonary disorders. Respiratory Care students participate in various classroom, laboratory, and clinical experiences. The laboratory experience provides the opportunity for hands on experience in preparation for clinical practice in diverse clinical settings. A grade of "C" or better must be earned in all courses. Upon completion of the program, the student is eligible to sit for the National Registry Examination administered by the National Board for Respiratory Care (N.B.R.C.). The program is accredited by:

Commission on Accreditation for Respiratory Care (CoARC)
264 Precision Blvd.

Telford, TN 37690
817.283.2835

See the Respiratory Care section under Special Programs of Study (p. 26) for application information

Program Learning Outcomes

- Demonstrate diagnostic and therapeutic procedures required to perform respiratory therapist duties entering the profession.
- Perform procedures to maintain the airway, remove secretions, and assure ventilation and tissue oxygenation.
- Perform assessments and modifying therapy based on the patient's response to current therapeutic regimen.
- Demonstrate proficiency within inter-professional teams and communicate effectively with diverse populations.
- Apply problem-solving strategies in patient care settings.
- Demonstrate ethical decision-making skills and professional responsibility.

For admission requirements, please refer to the Special Programs of Study (p. 29) section of the catalog.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must earn a grade of "C" or better in all courses in the Respiratory Care program.

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 120 | Statistics (or higher MATH course) | 3 |
| Select MATH 120 or higher from the Mathematics Elective (Gen Ed course list) (p. 64) (MATH 145 recommended) | | |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| Arts & Humanities | | |
| COMM 102 | Interpersonal Communication ¹ | 3 |
| or COMM 105 | Small Group Communication | |
| Biological & Physical Sciences | | |

| | | |
|---|---|-----------|
| BSCI 201 | Anatomy and Physiology I | 4 |
| BSCI 202 | Anatomy and Physiology II | 4 |
| Physical Education, Health, or Nutrition Requirement | | |
| RESP courses satisfy this requirement | | |
| Departmental Requirements | | |
| BSCI 223 or BSCI 263 | Microbiology for Allied Health Elements of Microbiology (Fall) | 4 |
| HLTH 108 or HLTH 109 | Basic Medical Terminology Medical Terminology | 1 |
| RESP 100 | Introduction to Respiratory Care (Fall) | 2 |
| RESP 101 | Gas Exchange Physiology (Spring) | 2 |
| RESP 102 | Fundamentals of Respiratory Care (Fall) | 4 |
| RESP 103 | Pharmacology (Fall) | 3 |
| RESP 105 | Cardiopulmonary and Renal Anatomy and Physiology (Spring) | 3 |
| RESP 107 | Principles of Mechanical Ventilation (Spring) | 4 |
| RESP 109 | Clinical Practicum I (Spring) | 2 |
| RESP 110 | Clinical Practicum II (Summer) | 2 |
| RESP 200 | Pulmonary Diagnostics (Fall) | 2 |
| RESP 201 | Cardiac Monitoring and Diagnostics (Fall) | 4 |
| RESP 202 | Neonatal and Pediatric Respiratory Care (Fall) | 3 |
| RESP 203 | Clinical Practicum III (Fall) | 2 |
| RESP 204 | Pulmonary Rehabilitation and Home Care (Spring) | 2 |
| RESP 205 | Professional Seminar (Spring) | 2 |
| RESP 207 | Cardiopulmonary and Renal Pathophysiology Review (Spring) | 3 |
| RESP 209 | Clinical Practicum IV (Spring) | 2 |
| Total Credits | | 67 |

¹ COMM 102 and COMM 105 satisfy the Cultural Competence requirement. Please select one.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Social Sciences

- Social Sciences A.A. (Transfer) (p. 121)
- Criminal Justice Area of Concentration within Social Sciences A.A. (Transfer) (p. 122)
- Education Area of Concentration within Social Sciences A.A. (Transfer) (p. 123)
- History Area of Concentration within Social Sciences A.A. (Transfer) (p. 124)
- Human Services Area of Concentration within Social Sciences A.A. (Transfer) (p. 125)
- Psychology Area of Concentration within Social Sciences A.A. (Transfer) (p. 125)
- Sociology Area of Concentration within Social Sciences A.A. (Transfer) (p. 126)

Social Sciences A.A. (Transfer)

Program Description

Prepares students for transfer to four-year institutions in social sciences disciplines.

The study of Social Sciences prepares students to analyze and understand human society and social relationships.

Students can choose to major in the Social Sciences A.A. to explore various disciplines including anthropology, criminal justice, economics, education, geography, history, human services, political science, psychology, and sociology.

Students also have the option to focus on a specific discipline within the Social Sciences A.A. by selecting an Area of Concentration in Criminal Justice, Education, History, Human Services, Psychology, or Sociology.

Students should meet with an advisor to develop a plan appropriate for their transfer and career interests. To investigate potential careers related to this degree program, visit the Career Communities (<https://www.frederick.edu/student-resources/career-services/career-communities.aspx>) page.

Program Learning Outcomes

- Discuss major findings in social science disciplines.
- Communicate the potential a social science discipline has for contributing to the growth and development of human culture through ancillary material (written, oral, visual, and/or all three modes combined).
- Demonstrate critical reading and analytical skills.
- Prepare to enter transfer institutions in social science fields.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|---|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| | Mathematics Elective (Gen Ed course list) (p. 64) | 3 |
| Social & Behavioral Sciences | | |
| | Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | 6 |
| Arts & Humanities | | |
| | Arts Elective (Gen Ed course list) (p. 62) | 3 |

| | |
|---|-----------|
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | 3 |
| PHIL 105 Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) | 3 |
| Biological & Physical Sciences | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | 4 |
| General Education Elective | |
| General Education Elective (Gen Ed course list) (p. 62) | 3 |
| Physical Education, Health, or Nutrition Requirement | |
| Select one PHED, HLTH, or NUTR course | 1 |
| Electives | |
| Select 28 credits of electives ¹ | 28 |
| Total Credits | 60 |

¹ Take a minimum of 15 credits of Social Science electives from any of the disciplines listed below. A minimum of 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

- Anthropology (ANTH)
- Criminal Justice (CCJS)
- Economics (ECON)
- Education (EDUC)
- Geography (GEOG)
- History (HIST)
- Human Services (HUMS)
- Political Science (POSC)
- Psychology (PSYC)
- Sociology (SOCY)

Students majoring in the Associate of Arts in Social Science without an Area of Concentration should follow the curriculum outlined above and will have 13 unrestricted elective credits.

Students majoring in an Area of Concentration will follow the curriculum of their major (Addictions Counseling; Criminal Justice; Education; History; Human Services; Psychology; Sociology).

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Criminal Justice Area of Concentration within Social Sciences A.A. (Transfer)

Program Description

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

Program Learning Outcomes

- Explain the 3 major components of the criminal justice system.
- Describe common methods of gathering crime data.
- Analyze aspects of the United States Constitution and Supreme Court decisions for their effects on individual rights and law enforcement practices.
- Outline the history of the criminal justice system in the United States.
- Describe the structure and operations of the Maryland court system.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|---|---|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommend course(s) below: | | 3 |
| MATH 120 | Statistics ¹ | |
| MATH 127 | Statistics with Probability ¹ | |
| MATH 175 | Applied Calculus ¹ | |
| MATH 185 | Calculus I ¹ | |
| MATH 125 | Business Statistics (in addition, strongly recommended as an elective below) ^{1,2} | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines - Recommended course(s) below: | | 6 |
| HIST 201 | We the People: U.S. History to 1865 | |
| PSYC 101 | General Psychology | |
| POSC 104 | American Government | |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| COMM 103 | Public Speaking | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) - Recommended course(s) below: | | 4 |
| BIOT 130 | Forensic Biology | |
| General Education Elective | | |
| Select one of the following: | | 3 |
| SOCY 102 | Social Problems (satisfies cultural competence requirement) | |

| | | |
|--|--|-----------|
| SOCY 210 | Ethnic Diversity (satisfies cultural competence requirement) | |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| CCJS 101 | Introduction to Criminal Justice | 3 |
| CCJS 201 | Criminal Law | 3 |
| CCJS 204 | Police Operational Services | 3 |
| CCJS 214 | The Correctional Process | 3 |
| CCJS 220 | Criminal Evidence & Procedure | 3 |
| SOCY 201 | Criminology | 3 |
| CCJS 225 | Problem Solving in the Public Sector | 3 |
| Electives | | |
| Select 7 credits in consultation with an advisor or transfer institution (ARTSYS). Depending on the transfer institution, recommended electives may include: | | 7 |
| ANTH 101 | Introduction to Anthropology | |
| ANTH 103 | Introduction to Archeology | |
| CCJS 109 | Murder, Terror, and Other Extreme Crime | |
| CCJS 209 | Criminal Investigations | |
| CCJS 219 | Race, Crime, and Criminal Justice | |
| Any CMIS course | | |
| HIST 102 | History of Western Civilization II | |
| INTR 103 | Internship | |
| LGST 100 | Introduction to Law | |
| LGST 200 | Legal Research | |
| LGST 205 | Legal Writing | |
| MATH 125 | Business Statistics ² | |
| PHIL 105 | Ethics | |
| PHIL 209 | Environmental Ethics | |
| SOCY 101 | Introduction to Sociology | |
| SOCY 102 | Social Problems | |
| SOCY 202 | Families and Society | |
| SOCY 210 | Ethnic Diversity | |
| SOCY 212 | Gender and Society | |
| Total Credits | | 60 |

¹ Must be completed by students transferring to University of Maryland to fulfill Gen Ed Math.

² Prerequisite: CMIS 101 Information Systems and Technology

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Education Area of Concentration within Social Sciences A.A. (Transfer)

Program Description

Designed for students who plan to transfer to a four-year institution outside of the state of Maryland to obtain a baccalaureate degree and earn state teacher certification, or for students whose desired teaching discipline is not reflected in existing A.A.T. programs.

Program Learning Outcomes

- Apply major concepts, principles, and theories related to human development.

- Demonstrate curriculum approaches and effective methods of teaching and learning.
- Compose and collect artifacts (i.e. papers, projects) for current and future portfolios to demonstrate how students differ in their development and approaches to learning.
- Demonstrate characteristics of future teachers by behaving professionally at events and experiences both on and off campus, and utilizing college-level skills.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| COMM 103 | Public Speaking | 3 |
| or COMM 105 | Small Group Communication | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| EDUC 110 | Schools and Society | 3 |
| EDUC 220 | Educational Psychology | 3 |
| EDUC 230 | Foundations of Special Education (satisfies cultural competence requirement) | 3 |
| EDPS 210 | Human Growth and Development | 3 |
| or PSYC 204 | Psychology of Adolescence | |
| PSYC 101 | General Psychology | 3 |

| | |
|-------------------------------------|-----------|
| Electives | |
| Select 13 credit hours ¹ | 13 |
| Total Credits | 60 |

¹ Please consult with a transfer advisor at your transfer institution of choice to select courses applicable to your planned area of teacher certification and any needed testing requirements for future teachers.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

History Area of Concentration within Social Sciences A.A. (Transfer)

Program Description

Designed to prepare students to transfer to four-year institutions. This option provides the opportunity to acquire knowledge about how people have interacted within societies and between societies in relation to a multitude of disciplinary areas.

Program Learning Outcomes

- Evaluate both primary and secondary sources.
- Create unique thesis statements and arguments supported by the evaluation of primary and secondary sources.
- Apply a formal style of writing, proper citations, and professional ethics in written work.
- Apply basic research techniques in history.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|--|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | | 3 |
| PHIL 105 | Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) – Select one of the following courses: | | 3 |
| COMM 103 | Public Speaking | |
| COMM 105 | Small Group Communication | |
| ENGL 102 | English Composition and Literature | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| Select one course from each of the three categories below. ¹ | | 9 |
| Category 1: | | |
| HIST 101 | History of Western Civilization I | |
| HIST 102 | History of Western Civilization II | |
| Category 2: | | |
| HIST 121 | World History I (satisfies Cultural Competence requirement) | |
| HIST 122 | World History II (satisfies Cultural Competence requirement) | |
| Category 3: | | |
| HIST 201 | We the People: U.S. History to 1865 | |
| HIST 202 | Let Freedom Ring: U.S. History since 1865 | |
| Select two 200-level History courses from the list below: | | 6 |
| HIST 212 | Civil War | |
| HIST 213 | History of the South | |
| HIST 214 | The Civil Rights Movement | |
| HIST 215 | Constitutional History of the United States | |
| HIST 217 | African-American History | |
| HIST 220 | World War II | |
| HIST 221 | The Sixties | |
| Electives | | |
| Select 13 credit hours in consultation with an advisor or the transfer institution (ARTSYS) ² | | 13 |
| Total Credits | | 60 |

¹ Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.

² Additional HIST 200 level courses and 2 semesters of the same foreign language are recommended.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Human Services Area of Concentration within Social Sciences A.A. (Transfer)

Program Description

Introduces the student to a broad range of social and rehabilitation services and human development concepts designed to deal with the problems of specific populations, including the elderly, children, and persons with mental or physical disabilities. The student will be aware of the demands of the human services field.

Program Learning Outcomes

- Discuss origins of and current issues in social work and other human service professions.
- Use theoretical frameworks supported by empirical research to assess individual behavior across the lifespan.
- Identify the major theories and techniques of social and clinical intervention.
- Apply critical thinking skills to professional human service practices.
- Demonstrate compliance with the Codes of Ethics standards of the major professional organizations that regulate human services.
- Practice multicultural awareness and sensitivity in a human service agency.
- Articulate an identity as a human service professional.
- Formulate a plan for ongoing professional development.
- Participate in community service.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|---------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: 3 | | |

| | | |
|--|--|-----------|
| MATH 120 | Statistics | |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |
| SOCY 101 | Introduction to Sociology | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| COMM 103 | Public Speaking | |
| COMM 105 | Small Group Communication | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) ¹ | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) ¹ | | 4 |
| General Education Required Elective | | |
| SOCY 102 | Social Problems | |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| COMM 102 | Interpersonal Communication | 3 |
| HUMS 103 | Introduction to Social Work and the Human Services | 4 |
| HUMS 204 | Ethics and Practice Issues in the Human Services and Addiction Counseling (Spring) | 3 |
| PSYC 201 | Developmental Psychology | 3 |
| or EDPS 210 | Human Growth and Development | |
| ECON 200 | Principles of Macroeconomics | 3 |
| ANTH 101 | Introduction to Anthropology | 3 |
| PSYC 204 | Psychology of Adolescence | 3 |
| or PSYC 206 | Abnormal Psychology | |
| Electives - Recommended courses below: ² | | 6 |
| HUMS 202 | Techniques of Counseling | |
| HUMS 208 | Family Counseling (Fall) | |
| Total Credits | | 60 |

¹ It is recommended that a science course in human biology be taken for one of the science requirements: BSCI 117 Human Biology (lab science) or BSCI 107 Study of the Human Body (non-lab science).

² See your advisor to match the elective credits to your specific transfer institution.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Psychology Area of Concentration within Social Sciences A.A. (Transfer)

Program Description

Designed to provide students the opportunity to continue their education beyond the community college. Characteristic of this option is the acquiring of knowledge and skills related to working with individuals in providing for their emotional and psychological needs.

Program Learning Outcomes

- Apply the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- Apply the scientific approach to solve problems related to human behavior and mental processes.
- Apply psychological concepts, theories, and research findings to everyday life, including self-management and self-improvement.
- Discuss the elements of multiculturalism through the lens of social constructs such as gender, socio-economic status, race, and ethnicity.
- Develop psychological competencies and practical skills that can be applied in future educational and occupational pursuits.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|-------------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 175 | Applied Calculus | |
| MATH 120 | Statistics | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | | 3 |
| PHIL 105 | Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| BSCI 107 | Study of the Human Body | |
| BSCI 117 | Human Biology | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (lab course) - Recommended course(s) below: | | 4 |
| BSCI 150 | Principles of Biology I | |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |

| Concentration Courses | | |
|---|---------------------------|-----------|
| PSYC 101 | General Psychology | 3 |
| PSYC 201 | Developmental Psychology | 3 |
| PSYC 202 | Social Psychology | 3 |
| PSYC 206 | Abnormal Psychology | 3 |
| Select one Social Science course from Anthropology, Criminal Justice, Economics, Education, Geography, History, Human Services, Political Science, Psychology, or Sociology | | 3 |
| Electives | | |
| Select 13 credits; recommended electives might include: ¹ | | 13 |
| PSYC 204 | Psychology of Adolescence | |
| PSYC 205 | Psychology of Aging | |
| PSYC 207 | Death and Dying | |
| SOCY 212 | Gender and Society | |
| SOCY 101 | Introduction to Sociology | |
| SOCY 102 | Social Problems | |
| SOCY 202 | Families and Society | |
| World language | | |
| Total Credits | | 60 |

¹ Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Sociology Area of Concentration within Social Sciences A.A. (Transfer)

Program Description

Designed to give students the opportunity to transfer to a four-year institution. Students acquire knowledge and skills necessary to work with people in a changing society.

Program Learning Outcomes

- Articulate connections between personal experience and the larger forces of history using a sociological perspective.
- Explain sociological approaches used to study social issues and social problems.
- Perform sociological analyses on selected contemporary social issues (e.g., education, poverty, globalization, stratification and inequality within multiple social dimensions).
- Describe sociological research methods and interpret sociological research.
- Articulate the interplay of macro and micro level structural forces and the influence of culture in shaping behavior.
- Articulate the stratified nature of globalization and the importance of intercultural differences within and between local and global communities.
- Communicate effectively on how sociology contributes to a better understanding of the "self" and the larger social world.
- Develop sociological skillsets that are transferable to other programs and various occupations.
- Recognize how social life is structured in ways that influence choices, opportunities, and action.

- Explain the process of globalization and the interconnection of local and global communities.

| | |
|--------------------------------|-----------|
| Select 13 credits ¹ | 13 |
| Total Credits | 60 |

¹ Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

STEM: Science, Technology, Engineering and Mathematics

- STEM: Science, Technology, Engineering, and Mathematics A.S. (Transfer) (p. 127)
- Biology Area of Concentration within STEM A.S. (Transfer) (p. 128)
- Chemistry Area of Concentration within STEM A.S. (Transfer) (p. 129)
- Engineering Area of Concentration within STEM A.S. (Transfer) (p. 130)
- Mathematics Area of Concentration within STEM A.S. (Transfer) (p. 131)

| Code | Title | Credits |
|--|---|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) | | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| SOCY 101 | Introduction to Sociology (satisfies cultural competence requirement) | 3 |
| Select nine credits of the following: ¹ | | 9 |
| SOCY 102 | Social Problems | |
| SOCY 103 | Introduction to Global Studies (Fall) | |
| SOCY 201 | Criminology | |
| SOCY 202 | Families and Society | |
| SOCY 204 | The Sociology of Globalization (Fall) | |
| SOCY 207 | Sexuality and Society | |
| SOCY 210 | Ethnic Diversity | |
| SOCY 212 | Gender and Society | |
| PSYC 202 | Social Psychology | |
| Select one Social Science course from Anthropology, Criminal Justice, Economics, Geography, History, Human Services, Political Science, Psychology, or Sociology | | 3 |
| Electives | | |

STEM: Science, Technology, Engineering, and Mathematics A.S. (Transfer)

Program Description

Prepares students for transfer to four-year institutions in STEM disciplines.

A STEM education prepares students to think analytically, creatively, logically, and scientifically, and how to ask the questions and pose the solutions to the challenges facing our society.

Students can choose to major in the STEM: Science, Technology, Engineering, and Mathematics A.S. to explore various disciplines including biology, chemistry, computer aided design, computer & information sciences, engineering, mathematics, physical science, and physics.

Students also have the option to focus on a specific discipline within the STEM A.S. by selecting an Area of Concentration in Biology, Chemistry, Engineering, or Mathematics.

Students should meet with an advisor to develop a plan appropriate for their transfer and career interests. To investigate potential careers related to this degree program, visit the Career Communities (<https://www.frederick.edu/student-resources/career-services/career-communities.aspx>) page.

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

Program Learning Outcomes

- Demonstrate analytic thinking and problem solving skills in mathematics and the sciences.
- Effectively communicate mathematical explanations (verbal, graphical, numerical, and symbolic representations).
- Apply the scientific method to mathematical and scientific problems.
- Demonstrate basic concepts in biological, chemical, computer science, physical, mathematics, or engineering disciplines.
- Apply quantitative methods to chemical, computer science, biological, or engineering applications.
- Be prepared to enter transfer institutions in STEM fields.
- Demonstrate the ability to use technology appropriate to mathematical and scientific problem solving.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 165 or MATH 185 | Precalculus ¹ Calculus I | 4 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) ² | | 4 |
| BSCI 150 | Principles of Biology I (recommended) | |
| CHEM 101 | General Chemistry I (recommended) | |
| PHYS 121 | Fundamentals of Physics I (Fall) (recommended) | |
| PHYS 151 | General Physics I (recommended) | |
| General Education Elective | | |

| | |
|---|-----------|
| General Education Elective (Gen Ed course list) (p. 62) | 3 |
| Physical Education, Health, or Nutrition Requirement | |
| Select one PHED, HLTH, or NUTR course | 1 |
| Electives | |
| Select 27 credits ³ | 27 |
| Total Credits | 60 |

- ¹ Biology, Chemistry, Engineering, and Mathematics Areas of Concentration require MATH 185 Calculus I or higher.
- ² It is imperative to consult with an advisor to select the appropriate Science course for the transfer institution and major.
- ³ Take a minimum of 19 credits of STEM electives from any of the disciplines listed below. A minimum of 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework; for example some programs will also require MATH 185 Calculus I.
 - Biology (BSCI)
 - Chemistry (CHEM)
 - Computed Aided Design Technology (CADT)
 - Computer Science (CMSC)
 - Cybersecurity and Information Technology (CMIS)
 - Engineering (ENGR)
 - Mathematics (MATH)
 - Physical Science (PHSC)
 - Physics (PHYS)

Students majoring in the Associate of Science in STEM without an Area of Concentration should follow the curriculum outlined above and will have 8 unrestricted elective credits.

Students majoring in an Area of Concentration will follow the curriculum for their major (Biology, Chemistry, Engineering, or Mathematics).

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Biology Area of Concentration within STEM A.S. (Transfer)

Program Description

Provides the courses typically required of biology majors during their first two years of college. Students who earn degrees in biology go on to work in many different fields including: health care professions, pharmaceuticals, biotechnology, wildlife biology, environmental biology, ecology, research, and teaching. Students interested in courses of study such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy, pre-physician assistant, or other related programs should follow the STEM A.S. Degree: Biology or Chemistry Area of Concentration and meet with an academic advisor.

Program Learning Outcomes

- Demonstrate analytic thinking and problem solving skills in biology.
- Articulate the scientific method.
- Explain fundamental biological concepts.

- Apply qualitative and quantitative methods to biological applications.
- Demonstrate the ability to use technology appropriate to biological applications.
- Be prepared to enter transfer institutions in STEM/biology fields.

¹ Students transferring to University of Maryland-Shady Grove must take BSCI 263 Elements of Microbiology or BSCI 223 Microbiology for Allied Health at FCC, as it is not offered at Shady Grove.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|--|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 185 | Calculus I | 4 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| CHEM 101 | General Chemistry I | 4 |
| BSCI 150 | Principles of Biology I | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| BSCI 160 | Principles of Biology II | 4 |
| CHEM 102 | General Chemistry II | 4 |
| CHEM 201 | Organic Chemistry I | 4 |
| CHEM 202 | Organic Chemistry II | 4 |
| BSCI 240 | Genetics (Spring) | 4 |
| Electives | | |
| Select six credits in consultation with an advisor. ¹ | | 6 |
| PHYS 121 | Fundamentals of Physics I (Fall) (recommended) | |
| PHYS 151 | General Physics I (recommended) | |
| MATH 195 | Calculus II (recommended) | |

Total Credits

60

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Chemistry Area of Concentration within STEM A.S. (Transfer)

Program Description

Provides a variety of science and math courses for students pursuing a course of study in chemistry. Students planning to transfer to a four-year college should check the requirements of that institution. If there are significant differences, the student should consult an advisor for guidance. Students interested in courses of study such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy, pre-physician assistant, or other related programs should follow the STEM A.S. Degree: Biology or Chemistry Area of Concentration and meet with an academic advisor.

Program Learning Outcomes

- Demonstrate analytic thinking and problem solving skills in chemistry.
- Articulate the scientific method.
- Explain fundamental chemical concepts.
- Apply qualitative and quantitative methods to chemical applications.
- Demonstrate the ability to use technology appropriate to chemical applications.
- Be prepared to enter transfer institutions in STEM/chemistry fields.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|-------------------------|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 185 | Calculus I | 4 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| CHEM 101 | General Chemistry I | 4 |
| BSCI 150 | Principles of Biology I | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| CHEM 102 | General Chemistry II | 4 |
| MATH 195 | Calculus II | 4 |
| CHEM 201 | Organic Chemistry I | 4 |
| PHYS 151 | General Physics I | 4 |
| CHEM 202 | Organic Chemistry II | 4 |
| Electives | | |
| Select electives in consultation with an advisor - Recommended course(s): | | 6 |
| PHYS 252 | General Physics II | |
| or MATH 285 | Calculus III | |
| & MATH 220 | Introduction to MATLAB | |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Engineering Area of Concentration within STEM A.S. (Transfer)

Program Description

Provides the basis for transfer to a four-year college engineering course of study. Every course is not applicable to all engineering fields, and schools vary in their transfer requirements. Students entering the program who lack precalculus must satisfy this requirement before taking MATH 185 Calculus I. Therefore, it is imperative that each student meets regularly with an advisor to establish and/or confirm a personal direction for future study.

Program Learning Objectives

- Solve engineering problems, individually and as part of team, using engineering tools and knowledge, including computer modeling.
- Articulate ideas and solutions using oral, visual, and written presentations.

- Apply professional and ethical guidelines of the engineering profession in the formulation of engineering designs.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|------------------------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 185 | Calculus I | 4 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| CHEM 101 | General Chemistry I | 4 |
| PHYS 151 | General Physics I | 4 |
| General Education Elective | | |
| General Education Elective (Gen Ed course list) (p. 62) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| CHEM 102 | General Chemistry II | 4 |
| ENGR 100 | Introduction to Engineering Design | 3 |
| MATH 195 | Calculus II | 4 |
| MATH 275 | Differential Equations (Spring) | 3 |
| MATH 220 | Introduction to MATLAB | 1 |
| STEM Electives ¹ | | |
| Recommended courses may include: | | 8 |
| ENGR 110 | Engineering Statics (Fall) | |
| ENGR 210 | Mechanics of Materials (Spring) | |
| ENGR 212 | Engineering Dynamics (Spring) | |
| MATH 285 | Calculus III | |
| PHYS 252 | General Physics II | |
| PHYS 253 | General Physics III | |
| Electives | | |

Select a course in consultation with an advisor. 3
Total Credits 60

¹ Select courses in consultation with an advisor depending on a student’s transfer goals. STEM Electives must be from Biology, Chemistry, Computer & Information Sciences, Engineering, Mathematics, or Physics.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Mathematics Area of Concentration within STEM A.S. (Transfer)

Program Description

Provides a diversity of courses for students pursuing a course of study in mathematics. Students planning to transfer to a four-year institution should check requirements. If there are significant differences, the student should consult an advisor for guidance.

Program Learning Outcomes

- Produce effective, organized, clear, and correct mathematical explanations.
- Interpret and analyze verbal, graphical, numerical, and symbolic representations of mathematics.
- Solve problems effectively and efficiently using mathematical tools that appropriately model the situation.
- Demonstrate technology use appropriate to mathematical problem solving.
- Generate alternative representations of numerical data and analytical concepts.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.

- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|---|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 185 | Calculus I | 4 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - select two courses from different disciplines | | 6 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) (Lab course) ¹ | | 4 |
| General Education Required Elective | | |
| MATH 195 | Calculus II | 4 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| MATH 220 | Introduction to MATLAB | 1 |
| CMSC 130 | Programming Fundamentals | 4 |
| MATH 265 | Linear Algebra (Fall) | 4 |
| MATH 275 | Differential Equations (Spring) | 3 |
| MATH 285 | Calculus III | 4 |
| Select one in consultation with an advisor: | | |
| MATH 170 | Introduction to Discrete Mathematics (Spring) | 3 |
| or CMSC 230 | Data Structures and Algorithms | |
| Electives | | |
| Select electives in consultation with an advisor: | | 7 |
| PHYS 253 | General Physics III (required at the University of Maryland-College Park) | |
| CMIS 202 | Computer Science II (may be recommended depending on transfer school) | |
| Total Credits | | 60 |

¹ PHYS 151 General Physics I and PHYS 252 General Physics II required at the University of Maryland-College Park; recommended for students transferring to other institutions

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

STEM Technology

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STEM Technology A.A.S. (Career)

Program Description

Prepares students for a career field in STEM Technology.

Students can choose to major in the STEM Technology A.A.S. to explore various disciplines including biological sciences, biotechnology, building trades, business management, computer aided design, construction management, chemistry, computer & information sciences, engineering, film & video production, graphic design, mathematics, music, physical science, and physics.

Students also have the option to focus on a specific discipline within the STEM Technology A.A.S. by selecting an Area of Concentration in Audio Production Technology, Computer Aided Design Technology, Computer Aided Design (Engineering) Technology, Construction Management Technology, Cybersecurity, Information Technology Specialist, Network Engineering, or Software Engineering.

Students should meet with an advisor to develop a plan appropriate for their transfer and career interests. To investigate potential careers related to this degree program, visit the Career Communities (<https://www.frederick.edu/student-resources/career-services/career-communities.aspx>) page.

Program Learning Outcomes

- Apply technology tools responsibly, appropriately, and effectively.
- Evaluate physical, mathematical, and scientific concepts in career fields.
- Employ contemporary and emerging technology resources in diverse and dynamic environments.
- Analyze technical requirements to determine and recommend resource requirements for organizations.
- Resolve real-world problems/issues utilizing engineered techniques and approaches.
- Apply engineering design processes in developing solutions for business needs.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement** (p. 65).

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

| Code | Title | Credits |
|---|--|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Electives | | |
| Select 38 credits in consultation with an advisor to maximize transfer of coursework ¹ | | 38 |
| CMSC 130 | Programming Fundamentals (recommended) | |
| Total Credits | | 60 |

¹ Take a minimum of 24 credits of STEM Technology electives from any of the disciplines listed below. A minimum of 12 credits must be in the same discipline.

- Biological Sciences (BSCI)
- Biotechnology (BIOT)
- Building Trades Technology (BLDT)
- Business Management (BMGT)
- Computer Aided Design Technology (CADT)
- Construction Management Technology (CMTE)
- Chemistry (CHEM)
- Computer Science (CMSC)
- Cybersecurity and Information Technology (CMIS)
- Engineering (ENGR)
- Film & Video Production (FILM)
- Graphic Design (GRPH)
- Mathematics (MATH)
- Music (MUSC)

- Physical Science (PHSC)
- Physics (PHYS)

Students majoring in the Associate of Applied Science in STEM without an Area of Concentration should follow the curriculum outlined above and will have 14 unrestricted elective credits. It is recommended that they take CMSC 130 Programming Fundamentals.

Students majoring in an Area of Concentration will follow the curriculum for their major:

- Audio Production Technology
- Computer Aided Design Technology
- Computer Aided Design (Engineering) Technology
- Construction Management Technology
- Cybersecurity
- Information Technology Specialist

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Audio Production Technology Area of Concentration within STEM Technology A.A.S. (Career)

Program Description

Provides the core skills needed to function in and prepare students for entry into the growing audio production profession. Audio production requires creative problem-solving rooted in a strong conceptual and practical foundation. In hands-on classes, students explore the concepts, tools, and techniques of the audio industry using hardware and software they will encounter in the workplace.

Program Learning Outcomes

- Demonstrate command in the operation of industry standard hardware and software.
- Assimilate the responsibilities and standards associated with the professional audio industry by participating in an internship or by working with professional recording artists and technicians.
- Research and execute music productions in a variety of genres.
- Develop effective problem solving and critical thinking through the application of fundamental acoustic principles.
- Plan and execute music productions that reflect an awareness of current industry aesthetic values and quality standards.
- Evaluate music productions using the fundamental principles of aural and written music theory.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.

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

| Code | Title | Credits |
|---|---|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) | | 3 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| PSYC 202 | Social Psychology | |
| Arts & Humanities | | |
| Art Elective (Gen Ed course list) - Recommended course(s) below: | | 3 |
| MUSC 109 | American Popular Music | |
| Humanities Elective (Gen Ed course list) (p. 63) | | 3 |
| Communication Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| COMM 105 | Small Group Communication (satisfies cultural competence requirement) | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| MUSC 103 | Fundamentals of Music | 3 |
| MUSC 106 | Ear Training and Musicianship I ¹ | 1 |
| BMGT 109 | Entrepreneurship and Small Business Enterprise | 3 |
| MUSC 130 | Foundations of Audio Technology | 3 |
| MUSC 135 | Audio Recording Techniques (Spring) | 3 |
| MUSC 145 | Publishing, Licensing, and Copyrighting | 3 |
| MUSC 230 | Studio Recording Techniques (Fall) | 3 |
| MUSC 235 | Advanced Audio Production (Spring) | 3 |
| MUSC 240 | MIDI Music Production Techniques (Fall) | 3 |
| INTR 101 | Internship | 1 |
| or MUSC 250 | Music Industry Practicum and Seminar (Spring) | |
| Electives | | |
| Courses may include (but are not limited to): ² | | 12 |
| Applied Music Lessons (Instrumental Lessons up to 4 semesters) | | |
| CMSC 105 | Introduction to Programming with Python | |
| CMIS 226 | Game Scripting | |
| CMIS 227 | Game Programming | |
| FILM 101 | Introduction to Film | |
| FILM 144 | Digital Video Production | |
| FILM 244 | Digital Film Production | |
| FILM 254 | Postproduction: The Art of Editing | |
| FILM 255 | Advanced Postproduction & Motion Graphics | |
| GRPH 111 | Graphic Design I | |

| | |
|----------------------|---|
| GRPH 114 | Web Design Foundations |
| MUSC 107 | Ear Training and Musicianship II (Spring) |
| MUSC 111 | Music Theory I |
| MUSC 112 | Music Theory II (Spring) |
| MUSC 151 | Class Piano I |
| MUSC 152 | Class Piano II |
| Total Credits | 60 |

¹ MUSC 103 Fundamentals of Music may be taken concurrently with MUSC 106 Ear Training and Musicianship I with the permission of the program manager.

² Choose an elective in consultation with the program manager.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Audio Production Certificate (Career)

Program Description

Prepares the core skills needed to function in and prepare students for entry into the growing audio production profession. Audio production requires creative problem-solving rooted in a strong conceptual and practical foundation. In hands-on classes, students explore the concepts, tools, and techniques of the audio industry using hardware and software they will encounter in the workplace.

Program Learning Outcomes

- Demonstrate command in the operation of industry standard hardware and software.
- Assimilate the responsibilities and standards associated with the professional audio industry by participating in an internship.
- Research and execute music productions in a variety of genres.
- Develop effective problem solving and critical thinking through the application of fundamental acoustic principles.
- Plan and execute music productions that reflect an awareness of current industry aesthetic values and quality standards.
- Evaluate music productions using the fundamental principles of aural and written music theory.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|---------|
| Departmental Requirements | | |
| MUSC 103 | Fundamentals of Music | 3 |
| MUSC 106 | Ear Training and Musicianship I ¹ | 1 |
| BMGT 109 | Entrepreneurship and Small Business Enterprise | 3 |
| MUSC 130 | Foundations of Audio Technology | 3 |
| MUSC 135 | Audio Recording Techniques (Spring) | 3 |
| MUSC 145 | Publishing, Licensing, and Copyrighting | 3 |
| MUSC 230 | Studio Recording Techniques (Fall) | 3 |
| MUSC 235 | Advanced Audio Production (Spring) | 3 |
| MUSC 240 | MIDI Music Production Techniques (Fall) | 3 |
| INTR 101 | Internship | 1 |

| | |
|----------------------|---|
| or MUSC 250 | Music Industry Practicum and Seminar (Spring) |
| Total Credits | 26 |

¹ MUSC 103 Fundamentals of Music may be taken concurrently with MUSC 106 Ear Training and Musicianship I with the permission of the program manager.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Computer Aided Design Technology Area of Concentration within STEM Technology A.A.S. (Career)

Program Description

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

Program Learning Outcomes

- Create two-dimensional production and architectural drawings using basic AutoCAD commands. Print/plot to scale using model and layout space. Use layers to organize and separate information.
- Create pictorial views and three dimensional drawings. Create multiview drawings from three dimensional models.
- Describe and recognize the basic features and uses of additional CAD software systems, including AutoDesk Architecture, Revit, Civil 3D, and Micro station.
- Create architectural sketches, drawings, and models.
- Prepare house plans in AutoCAD and plot drawings in paper space.
- Describe the basic properties and uses of materials used in the construction process and evaluate appropriate methods of installation of construction materials. Illustrate the testing methods used to evaluate the performance and installation of construction materials.
- Create and revise civil drawings.
- Demonstrate proficiency in selected elective areas of CAD and construction.
- Demonstrate awareness of general education concepts - writing, math, science, social science, communications, and PE/health.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>

- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|---|----------------------------------|-----------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 145 | College Algebra | |
| MATH 165 | Precalculus | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | | 3 |
| PHIL 208 | Business Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| COMM 107 | Career Communication | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| PHYS 101 | Survey of Physics (Spring) | |
| PHSC 101 | Survey of Physical Science | |
| PHSC 121 | Physical Geology (Fall) | |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| CADT 101 | AutoCAD I | 3 |
| CADT 102 | AutoCAD II | 3 |
| CADT 130 | Revit (BIM) | 3 |
| CADT 150 | Architectural Drawing and Design | 3 |
| CADT 210 | Residential Architecture I | 4 |
| CADT 245 | Civil Drafting with CAD | 3 |
| Electives | | |
| Select any of the following: | | 19 |
| Any BLDT, CADT, CMIS, CMTE, ENGR, GISA, MATH, or SPAN course | | |
| INTR 103 | Internship | |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Computer Aided Design (Engineering) Technology Area of Concentration within STEM Technology A.A.S. (Career)

Program Description

Teaches a full array of industry standard design skills and technologies including Computer Aided Drafting and Solid Modeling, enabling students to assist and work with engineers and related professionals. Prepares students to pursue paraprofessional positions in engineering industries.

Program Learning Outcomes

- Employ CAD-integrated simulation tools to perform stress analysis, motion studies, and other virtual tests to optimize product performance.
- Apply foundational principles of engineering, including mechanics, materials science, and design analysis, to create and evaluate CAD designs for engineering applications.
- Utilize industry-standard Computer Aided Design (CAD) software to create detailed 2D drawings and 3D models that meet engineering and manufacturing specifications.
- Analyze engineering problems and develop effective CAD-based solutions.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|---------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 165 | Precalculus | 4 |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |

| | |
|---|-----------|
| Arts Elective (Gen Ed course list) (p. 62) | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | 3 |
| PHIL 208 Business Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | 3 |
| COMM 107 Career Communication | |
| Biological & Physical Sciences | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | 3 |
| PHYS 101 Survey of Physics (Spring) | |
| PHSC 101 Survey of Physical Science | |
| PHSC 121 Physical Geology (Fall) | |
| Physical Education, Health, or Nutrition Requirement | |
| Select one PHED, HLTH, or NUTR course | 1 |
| Concentration Courses | |
| CADT 101 AutoCAD I | 3 |
| CADT 102 AutoCAD II | 3 |
| CADT 110 Introduction to SolidWorks | 3 |
| CADT 250 Statics and Strength of Materials | 4 |
| CADT 255 Dynamics | 4 |
| CMSC 105 Introduction to Programming with Python | 3 |
| CMTE 100 Occupational Safety & Health | 2 |
| ENGR 100 Introduction to Engineering Design | 3 |
| Electives | |
| Select 12 credits of the following: | 12 |
| Any BLDT, CADT, CMIS, CMSC, CMTE, ENGR, GISA, MATH, or SPAN courses | |
| INTR 103 Internship | |
| Total Credits | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Architectural Computer Aided Design Certificate (Career)

Program Description

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

Program Learning Outcomes

- Create two-dimensional production and architectural drawings using basic AutoCAD commands. Print/plot to scale using model and layout space. Use layers to organize and separate information.
- Create pictorial views and three dimensional drawings. Create multiview drawings from three dimensional models.
- Describe and recognize the basic features and uses of additional CAD software systems, including AutoDesk Architecture, Revit, Civil 3D, and Micro station.
- Create architectural sketches, drawings, and models.
- Prepare house plans in AutoCAD and plot drawings in paper space.
- Describe the basic properties and uses of materials used in the construction process and evaluate appropriate methods of installation of construction materials. Illustrate the testing methods used to evaluate the performance and installation of construction materials.

- Create and revise civil drawings.
- Demonstrate proficiency in selected elective areas of CAD and construction.

Program Requirements

| Code | Title | Credits |
|----------------------------------|----------------------------------|-----------|
| Departmental Requirements | | |
| CADT 101 | AutoCAD I | 3 |
| CADT 102 | AutoCAD II | 3 |
| CADT 110 | Introduction to SolidWorks | 3 |
| or CADT 130 | Revit (BIM) | |
| CADT 150 | Architectural Drawing and Design | 3 |
| CADT 210 | Residential Architecture I | 4 |
| CADT 220 | Residential Architecture II | 4 |
| Total Credits | | 20 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Computer Aided Design Operator Certificate (Career)

Program Description

Provides students with a general knowledge and skills required to obtain a position as a CAD technician.

Program Learning Outcomes

- Create two-dimensional production and architectural drawings using basic AutoCAD commands. Print/plot to scale using model and layout space. Use layers to organize and separate information.
- Create pictorial views and three dimensional drawings. Create multiview drawings from three dimensional models.
- Describe and recognize the basic features and uses of additional CAD software systems, including AutoDesk Architecture, Revit, Civil 3D, and Micro station.
- Create architectural sketches, drawings, and models.
- Prepare house plans in AutoCAD and plot drawings in paper space.
- Describe the basic properties and uses of materials used in the construction process and evaluate appropriate methods of installation of construction materials. Illustrate the testing methods used to evaluate the performance and installation of construction materials.
- Create and revise civil drawings.

Program Requirements

| Code | Title | Credits |
|----------------------------------|----------------------------|---------|
| Departmental Requirements | | |
| CADT 101 | AutoCAD I | 3 |
| CADT 102 | AutoCAD II | 3 |
| CADT 110 | Introduction to SolidWorks | 3 |
| CADT 130 | Revit (BIM) | 3 |
| CADT 245 | Civil Drafting with CAD | 3 |

| | | |
|----------------------|--|-----------|
| GISA 101 | Introduction to Geographic Information Systems with ArcGIS | 3 |
| Total Credits | | 18 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Construction Management Technology Area of Concentration within STEM Technology A.A.S. (Career)

Program Description

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

Program Learning Outcomes

- Demonstrate the complete construction process which includes effective planning, scheduling, and control of the overall construction project.
- Articulate construction safety principles and practices, and related federal/state/county codes.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|---------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 145 | College Algebra | |

| | | |
|---|--|-----------|
| MATH 165 | Precalculus | |
| MATH 175 | Applied Calculus | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | | 3 |
| PHIL 208 | Business Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) - Recommended course(s) below: | | 3 |
| COMM 107 | Career Communication | |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| PHYS 101 | Survey of Physics (Spring) | |
| PHSC 101 | Survey of Physical Science | |
| PHSC 121 | Physical Geology (Fall) | |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Concentration Courses | | |
| ACCT 101 | Principles of Accounting I | 3 |
| BMGT 103 | Introduction to Business | 3 |
| BMGT 120 | Business Communications | 3 |
| CMIS 101 | Information Systems and Technology | 3 |
| CMTE 100 | Occupational Safety & Health | 2 |
| CMTE 101 | Construction Management | 3 |
| CMTE 130 | Materials & Methods of Construction | 3 |
| CMTE 200 | Site Management | 3 |
| CMTE 210 | Construction Project Cost Estimating | 3 |
| CMTE 220 | Construction Project Scheduling | 3 |
| Electives | | |
| Select any of the following: | | 9 |
| ACCT 102 | Principles of Accounting II | |
| BMGT 100 | Spreadsheet Applications | |
| BMGT 211 | Business Law | |
| BMGT 295 | Principles and Practices of Management | |
| EMGT 101 | Disaster, Crisis, and Emergency Management | |
| INTR 103 | Internship | |
| Any BLDT or CADT or CMIS or CMTE or SPAN course | | |
| Total Credits | | 60 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Construction Management and Supervision Certificate (Career)

Program Description

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

Program Learning Outcomes

- Apply graphic communications (e.g. architectural drawings and specifications) for construction.

- Articulate methods used in the construction of commercial and/or residential construction projects including procedures, equipment, materials and techniques.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--------------------------------------|-----------|
| Departmental Requirements | | |
| CMTE 101 | Construction Management | 3 |
| CMTE 130 | Materials & Methods of Construction | 3 |
| CMTE 140 | Architectural Blueprint Reading | 3 |
| CMTE 200 | Site Management | 3 |
| CMTE 210 | Construction Project Cost Estimating | 3 |
| CMTE 220 | Construction Project Scheduling | 3 |
| Total Credits | | 18 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Cybersecurity Area of Concentration within STEM Technology A.A.S. (Career)

Program Description

Prepares graduates for a career in the cybersecurity capacities, such as information security analyst, information technology auditor, network security engineer, and information assurance engineer. This program covers technologies, techniques, and tools required by the cybersecurity industry to identify and respond to threats and vulnerabilities in cyber systems. It covers skills needed to design, analyze, evaluate, and implement security controls in the cyber environments. This program also prepares graduates for professional certifications, including CompTIA A+, CompTIA Net+, CompTIA Security+, Certified Ethical Hacker (CEH), sets the foundation for Certified Information Systems Security Professional (CISSP), and Certified Information Security Auditor (CISA), and CompTIA Cybersecurity Analyst (CySA+).

Program Learning Outcomes

- Design disaster recovery and continuity of operations plans.
- Apply industry-accepted systems administration concepts.
- Perform industry-accepted diagnostic solutions to mitigate system problems.
- Maintain information technology systems and security equipment.
- Apply industry-standard cybersecurity principles and best practices to physical and software computer components, architectures, and their functions.
- Apply industry-standard concepts of network security architecture, including topology, protocols, components, and fundamental principles.
- Demonstrate industry-accepted troubleshooting techniques for client-level software and hardware.
- Apply industry-accepted techniques to troubleshoot degradation of system performance or availability, and initiate appropriate mitigation actions.

- Configure and test computer systems and networks.
- Apply industry-accepted principles to identify risks and threats to an organization’s data and provide a structured approach to safeguarding assets.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--|---|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| Mathematics Elective (Gen Ed course list) (p. 64) - Recommended course(s) below: | | 3 |
| MATH 120 | Statistics | |
| Social & Behavioral Sciences | | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Arts & Humanities | | |
| Arts Elective (Gen Ed course list) (p. 62) | | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | | 3 |
| PHIL 101 | Introduction to Philosophy | |
| PHIL 208 | Business Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) | | 3 |
| Biological & Physical Sciences | | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | | 3 |
| Physical Education, Health, or Nutrition Requirement | | |
| (waived for this program) | | |
| Concentration Requirements | | |
| CMIS 101 | Information Systems and Technology | 3 |
| CMSC 105 | Introduction to Programming with Python | 3 |
| CMIS 111L | UNIX/Linux Operating System | 3 |
| CMIS 120 | PC Operating Systems | 3 |
| CMIS 281 | Security Fundamentals | 3 |
| CMIS 179 | Cybersecurity Fundamentals | 3 |
| CMIS 280 | Networking Fundamentals | 3 |
| CMIS 203 | Systems Analysis & Design | 3 |
| CMIS 121 | PC Repair & Diagnostics | 3 |
| CMIS 217 | Cybercrime and Digital Forensics | 3 |
| CMIS 219 | Ethical Hacking | 3 |
| CMIS 295 | Cloud Security | 3 |
| Electives | | |

| | |
|---|--|
| Select 3 credits of the following: | 3 |
| Any CMIS, CMSC, BMGT, or MATH course(s) | |
| EMGT 101 | Disaster, Crisis, and Emergency Management |
| Total Credits | 60 |

- Students holding CompTIA A+ Certification may be awarded 6 credits (CMIS 120 PC Operating Systems and CMIS 121 PC Repair & Diagnostics).
- Students holding CompTIA Network+ Certification may be awarded 3 credits (CMIS 280 Networking Fundamentals).
- Students holding CompTIA Security+ Certification may be awarded 3 credits (CMIS 281 Security Fundamentals).
- Students holding CCNA Certification may be awarded 9 credits (CMIS 290 Cisco 1 Introduction to Networks, CMIS 291 Cisco 2 Switching, Routing, and Wireless Essentials, and CMIS 292 Cisco 3 Enterprise Networking, Security, and Automation).

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Information Security and Assurance Certificate (Career)

Program Description

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

Program Learning Outcomes

- Apply a structured model in the Security Systems Development Life Cycle (SDLC).
- Detect and mitigate attack methodology, intrusion, and suspicious attempts to gain unauthorized access to systems and/or resources.
- Design and implement risk analyses, security policies, and damage assessments.
- Evaluate and develop plans to implement operating system security-hardening procedures across multiple environments.
- Explain the policies and procedures needed to identify, protect, detect, respond, and recover from a given information security incident.

Program Requirements

| Code | Title | Credits |
|----------------------------------|-------------------------------------|---------|
| Departmental Requirements | | |
| CMIS 101 | Information Systems and Technology | 3 |
| CMIS 111V | Virtualization and Cloud Essentials | 3 |
| CMIS 120 | PC Operating Systems | 3 |
| CMIS 121 | PC Repair & Diagnostics | 3 |
| CMIS 218 | Information Security | 3 |
| CMIS 266 | Cloud System Administration | 3 |

| | | |
|----------------------|----------------|-----------|
| CMIS 295 | Cloud Security | 3 |
| Total Credits | | 21 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Information Technology Specialist Area of Concentration within STEM Technology A.A.S. (Career)

Program Description

Prepares students for immediate entry into Information Technology, Information Security, Networking, and Computer-related occupations.

Program Learning Outcomes

- Develop a plan that addresses organizational information technology needs.
- Demonstrate industry-accepted methods to troubleshoot problems associated with an organizations information technology requirements.
- Explain solutions that satisfy problem requirements.
- Create policy and procedure that facilitates information technology solution implementation.
- Integrate hardware, software, and security models that facilitate project outcomes.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must complete a minimum of nine credits at the 200-level.

| Code | Title | Credits |
|--------------------|---------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |

| | |
|---|-----------|
| Mathematics Elective (Gen Ed course list) (p. 64) | 3 |
| Social & Behavioral Sciences | |
| Social & Behavioral Sciences Elective (Gen Ed course list) (p. 64) | 3 |
| Arts & Humanities | |
| Arts Elective (Gen Ed course list) (p. 62) | 3 |
| Humanities Elective (Gen Ed course list) (p. 63) - Recommended course(s) below: | 3 |
| PHIL 208 Business Ethics | |
| Communication Elective (Gen Ed course list) (p. 62) | 3 |
| Biological & Physical Sciences | |
| Biological & Physical Sciences Elective (Gen Ed course list) (p. 64) | 3 |
| Physical Education, Health, or Nutrition Requirement | |
| Select one PHED, HLTH, or NUTR course | 1 |
| Concentration Courses | |
| CMIS 101 Information Systems and Technology | 3 |
| CMIS 111V Virtualization and Cloud Essentials | 3 |
| CMIS 120 PC Operating Systems | 3 |
| CMIS 121 PC Repair & Diagnostics | 3 |
| CMIS 179 Cybersecurity Fundamentals | 3 |
| or CMIS 218 Information Security | |
| CMIS 200 IT Support Services | 3 |
| CMIS 203 Systems Analysis & Design | 3 |
| CMIS 266 Cloud System Administration | 3 |
| CMIS 280 Networking Fundamentals | 3 |
| CMIS 295 Cloud Security | 3 |
| CMSC 105 Introduction to Programming with Python | 3 |
| Electives | |
| Select 5 credits of the following: | 5 |
| Any CMIS, CMSC, BMGT, or MATH course(s) | |
| BMGT 281 Global Awareness in the Work Environment (recommended) | |
| EMGT 101 Disaster, Crisis, and Emergency Management | |
| Total Credits | 60 |

- Students holding CompTIA A+ Certification may be awarded 6 credits (CMIS 120 PC Operating Systems and CMIS 121 PC Repair & Diagnostics).
- Students holding CompTIA Network+ Certification may be awarded 3 credits (CMIS 280 Networking Fundamentals).
- Students holding CompTIA Security+ Certification may be awarded 3 credits (CMIS 281 Security Fundamentals).
- Students holding CCNA Certification may be awarded 9 credits (CMIS 290 Cisco 1 Introduction to Networks, CMIS 291 Cisco 2 Switching, Routing, and Wireless Essentials, and CMIS 292 Cisco 3 Enterprise Networking, Security, and Automation).

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Cloud Computing Certificate (Career) Program Description

Prepares students with the knowledge and skills required to implement, adopt, and govern cloud computing systems. This certificate covers the objectives of five (5) professional certification exams:

- Amazon Web Services (AWS) Certified Cloud Practitioner,
- AWS Certified SysOps Administrator Associate
- CompTIA Cloud Essentials

- CompTIA A+
- CompTIA Network+

Program Learning Outcomes

- Design appropriate cloud computing solutions.
- Develop and deploy cloud applications using popular cloud platforms.
- Design and develop scalable cloud-based applications.
- Evaluate the trade-offs between multiple approaches to cloud system design.
- Identify appropriate design choices when solving real-world cloud computing problems.

Program Requirements

| Code | Title | Credits |
|----------------------------------|-------------------------------------|-----------|
| Departmental Requirements | | |
| CMIS 111V | Virtualization and Cloud Essentials | 3 |
| CMIS 120 | PC Operating Systems | 3 |
| CMIS 121 | PC Repair & Diagnostics | 3 |
| CMIS 266 | Cloud System Administration | 3 |
| CMIS 280 | Networking Fundamentals | 3 |
| or CMIS 290 | Cisco 1 Introduction to Networks | |
| CMIS 295 | Cloud Security | 3 |
| Total Credits | | 18 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Computer Studies Certificate (Career) Program Description

Designed for students seeking to build skills in the field of computer studies. Involves defining and analyzing problems and developing, testing, and maintaining programs by incorporating a broad range of transferable problem-solving skills and techniques including logical thinking, creative design, synthesis, and evaluation.

Program Learning Outcomes

- Prepare a plan that addresses organizational needs.
- Identify problem requirements that demonstrate understanding of user and technical needs.
- Design problem solutions that solve the requirements.
- Integrate hardware, software, and security models that facilitate project outcomes.

Program Requirements

| Code | Title | Credits |
|----------------------------------|---|---------|
| Departmental Requirements | | |
| CMSC 105 | Introduction to Programming with Python | 3 |
| CMIS 120 | PC Operating Systems | 3 |
| CMIS 203 | Systems Analysis & Design | 3 |
| CMIS 121 | PC Repair & Diagnostics | 3 |
| CMIS 218 | Information Security | 3 |
| or CMIS 179 | Cybersecurity Fundamentals | |

| Electives | |
|------------------------------------|-----------|
| Select 6 credits of the following: | 6 |
| Any BMGT course | |
| Any CMIS course | |
| Any INTR course | |
| Total Credits | 21 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Computer Support Specialist Certificate (Career)

Program Description

Prepares students for a career as a computer support specialist. Computer support specialists provide help and advice to people and organizations using computer software or equipment.

Program Learning Outcomes

- Identify problem requirements that demonstrate understanding of user and technical needs.
- Analyze alternative solutions.
- Design problem solutions that solve the requirements.
- Integrate hardware, software, and communications models.

Program Requirements

| Code | Title | Credits |
|--|----------------------------------|-----------|
| Departmental Requirements | | |
| CMIS 120 | PC Operating Systems | 3 |
| CMIS 280 | Networking Fundamentals | 3 |
| or CMIS 290 | Cisco 1 Introduction to Networks | |
| CMIS 200 | IT Support Services | 3 |
| CMIS 121 | PC Repair & Diagnostics | 3 |
| Electives | | |
| Select 6 credits from any CMIS courses | | 6 |
| Total Credits | | 18 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Surgical Technology

- Surgical Technology A.A.S. (Career) (p. 141)

For admission requirements, please refer to the Special Programs of Study (p. 29) section of the catalog.

Surgical Technology A.A.S. (Career)

Program Description

Provides the theory and skills essential for employment in the profession of surgical technology. The fundamental principles, practices, and protocols are applied during extensive clinical experiences in the operating room environment. Accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) program graduates to apply for the national certifying examination in surgical technology.

Enrollment is limited. See the Surgical Technology section under Special Programs of Study (p. 26) for application information.

A grade of "C" or better must be earned in all courses.

Program Learning Outcomes

- Demonstrate ability to comprehend, apply, and evaluate information pertinent to the practice of surgical technology (cognitive domain).
- Perform, independently, skills required for employment as an entry-level practitioner (psychomotor domain).
- Exhibit professional behaviors consistent with college and employer standards for a surgical technologist (affective domain).

For admission requirements, please refer to the Special Programs of Study (p. 29) section of the catalog.

Program Requirements

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement (p. 65)**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101 English Composition.
- Students must earn a grade of "C" or better in all courses in the Surgical Technology program.

| Code | Title | Credits |
|--|------------------------------------|---------|
| English | | |
| ENGL 101 | English Composition | 3 |
| Mathematics | | |
| MATH 120 | Statistics (or higher MATH course) | 3 |
| Select MATH 120 or higher from the Mathematics Elective (Gen Ed course list) (p. 64) | | |
| Social & Behavioral Sciences | | |
| PSYC 101 | General Psychology | 3 |

| | | |
|---|---|-----------|
| or SOCY 101 | Introduction to Sociology | |
| Arts & Humanities | | |
| Communication Elective (Gen Ed course list) (p. 62) (COMM required) | | 3 |
| Biological & Physical Sciences | | |
| BSCI 201 | Anatomy and Physiology I ¹ | 4 |
| BSCI 202 | Anatomy and Physiology II | 4 |
| Physical Education, Health, or Nutrition Requirement | | |
| Select one PHED, HLTH, or NUTR course | | 1 |
| Departmental Requirements | | |
| HLTH 108 | Basic Medical Terminology | 1 |
| or HLTH 109 | Medical Terminology | |
| SURG 120 | Surgery Essentials | 3 |
| SURG 125 | Fundamentals of Surgical Technology I | 6 |
| SURG 130 | Introduction to Surgical Technology (satisfies cultural competence requirement) | 6 |
| SURG 135 | Fundamentals of Surgical Technology II | 5 |
| SURG 200 | Fundamentals of Surgical Technology III | 6 |
| SURG 205 | Theory, Practice, and Professionalism for the Surgical Technologist | 6 |
| Electives ^{1,2} | | 6 |
| Total Credits | | 60 |

¹ BSCI 55 Preparation for Allied Health, a 0-credit preparatory science course, can be taken as a prerequisite for BSCI 201 Anatomy and Physiology I, but cannot be used to satisfy the elective credit. Students should consult an advisor to select the appropriate course.

² Electives may include a 4-credit prerequisite course (BSCI 150 Principles of Biology I or CHEM 101 General Chemistry I) taken prior to enrolling into BSCI 201 Anatomy and Physiology I.

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

Tactical Strength and Conditioning

- Tactical Strength and Conditioning Certificate (Career) (p. 142)

Tactical Strength and Conditioning Certificate (Career)

Program Description

Prepares students to work with members of the Military, Police, Fire, and First Responders to improve fitness, decrease injury risk, develop strength and conditioning programs, and teach behavior modification and life-style adaptations.

This program prepares students to pass the National Strength and Conditioning Association's Tactical Strength and Conditioning Facilitator certification exam.

The Tactical Strength and Conditioning Certificate Program is restricted to individuals currently serving in Law Enforcement, Fire and Rescue, Military or other First Responder roles. Valid and current identification is required for admission.

Program Learning Outcomes

- Describe the role of the strength and conditioning professional in the prevention and care of injury and lifestyle related disease in tactical populations.
- Define and conduct a needs analysis to initiate appropriate physical testing and assessment strategies in the tactical environment.
- Describe specific physiological challenges faced in various tactical populations.
- Identify occupational and lifestyle factors that affect fitness, exercise adherence, sleep, nutrition, and overall health of the tactical professional.
- Apply strategies to promote behavior modification and lifestyle related wellness.

Program Requirements

| Code | Title | Credits |
|----------------------------------|--|-----------|
| Departmental Requirements | | |
| Select one of the following: | | 3 |
| BSCI 107 | Study of the Human Body | |
| BSCI 117 | Human Biology | |
| BSCI 201 | Anatomy and Physiology I | |
| EXSC 180 | Care and Prevention of Athletic Injuries | 3 |
| EXSC 227 | Principles of Resistance Training Technique and Program Design | 3 |
| EXSC 240 | Fitness Assessment and Programming | 3 |
| NUTR 102 | Nutrition in a Changing World | 3 |
| or NUTR 200 | Principles and Application of Nutrition | |
| TSAC 231 | Tactical Fitness Instruction and Application (Spring) | 3 |
| TSAC 241 | Psychological Resilience in Tactical Populations (Summer) | 3 |
| TSAC 251 | Essentials of Tactical Strength and Conditioning (Summer) | 3 |
| Total Credits | | 24 |

Transfer Note

For more information on careers and transfer, contact the Career and Academic Planning Services office at 301.846.2471 or visit Transfer Services (<https://www.frederick.edu/student-resources/counseling-advising/transfer-services.aspx>).

CREDIT COURSE DESCRIPTIONS

Please note that all courses listed are not offered every semester. Check the current schedule of classes (<https://www.frederick.edu/class-schedules/html-schedule.aspx>) for course offerings.

A

- Academic and Career Engagement (ACCE) (p. 144)
- Accounting (ACCT) (p. 145)
- American Sign Language Interpreting (INTP) (p. 145)
- American Sign Language Studies (ASLS) (p. 147)
- Anthropology (ANTH) (p. 148)
- Art (ARTT) (p. 148)

B

- Biological Science (BSCI) (p. 150)
- Biotechnology (BIOT) (p. 152)
- Building Trades (BLDT) (p. 153)
- Business Studies (BMGT) (p. 154)

C

- Chemistry (CHEM) (p. 155)
- Communication (COMM) (p. 156)
- Computer Aided Design Technology (CADT) (p. 156)
- Computer Science (CMSC) (p. 157)
- Construction Management Technology (CMTE) (p. 158)
- Criminal Justice (CCJS) (p. 158)
- Cybersecurity and Information Technology (CMIS) (p. 159)

E

- Early Childhood Development (ECED) (p. 162)
- Economics (ECON) (p. 163)
- Education (EDUC) (p. 163)
- Educational Psychology (EDPS) (p. 164)
- Emergency Management (EMGT) (p. 164)
- Engineering (ENGR) (p. 167)
- English (ENGL) (p. 167)
- English for Speakers of Other Languages (ESOL) (p. 169)
- Exercise Science (EXSC) (p. 170)

F

- Federal Emergency Management (FEMA) (p. 170)
- Film & Video (FILM) (p. 173)
- Fire Service Administration (FIRE) (p. 174)

G

- Geographic Information Systems (GISA) (p. 174)
- Geography (GEOG) (p. 175)
- Graphic Design (GRPH) (p. 175)

H

- Health Education (HLTH) (p. 175)
- History (HIST) (p. 176)
- Honors (HONR) (p. 177)
- Hospitality Culinary Tourism Institute (HCTI) (p. 177)
- Human Services (HUMS) (p. 179)
- Humanities (HUMN) (p. 179)

I

- Internship (INTR) (p. 180)

L

- Legal Studies (LGST) (p. 180)

M

- Mathematics (MATH) (p. 181)
- Music (MUSC) (p. 184)

N

- Nursing (NURS) (p. 188)
- Nutrition (NUTR) (p. 189)

P

- Philosophy (PHIL) (p. 189)
- Physical Education (PHED) (p. 189)
- Physical Science (PHSC) (p. 190)
- Physical Therapist Assistant (PTHA) (p. 191)
- Physics (PHYS) (p. 192)
- Police Science (POLC) (p. 192)
- Political Science (POSC) (p. 193)
- Practical Nursing (NLPN) (p. 193)
- Pre-Health Workforce Training (PHWT) (p. 193)
- Prior Learning Assessment Course (PLAC) (p. 194)
- Psychology (PSYC) (p. 194)
- Public Health Science (PBHL) (p. 194)

R

- Respiratory Care (RESP) (p. 195)

S

- Sociology (SOCY) (p. 196)
- Surgical Technology (SURG) (p. 197)

T

- Tactical Strength and Conditioning (TSAC) (p. 197)
- Theater (THEA) (p. 197)

W

- World Languages: Arabic (ARBC) (p. 198)
- World Languages: Chinese (CHIN) (p. 198)
- World Languages: French (FREN) (p. 198)
- World Languages: German (GERM) (p. 199)

- World Languages: Italian (ITAL) (p. 199)
- World Languages: Latin (LATN) (p. 199)
- World Languages: Russian (RUSS) (p. 200)
- World Languages: Spanish (SPAN) (p. 200)

Time Commitment for Academic Success

At Frederick Community College, in all credit courses, students are expected to invest a minimum of two hours completing out-of-class course work for every hour of in-class instructional time. For example, in a 3-credit course, students experience at least 37.5 hours of instructional time and should invest a minimum of 75 hours in out-of-class time preparing for the course and completing assignments. In a traditional 15-week, 3-credit course, this equates to an average minimum of 5 hours per week. For online and hybrid courses, students can expect active instructional time and 'out-of-class' course work comparable to face-to-face courses with the same number of credits.

Course Blackboard Requirements

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

Academic and Career Engagement (ACCE)

ACCE 101 - College Success Tools (1)

(formerly ACE 102) Introduces students to tools, strategies, and resources designed to help build stronger academic foundations and make informed choices that will lead to college success. Students will plan their academic path, improve their study habits, and connect to campus and online resources to enhance their educational experience and achieve their goals.

ACCE 107 - Choosing a Major or Career (1)

(formerly ACE 111A) Introduces the career planning process, focusing on students' individualized career planning needs, decision-making, and goal setting. The course utilizes varied resources and tools that support personal and career assessment and exploration.

ACCE 108 - Job Search and Workplace Basics (1)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or (ESOL 72 and ESOL 73) or ESOL 100
(formerly ACE 111B) Develops key strategies to help students find satisfying work. Students will learn how to connect their employment objectives to their education and work experience. Topics include resume writing, interviewing, job search skills, and workplace basics.

ACCE 111 - Student Success Seminar (3)

Engages students in a compelling real-world topic through which they will refine and enhance skills needed for academic and professional success, utilize campus support systems and academic technology, and create an academic plan that aligns with career and professional goals. Students cannot receive credit for both ACCE 111 and ACCE 112.

ACCE 130 - Career Assessment and Planning (3)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or (ESOL 72 and ESOL 73) or ESOL 100

(formerly ACE 110) Develops critical methods needed to make a satisfying career decision based on research and goal setting strategies that lead to personal and professional success. Students will acquire the skills needed to make informed choices about their education and career. Students will evaluate their strengths, values, interests, and personality in order to identify possible career options. Students will learn techniques for researching career options and making decisions about their future while creating a learning/career portfolio upon which they can build throughout their college career.

ACCE 140 - Introduction to Leadership (3)

Gen Ed Emerging Issues

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly ACE 140) Examines leadership through an analysis of various leadership qualities and styles in the fields of business, government, the law, and the military. By utilizing a wide variety of sources, including readings, films, and experiential exercises, students will explore the concept of leadership as well as developing/improving their own leadership skills.

ACCE 150 - STEM Seminar 1 (1)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

Introduces students to tools, strategies, and resources that improve study skills and connect students to campus. Students will build an academic plan and engage in STEM career explorations. This course may include off-campus learning opportunities that occur outside of regular course hours.

ACCE 160 - STEM Seminar 2 (1)

Prerequisite: ACCE 150 and Prerequisite or Co-requisite: ENGL 101

Builds on concepts from STEM Seminar 1. Students will develop information literacy and explore current research in their proposed field. Students are connected to technology training, practice scholarly presentations, and explore transfer institutions. This course may include off-campus learning opportunities that occur outside of regular course hours.

ACCE 260 - STEM Seminar 3 (1)

Prerequisite: ACCE 160 or permission of instructor

Builds on concepts from STEM Seminar 2. Introduces experimental design. Students will create a resume or curriculum vitae, solicit letters or reference, explore internships, and apply to transfer institutions or explore career opportunities. Students will participate in guided mentoring of first year STEM students. This course may include off-campus learning opportunities that occur outside of regular course hours.

ACCE 270 - STEM Seminar 4 (1)

Prerequisite: ACCE 260 or permission of instructor

Builds on concepts from STEM Seminar 3. Using journaling, students will reflect on their FCC coursework and experiences as they prepare for entry into careers or for transfer, and will practice scholarly research and presentation skills. Students will participate in guided mentoring of first year STEM students. This course may include off-campus learning opportunities that occur outside of regular course hours.

Accounting (ACCT)

ACCT 100 - Business Accounting (3)

Prerequisite: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or ESOL 100 OR
Co-requisite: ENGL 75 or ESOL 100

Demonstrates the accounting principles and procedures used by a business in setting up and maintaining records for reporting purposes. Topics include the accounting cycle, preparation of the financial statements, payroll and banking procedures, and computerized recordkeeping.

ACCT 101 - Principles of Accounting I (3)

Prerequisite: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or ESOL 100 OR
Co-requisite: ENGL 75 or ESOL 100

Introduces financial accounting principles and procedures related to accounting theory and practice. The recording of transactions under generally accepted accounting principles (GAAP) and the analysis of financial statements are covered from a user's perspective.

ACCT 102 - Principles of Accounting II (3)

Prerequisite: ACCT 101

Continues the study of financial accounting with an examination of the Statement of Cash Flows and the analysis of financial statements. Introduces managerial accounting concepts used for planning and controlling the business enterprise.

ACCT 111 - Computerized Accounting (3)

Prerequisites: CMIS 101 and (ACCT 100 or ACCT 101)

Demonstrates the use of commercial software in managing the accounting functions of a business enterprise. Using a hands-on approach, students will learn how to set up a fully integrated accounting system to record sales invoices, collections, purchase invoices, disbursements, and payroll transactions. Students will also set up and maintain inventory and accounts receivable/payable subsidiary ledgers and prepare financial reports.

ACCT 117 - Payroll Accounting (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND (ACCT 100 or ACCT 101)

Examines the concepts, regulations, laws and procedures related to payroll accounting. The course is comprehensive and detailed to prepare students to be competent to account for the payroll of all businesses. Includes hands-on preparation of all payroll forms, schedules, records, and applications of different systems.

ACCT 201 - Intermediate Accounting I (4)

Prerequisites: (ACCT 100 and ACCT 101) or (ACCT 101 and ACCT 102)

Reviews generally accepted accounting principles and the conceptual framework of financial accounting. Provides an intensive study of accounting procedures, work papers, financial statement preparation, and disclosure of financial statement items. Analyzes revenue recognition concepts and the proper accounting for cash, receivables, and inventories.

ACCT 202 - Intermediate Accounting II (4)

Prerequisites: (ACCT 100 and ACCT 101) or (ACCT 101 and ACCT 102) or ACCT 201

Provides an intensive study of accounting for tangible and intangible assets, current and non-current liabilities, stockholders' equity, and investments. Emphasis is placed on proper accounting and financial statement disclosure of earnings per share, leases, deferred income taxes, and accounting changes, with an analysis of time value of money applications.

ACCT 203 - Managerial Cost Accounting (3)

Prerequisite: ACCT 101

Presents accounting information that is used by managers for planning, directing and controlling the business. Both short-term operational planning and long-term strategic planning concepts are covered. Specific topics include accounting for product costs vs. period costs, job-order costing and process costing, cost behavior analysis, Cost-Volume-Profit (CVP) decision making, activity-based and standard costing, and capital budgeting.

ACCT 205 - Federal Income Tax Accounting (3)

Prerequisites: ACCT 100 or ACCT 101

Covers current federal revenue acts as they relate to business and individual tax procedures. Includes income inclusions and exclusions, exemptions, capital gains and losses and business and individual deductions. Encourages use of tax forms but requires independent analysis of taxable status and handling income-expense items.

ACCT 206 - Federal Taxation: Corporations and Partnerships (3)

Prerequisite: ACCT 205

Focuses on the federal taxation rules as they apply to corporations, partnerships, estates and trusts.

ACCT 214 - Auditing (3)

Prerequisites: (ACCT 100 and ACCT 101) or (ACCT 101 and ACCT 102)

Examines auditing principles and their application to the examination of financial statements. Special attention to authoritative pronouncements, internal control, auditing procedures and working papers as well as professional ethics and responsibilities. Students perform an auditing case study outside of class.

ACCT 216 - Governmental and Not-for-Profit Accounting (3)

Prerequisites: (ACCT 100 and ACCT 101) or (ACCT 101 and ACCT 102)

Introduces the environment, characteristics, principles, and practices associated with governmental and not-for-profit accounting. Major areas explored include fund accounting, fund types, revenue and expenditure recognition, and financial reporting.

ACCT 220 - Accounting Information Systems (3)

Prerequisites: ACCT 201 and BMGT 100

Analyzes the relationship of Accounting Information Systems to accounting and business. Areas explored will include risk assessment and management, business processes and controls, systems/process documentation, applications software, data analysis, and data visualization. Students will use applications software to apply course concepts.

This course is only offered in the Spring.

American Sign Language Interpreting (INTP)

INTP 104 - Introduction to Interpreting (3)

Prerequisite: Grade of B or better in ASLS 224 or ASLS 203; *Co-requisite:* ASLS 225 and INTP 112

(formerly ITR 104)

Introduces students to the profession of sign language interpreting. Covers the history of interpreting as a field of professional practice, the ethical and performance standards, the impact of legislation on the field, the phenomena of cross cultural dynamics, knowledge of environmental conditions, and the role of the interpreter as cultural mediator.

INTP 112 - Foundations of Interpreting (3)

Prerequisite: Grade of B or better in ASLS 224 or ASLS 203; Co-requisites: ASLS 225 and INTP 104

(formerly ITR 112) Introduces students to the theory and application of the interpreting process. Students will practice receptive skills and process tasks needed for interpretation. Focus will primarily be on intralingual language exercises including shadowing, prediction and anticipation, memory enhancement, text analysis for goal and main points, and paraphrasing. Process models and descriptions will be covered and application will be provided to observed interpretations. Exercises will be conducted in both English and ASL. The goal of the course is to develop cognitive processing skills involved in the interpreting process.

INTP 114 - Consecutive Interpreting (3)

Prerequisites: Grade of B or better in ASLS 225, INTP 104, and INTP 112; Co-requisites: ASLS 230 and ASLS 232

(formerly ITR 114) Develops consecutive interpreting skills and prepares students for the simultaneous interpreting process. Students will compare ASL and English semantic/syntactic structures to the consecutive interpreting process. Focus in the course will be on source and target text analysis, vocabulary expansion, and interpreting process skill development.

INTP 116 - Cognitive Processing & Translation in Interpreting (3)

Prerequisites: Grade of B or better in ASLS 225, INTP 104, and INTP 112; Co-requisites: ASLS 226, ASLS 232, and INTP 114

Builds on foundational skills related to cognitive processing in English and American Sign Language. Students will learn what cognitive processing is and how to process linguistic, situational, contextual, and cultural information in two languages. Students will also gain an understanding of the translation process and why it is important in the field of interpreting. They will learn each step of the translation process in isolation and then build the foundational skills to apply each step in sequence.

This course is only offered in the Spring.

INTP 212 - ASL to English Interpreting I (3)

Prerequisites: Grade of B or better in ASLS 230 and (ASLS 232 or ASLS 211), and INTP 114; Co-requisites: INTP 214, INTP 216, and INTP 228

(formerly ITR 212) Focuses on the process of interpretation, provides practice of requisite skills and process tasks and applies skills and interpreting theory to the translation process. The course of study focuses on lexical development, syntactical language comparisons, voice production techniques, text/discourse/interpreting process analysis, semantic mapping, and diagnostic assessment.

INTP 214 - English to ASL Interpreting I (3)

Prerequisites: ASLS 230 and (ASLS 232 or ASLS 211) or INTP 114; Co-requisites: INTP 212, INTP 216, and INTP 228

(formerly ITR 214) Provides in-depth study and practice of ASL/English interpretation through the understanding and use of the simultaneous mode of interpreting. Provides techniques of translating the source language, English to the target, and American Sign Language (ASL) in a simultaneous manner.

INTP 222 - ASL to English Interpreting II (3)

Prerequisites: Grade of B or better in INTP 212, INTP 214, INTP 216, and INTP 228; Co-requisites: INTP 224, INTP 226, and INTP 230

(formerly ITR 222) Provides students with additional practice in specific skill areas related to ASL to English interpretation. Text/discourse/process analysis, lexical and syntactic development, and voice production techniques for simultaneous ASL to English interpretation. Course content is at an intermediate to advanced level of speed and complexity. Students will work primarily from videotaped language models.

INTP 224 - English to ASL Interpreting II (3)

Prerequisites: Grade of B or better in INTP 212, INTP 214, INTP 216, and INTP 228; Co-requisites: INTP 222, INTP 226, and INTP 230

(formerly ITR 224) Allows students to continue practicing rendering the target language (ASL) from the source language (English) simultaneously. Provides preparation for Internship. Continued emphasis and focus is on appropriate use of lexical and syntactic principles and non-manual behaviors of ASL.

INTP 228 - Interpreting Environments (1)

Prerequisites: Grade of 'B' or better in ASLS 230, (ASLS 232 or ASLS 211), and INTP 114; Co-requisites: INTP 212, INTP 214, and INTP 216

Increases knowledge of environment/setting specific terminology and expectations. Discusses the roles and responsibilities within team interpreting. Briefly discusses various interpreting environments.

INTP 230 - Internship Seminar & Interpreting Environments (1)

Prerequisites: Grade of B or better in INTP 212, INTP 214, INTP 216, and INTP 228; Co-requisites: INTP 222, INTP 224, and INTP

(formerly ITR 230) Increases students' awareness of the requirements, guidelines, professional practices, and types of placements for field experience. Students will discuss protocol, skills, ethics, and business practices needed for specific site placements. Discusses the roles and responsibilities within team interpreting. Briefly discusses various interpreting environments.

INTP 250 - Practicum in ASL Interpreting (3)

Prerequisites: Grade of B or better in INTP 222, INTP 224, INTP 230, and ASLS 230

Provides ASL interpreting students with 135 hours of supervised field experience through real-life interpreting practice. Students will complete these hours through a variety of settings suited to their current skills and readiness levels, including specialized observations and workshops. During the internship, students will have the opportunity to apply skills learned in their coursework. They will also receive support through mentoring, instructor-led and student-led group discussions, and collaborative feedback. Additionally, students will develop professional skills by learning how to apply for positions, interview effectively, and navigate the screening process. By the end of the practicum, they will be prepared to pursue employment in the field of ASL interpreting.

This course is only offered in the Fall.

American Sign Language Studies (ASLS)

ASLS 120 - Visual Gestural Communication (1)

Co-requisite: ASLS 121
(formerly ASLS 101)

Introduces students to manual gestures as a form of communication serving as a basis of visual language. Students will focus on the ability to think in pictures, developing coherent expressive and receptive communication skills to gain a better understanding of the basic structures of American Sign Language. Students will be required to attend tutoring sessions (5 hours) beyond the scheduled class times.

ASLS 121 - American Sign Language I (3)

Gen Ed Humanities
(formerly ASLS 102)

Introduces students to American Sign Language (ASL). Students will begin developing basic ASL skills including comprehension of a message in ASL, and demonstration of correct basic ASL to English and English to ASL interpretation. Students will demonstrate this by correctly using a variety of ASL grammar features. Students will also develop beginner level sign vocabulary. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 122 - American Sign Language II (4)

Gen Ed Humanities
Prerequisite: ASLS 121 or ASLS 102
(formerly ASLS 103)

Develops students' skills in ASL to the intermediate level. Skills include comprehension of a message in ASL, demonstration of correct ASL to English and English to ASL interpretation at the intermediate level, and identification of cultural practices and characteristics of the Deaf Community. Utilizing the five parameters of ASL, students will develop comprehension and practice expression of intermediate grammatical features in given dialogues. Expands students' sign vocabulary and refines skills in fingerspelling and numbering, identification and use of iconic and abstract signs, and interpersonal communication. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 123 - American Sign Language Fingerspelling and Number Use (3)

Prerequisite: Grade of B or better in ASLS 122 or ASLS 103
(formerly ASLS 100)

Provides an in-depth study of American Sign Language Fingerspelling and Numbering. ASL Fingerspelling and Numbering is a crucial component of ASL. Focuses on developing receptive and expressive fingerspelling and numbering skills. Through class activities, this course covers names of people, cities, states, titles of books, movies, brand names, and lexicalized fingerspelling. This course also covers five systems in ASL Number Use: cardinal, ordinal, incorporation, unique, and sports system.

ASLS 124 - Introduction to Deaf Community and History (3)

Gen Ed Emerging Issues, Cultural Competence
(formerly ASLS 106) Investigates the history, contributions, and contemporary issues of Deaf people within the community. Explores Deaf identity, education, language, heritage, power, literature, diversity, and art using a community lens.

ASLS 125 - Depictive Verbs and Classifiers in ASL (3)

Prerequisite: ASLS 120

Studies the role of depicting verbs/classifiers within various types of signed narratives. Students will identify three categories of depicting verbs. Provides practice identifying classifiers and any accompanying non-manual markers upon seeing a signed narrative. Students will detect when and decide which classifiers and non-manual markers should be expressed when signing various narratives. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 223 - American Sign Language III (4)

Gen Ed Humanities
Prerequisite: Grade of B or better in ASLS 122 or ASLS 103
(formerly ASLS 202)

Develops students' skills in ASL to the competent level. Skills include comprehension of a message in ASL, demonstration of correct ASL to English and English to ASL interpretation at the intermediate level, and identification of cultural practices and characteristics of the Deaf Community. Utilizing the five parameters of ASL, students will develop comprehension and practice expression of competent-level grammatical features in given dialogues. Further expands students' sign vocabulary and refines skills in fingerspelling and numbering, identification and use of iconic and abstract signs, and interpersonal communication. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 224 - American Sign Language IV (4)

Gen Ed Humanities
Prerequisite: Grade of B or better in ASLS 223 or ASLS 202
(formerly ASLS 203)

Develops students' skills in ASL to the competent-proficient level. Skills include comprehension of a message in ASL, demonstration of correct ASL to English and English to ASL interpretation. Utilizing the five parameters of ASL, students will develop comprehension, practice expression of competent-proficient level grammatical features in given dialogues, and further expand their sign vocabulary to the competent-proficient level. Students will be required to attend tutoring sessions (15 hours) beyond the scheduled class times.

ASLS 225 - American Sign Language V (4)

Gen Ed Humanities
Prerequisites: Grade of B or better in ASLS 224 or ASLS 203
(formerly ASLS 207 experimental)

Presents the advanced skills used in American Sign Language. Includes vocabulary and grammar related to the exchange of storytelling, ASL idioms, analyzing ASL concepts, and more complicated ASL skills. This is the last of a five-semester ASL sequence. Skills developed from previous courses allow students to share personal and biographical stories and retell stories with simple plots, such as children's stories. Students will increase their understanding of a competence in using conversational strategies and culturally appropriate interaction skills.

ASLS 226 - American Sign Language VI (3)

Prerequisite: Grade of B or better in ASLS 225
Applies knowledge of American Sign Language (ASL V) grammar and vocabulary to the description of increasingly complex constructs, processes and situations. Students incorporate multiple character role shifting into medium-length stories, narratives and the discussion of hypothetical issues. Students also continue to learn about the similarities and differences between ASL and English linguistic features. Information on cultural values and attitudes as they relate to the deaf community is also examined.

This course is only offered in the Spring.

ASLS 228 - ASL Conversations (1)

Prerequisite: ASLS 121 or ASLS 102

Develops students' expressive and receptive American Sign Language (ASL) skills in real world contexts. Students will engage in structured conversations, practice vocabulary and grammar in everyday situations, and work with video assignments through GoReact to improve signing skills. The course will provide opportunities to interact with Deaf community members to gain cultural insights and real-world perspectives.

ASLS 230 - Deaf Culture and Oppression (3)

Prerequisite: Grade of B or better in ASLS 122; Prerequisite or Co-requisite: ASLS 223

Provides students with an overview of the historical, philosophical, and social aspects of the lives of Deaf people in the United States. Introduces students to the experiences of Deaf people, including their daily lives and cultural, educational, and employment experiences. Examines various forms of oppression across diverse hearing cultures and communities, and their potential parallels within the Deaf community. Strives to develop a sense of cultural humility and an appreciation of perspectives from the Deaf community in order to generate allyship.

This course is only offered in the Fall.

ASLS 232 - Introduction to the Structure of ASL (3)

Prerequisites: Grade of B or better in ASLS 225, INTP 104, and INTP 112; Co-requisites: ASLS 230 and INTP 114

(formerly ASLS 211) Introduces students to linguistic elements of American Sign Language (ASL) such as phonology, morphology, syntax, language use, semantics, and sociolinguistics. Reviews the similarities and differences between ASL and English linguistics. Provides practice applying linguistic features to a discourse, using critical thinking to evaluate produced texts, preparing students for interpreting.

ASLS 234 - Discourse Features and Analysis in ASL (3)

Prerequisites: ASLS 224 and ASLS 232; Co-requisite: ASLS 236

Prepares students to understand ASL discourse by recognizing features of discourse and structure used in American Sign Language, including registers, depiction, blends, relevant ASL language discourse features related to spatial mapping, prosody, fingerspelling, discourse structures, involvement and interaction strategies, coherence and cohesion, and framing. Discourse mapping and different types of mapping will be applied as part of discourse analysis. Discourse features in English will be examined and compared with ASL features.

ASLS 236 - ASL and English Comparative Analysis (3)

Prerequisites: ASLS 224 and ASLS 232; Co-requisite: ASLS 234

Describes English and American Sign Language (ASL) on four levels: phonological, morphological, lexical, and syntactical. Compares and contrasts the two languages on four levels using real-world examples. Traces similarities between signed languages and spoken languages in general. Details the major linguistic components and processes of English and ASL. Introduces students to basic theories regarding ASL structure. Highlights ASL's status as a natural language by comparing similarities and differences between the two languages.

ASLS 250 - ASL Immersion Experience (1)

Prerequisite: Grade of C or better in ASLS 223 or ASLS 202

Provides American Sign Language students with an opportunity to gain knowledge and skills from a planned "outside the classroom" experience with native ASL users in the community. In addition to meeting the Core Learning Outcomes, students will gain invaluable language experience in an immersion experience.

ASLS 299 - Independent Study: American Sign Language Studies (1-3)

Anthropology (ANTH)

ANTH 101 - Introduction to Anthropology (3)

Gen Ed Anthropology, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly AN 101)

Presents general patterns of the development of human culture and the basic principles of social anthropology and ethnology. Provides field work experience and emphasizes concepts of the modern practical views of anthropology.

ANTH 103 - Introduction to Archeology (3)

Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly AN 103)

Emphasizes archaeological tools, methods, interests and interpretations. Techniques of recording, preserving and organizing data will be practiced. Involves scouting of sites, test diggings and research of the known historical past. Provides a field study of the area.

ANTH 105 - Biological Anthropology and Human Evolution (3)

Gen Ed Anthropology, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

Presents general patterns of the development of human evolution and the basic principles of biological anthropology and human biology. Provides practical experience and emphasizes concepts of the modern views of biological anthropology.

This course is only offered in the Fall.

Art (ARTT)

ARTT 100 - Introduction to the Creative Arts (3)

Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly AR 100) Introduces students to the areas of visual arts, dance, music, and theater through an exploration of representative works with a global perspective. The study of the creative arts will develop critical appreciation for the arts, enhance self-expression, and provide a better understanding of the human experience. In person or virtual engagement with an art exhibition and two live performances is required. The course meets the Maryland state approved Associate of Arts in Teaching degree.

ARTT 101 - Foundations of Studio Art I (3)

Gen Ed Arts

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly AR 101)

Introduces the elements of composition and the principles of design. Through theories, practices, and drawing techniques of two-dimensional design, this course will develop skills critical to fine artists, illustrators, graphic designers, and those interested in organizing visual information necessary to engage in creative problem solving. Students will acquire the visual literacy needed to create and assess works of art. Students will work primarily in black and white. Students must furnish supplies.

ARTT 102 - Foundations of Studio Art II (3)

Prerequisite: ARTT 101

(formerly AR 102)

Builds on the design concepts of ARTT 101. Explores the principles of visual organization and communication using color and three-dimensional form.

This course is only offered in the Spring.

ARTT 103 - The History of Art: Non-Western (3)

Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly AR 103) Surveys the major developments in painting, sculpture, and architecture created in non-western cultures around the world.

Emphasizes a global perspective and illuminates the historical/artistic interaction of world cultures. Provides an overview of the visual arts created in India, China, Japan, Islam, Africa, Oceania, and the pre-Columbian cultures of North and South America. A museum visit or virtual equivalent is required.

ARTT 104 - The History of Art: Prehistoric to Early Renaissance (3)

Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly AR 104)

Surveys the major developments in painting, sculpture, and architecture from prehistoric times to the Italian Renaissance. Explores multi-cultural diversity through the study of the history of civilization, religion, myth, literature, politics, and the human condition as manifested in the visual arts. A museum visit or virtual equivalent is required.

ARTT 105 - The History of Art: Renaissance to Modern (3)

Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly AR 105)

Surveys the major developments in painting, sculpture and architecture from the Italian Renaissance to the present. Explores multi-cultural diversity through the study of the history of civilization, religion, myth, literature, politics and the human condition as manifested in the visual arts. A museum visit or virtual equivalent is required.

ARTT 106 - Drawing I (3)

Gen Ed Arts

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly AR 106)

Introduces the development of observational skills and rendering techniques through the use of still life and other subject matter. Develops an understanding of the elements of composition and arts vocabulary.

These skills will be used to assess works of art. Students will work primarily in black and white, though color pastels may be explored. Students must furnish supplies.

ARTT 107 - Drawing II (3)

Prerequisite: ARTT 106

(formerly AR 107)

Continues ARTT 106 with advanced analysis of problems involved in drawing. Introduces new materials and avenues of expression with a special emphasis on color. Students will further develop and refine drawing techniques while exploring personal content and style. Students must furnish supplies.

ARTT 108 - Introduction to Color Theory and Design (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly AR 115) Introduces students to the basic principles and elements of color theory. Through lectures, still images, and in-class studio work, students will develop an awareness of color and a deeper understanding of color theory and practice. Topics include the scientific, psychological, and aesthetic aspects of color. Historic examples of color trends in art and design will also be discussed.

ARTT 109 - Survey of African American Art History (3)

Gen Ed Arts, Gen Ed Humanities, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100

Surveys the major developments of African-American visual arts encompassing African-American art forms and the arts of the African Diaspora, with a focus on the varied work of African-American artists from the 18th century through the present. A visit to an art museum is required or use the websites provided by the instructor.

ARTT 110 - Introduction to Watercolor I (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly AR 207)

Introduces transparent watercolor techniques including wash and dry brush, ink, and watercolor and expanded uses intermixing with mixed media.

ARTT 111 - Watercolor II (3)

Prerequisite: ARTT 110

(formerly AR 210)

Expands techniques developed in ARTT 110 emphasizing personal expression in watercolor painting. Explores the various advanced methods in watercolor painting, observing works of traditional and contemporary artists.

ARTT 112 - Jewelry Design (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

Explores metal as a medium for the expression of art. Students will use various construction techniques, to achieve well-conceived and designed jewelry and metal arts objects.

This course is only offered in the Fall.

ARTT 113 - Pottery I (3)

Gen Ed Arts

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly AR 113) Explores clay as a medium for the expression of art.

Uses various production techniques, decorating and glazing methods to achieve well-conceived and designed objects of ceramic art.

ARTT 114 - Pottery II (3)

Prerequisite: ARTT 113

(formerly AR 114)

Advances the study of the nature of ceramic art. Skills and techniques learned in Pottery I are refined and advanced. Chemical information and historical traditions are elaborated upon to prepare the student for the production of fine ceramic art.

ARTT 119 - Pottery: The Wood Kiln (3)

Prerequisite: ARTT 113

(formerly AR 119) Explores wood-firing as a medium for the expression of ceramic art. Uses various production techniques, decorating and glazing techniques, along with wood kiln firing methods to achieve well-conceived and well-designed objects of ceramic art.

ARTT 134 - Digital Photography I (3)

(formerly FILM 134) Designed for students interested in developing digital photography skills. The class will introduce basic concepts for acquiring digital images and the process of manipulating the images through the use of industry standard software. Hands-on instruction will include the digital darkroom process and manipulation of digital photographs. A portfolio of digital photography work will be produced by the end of the semester.

ARTT 204 - Illustration I (3)

Prerequisite: ARTT 106
(formerly AR 204)

Concentrates on the development of hand skills and concepts, which are an important part of the magic of narrative picture making. Explores material resources and their proper use for visual communication. Students must furnish supplies.

ARTT 205 - Illustration II (3)

Prerequisite: ARTT 204
(formerly AR 205)

Develops individual style and interpretation. While class assignments are given, individual preferences are welcomed and encouraged. Considers illustration for books, social comment, etc. Study and discussion of slides and sometimes films on the work of past masters and current trends. Critiques and discussions on works in progress.

ARTT 206 - Introduction to Figure Study (3)

Prerequisite: ARTT 106
(formerly AR 206)

Offers an intensive study in drawing and painting of the human figure, action, volume, structure and anatomy. Nude models will serve as the primary subjects for course work. Students enrolling in this course should feel comfortable working from a nude model.

ARTT 207 - Painting I (3)

Prerequisite: ARTT 101 or ARTT 106
(formerly AR 108)

Introduces the fundamental concepts and techniques of painting in oils or acrylic. Compositional problems based on still-life, interior and exterior space will be explored. Students must furnish supplies.

ARTT 208 - Painting II (3)

Prerequisite: ARTT 207 or AR 108
(formerly AR 109)

Continues ARTT 207 with advanced analysis of problems involved in oil and acrylic painting. Develops skills in the preparation of the canvas and in the production of representational, abstract, and other styles of paintings. Students must furnish supplies.

ARTT 210 - Sculpture (3)

Prerequisite or Co-requisite: ARTT 101 or ARTT 106 or ARTT 113
(formerly AR 203)

Introduces students to a variety of sculptural practices. A number of methods for producing sculpture will be explored including both subtractive and additive processes. Sculpture's long and broad history will provide students with precedents for class projects and will connect student work to the continuum of art history. Nude models may serve as the subject for some course work. Students enrolling in this course should feel comfortable working from a nude model. Students will provide all materials required for completion of projects.

This course is only offered in the Spring.

ARTT 212 - Jewelry Design 2 (3)

Prerequisite: ARTT 112

Explores advanced designs in jewelry as a medium for the expression of art. Students will use various construction techniques to achieve well-conceived and designed jewelry and metal arts objects.

This course is only offered in the Fall.

ARTT 220 - Intermediate Sculpture (3)

Prerequisite: ARTT 210 or AR 203
(formerly AR 213)

Offers further investigation of material and techniques introduced in Sculpture. Assignments will focus on a limited number of concepts. This provides the students with a framework to begin the process of portfolio development and the opportunity to work in series. Students will provide all materials required for completion of projects.

Biological Science (BSCI)

BSCI 55 - Preparation for Allied Health (0) [3]

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or ESOL 100 OR (Co-requisite: ENGL 75 or ESOL 100) AND (appropriate score on mathematics placement test or Prerequisite or Co-requisite: any 100 level MATH course* or higher)*MATH 101A, MATH 120A, MATH 145S can serve as prerequisites or co-requisites
(formerly BI 55)

Presents basic science concepts and science study skills. A preparatory course for students who have limited science background.

BSCI 100 - Fundamental Concepts of Biology (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]
*MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 100)

Explores basic biological concepts involved in understanding the structure, function, and evolution of organisms. Introduces organization of living matter, metabolism, genetics, evolution, and ecology, and their application to everyday life. This one semester laboratory course is intended for non-STEM (science, technology, engineering, and math) majors, and is designed to provide students with an appreciation of biological concepts and their current applications. Meets the requirement for a general education science lab course.

BSCI 105 - Human Ecology (3)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]
*MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 202)

Investigates physical environments of human beings and the effect of technologies on the environment. Emphasizes small group investigations of air, water, and soil pollution and the rapidly expanding population as it affects the natural ecosystem within Frederick County and the Eastern seaboard. Some Friday or Saturday field trips may be required.

BSCI 106 - General Ecology (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*
(formerly BI 201)

Provides an overview of the interactions among living things and their abiotic environments, emphasizing factors which affect the abundance and distribution of living things. The laboratory will focus on using field experiences to develop topics covered in the lecture. Meets the requirement for a general education science lab course. Some Friday or Saturday field trips may be required.

BSCI 107 - Study of the Human Body (3)

Gen Ed Science

Prerequisites: ENGL70 or ENGL75 or (ESOL72 & ESOL73) or ESOL100 AND [(Prerequisite: MATH101A or MATH120A or MATH145S) OR (Pre or Co-requisite: MATH101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]; Students cannot earn credit for both BSCI 107 and BSCI 117

(formerly BI 117) Examines the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution, and/or other related topics. For the non-science major. Students cannot receive credit for both BSCI 117 and BSCI 107.

BSCI 117 - Human Biology (4)

Gen Ed Science

Prerequisites: ENGL70 or ENGL75 or (ESOL72 & ESOL73) or ESOL100 AND [(Prerequisite: MATH101A or MATH120A or MATH145S) OR (Pre or Co-requisite: MATH101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]; Students cannot earn credit for both BSCI 107 and BSCI 117
(formerly BI 107)

Presents a study of the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution, and/or related topics. For the non-science major. Meets the requirement for a general education science lab course. Students cannot receive credit for both BSCI 107 and BSCI 117.

BSCI 150 - Principles of Biology I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*
(formerly BI 101)

Explores the basic biological principles common to all living organisms, including biological chemistry, bioenergetics and metabolism, cellular and molecular biology, and classical and molecular genetics. Methods of scientific inquiry and data analysis are studied and practiced. BSCI 150 is the first of a two semester series that together with BSCI 160 is a comprehensive survey of modern biology and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 160 - Principles of Biology II (4)

Gen Ed Science

Prerequisite: BSCI 150 or BI 101
(formerly BI 102)

Continues the comprehensive survey of modern biology begun in BSCI 150 with an emphasis on mechanisms of evolution, methods of phylogenetic reconstruction and analysis, diversity of life, and ecology. Surveys biological diversity of all eukaryotic domains and kingdoms, including the study of various anatomical, physiological, and behavioral adaptations for life in different habitats. Select vertebrate body systems are studied. Intended for STEM (science, technology, engineering, and math) majors, and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 201 - Anatomy and Physiology I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI101 or BSCI 223 or BI 120 or CHEM 101) *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*
(formerly BI 103)

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. BSCI 201 is the first course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied Health majors. Meets the requirement for a general education science lab course.

BSCI 202 - Anatomy and Physiology II (4)

Gen Ed Science

Prerequisite: BSCI 201 or BI 103
(formerly BI 104)

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and metabolism, urinary system, fluid/electrolyte balance, acid/base balance, and reproductive system. BSCI 202 is the second course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 223 - Microbiology for Allied Health (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI101 or BSCI 201 or BI 103 or CHEM 101) *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*
(formerly BI 120)

Covers the basic principles of cell chemistry and microbiology with respect to human physiology. Includes cell physiology, growth and metabolism of microorganisms, important groups of pathogenic microorganisms, antimicrobial agents, immunology, and introductory biochemistry. Intended for allied health students. Meets the requirement for a general education science lab course.

BSCI 240 - Genetics (4)

Prerequisites: (BSCI 150 or BI101) and CHEM 101

(formerly BI 240)

Includes history of genetics, the chemical basis of heredity, the chromosomes and genes, probability, variation in gene structure, mutation, extrachromosomal systems and genes flow in populations. Meets the requirement for a science lab course.

This course is only offered in the Spring.

BSCI 263 - Elements of Microbiology (4)

Prerequisites: CHEM 101 and (BSCI 150 or BI 101 or BSCI 201 or BI 103)

(formerly BI 203)

Covers the basic principles of cell chemistry and microbiology with respect to human physiology. Includes cell physiology, growth and metabolism of microorganisms, important groups of pathogenic microorganisms, antimicrobial agents, immunology, and introductory biochemistry. Intended for transfer students. May be taken by allied health students. Meets the requirement for a science lab course.

This course is only offered in the Fall.

Biotechnology (BIOT)

BIOT 101 - Biotechnology and Society (3)

Gen Ed Science

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 100 or appropriate score on placement test

(formerly BI 140) Presents an overview of biotechnology and its scientific foundation through introductory investigations of the cell, protein structure and function, genetic expression, ecological and evolutionary interactions, and technological applications and issues. Introduces how science blends with consumer applications, regulatory information and social issues to provide a detailed perspective of the interrelationship among science, technology and society. May include one or more mandatory field trips, and/or guest lecturers.

BIOT 102 - Regulatory Aspects of Biotechnology (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly BPM 102) Presents the tenets of Current Good Manufacturing Practices (cGMPs) and regulations relevant to the biotechnology and bioprocessing manufacturing industries. Importance of inspections and monitoring are discussed. Work-related issues are introduced such as workplace conduct, employer expectations, company organization and policy, personal safety, and industrial hygiene. May include one or more mandatory field trips and/or guest lecturers.

This course is only offered in the Fall.

BIOT 103 - Basic Lab Techniques (1)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 100 or appropriate score on placement test

(formerly BPM 103) Focuses on the basic principles and procedures used in all laboratory courses. Includes safety, equipment usage, areas of the lab and testing involved, quality control/quality assurance, lab math, and professionalism.

This course is only offered in the Fall.

BIOT 110 - Molecular Biology Techniques (4)

Prerequisite: BIOT 103

(formerly BPM 110) Introduces the common molecular Biology techniques such as DNA & RNA extraction, cloning, RT-PCR, and CRISPR and their applications in the biotech industry. Emphasizes measurements of pH and spectrophotometry and biochemical and analytical methods.

This course is only offered in the Spring.

BIOT 130 - Forensic Biology (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR*

(Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]

**MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly BI 130) Introduces the principles and concepts of the biological aspects of forensic science. Examines the role of the laboratory in criminal investigation and human identification using forensic pathology, serology, anthropology, molecular biology, and other specializations. Meets the requirement for a general education science lab course.

BIOT 214 - Introduction to Biomanufacturing (4)

Prerequisites: BIOT 102 and BIOT 110; Prerequisites or Co-requisites: BSCI 223 or BSCI 263

(formerly BPM 214) Introduces practices used in the industry to manufacture a biological material or product, as well as problem-solving strategies. Emphasizes and demonstrates aseptic technique, upstream and downstream processes, and quality control through hands-on laboratory activities. Meets the requirement for a science lab course.

This course is only offered in the Fall.

BIOT 220 - Cell Biology and Cell Culture Techniques (4)

Prerequisites: (BSCI 150 or BI 101) and CHEM 101

(formerly BI 220) Introduces cellular organization, regulation, energy transport, and division. Discusses gene expression and interaction in relation to cellular biology. Presents tissue culture in the laboratory setting as a medium for bioprocess manufacturing. May include one or more mandatory field trips and/or guest lecturers. Meets the requirement for a science lab course.

This course is only offered in the Spring.

BIOT 222 - Cell Therapy and Flow Cytometry (4)

Prerequisite or Co-requisite: BIOT 220

Introduces students to the cell therapy field and the associated analytical flow cytometry technique. Students will master the principles of flow cytometry, sample preparation, acquisition, and data analysis. Other techniques used in cell therapy industry such as isolation of T cells, T cell activation, ELISA, fluorescent microscopy, and PCR will be explored. The course may include one or more guest lecturers.

This course is only offered in the Spring.

BIOT 224 - Gene Therapy Fundamentals (4)

Prerequisite: BIOT 110

Introduces students to the gene therapy field and the fundamentals of viral vectors. The overview of gene therapy drug development process, types of viral vectors and their components, and viral production and purification will be taught. Hands-on training for techniques used in the gene therapy industry including cell and virus banking, plasmid isolation, transfection and transduction, Tangential Flow Filtration, digital PCR, and ion exchange chromatography using AKTA go system will be taught. The course may include one or more guest lectures.

This course is only offered in the Fall.

Building Trades (BLDT)

BLDT 101 - Introduction to Building Trades (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly BLD 101) Introduces the foundational knowledge and essential skills required for entry into the building trades. Students explore the phases of the construction process, roles and responsibilities within the industry, and core concepts such as construction safety, basic construction math, blueprint reading, site planning, estimating, and project scheduling. Emphasis is placed on health and safety practices consistent with industry and OSHA standards. Students receive an overview of common construction tools, materials, and equipment used across the trades. Upon completion, students will be prepared to sit for the National Center for Construction Education & Research (NCCER) Core Certification examination.

BLDT 110 - Fundamentals of HVACR (4)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly BLD 109) Covers fundamentals of heating, cooling, ventilation, humidity control, and basic refrigeration. Students will receive hands-on experience in a lab setting.

BLDT 111 - Controls for HVACR (3)

Prerequisite: BLDT 110 or BLD 109

(formerly BLD 110) Covers the topics of controls in HVACR with respect to thermostats; pressure, safety and temperature devices; and valves. In a lab environment students will be able to identify and apply usage of these components.

BLDT 113 - Fossil Fuels & Hydronic Heating (3)

Prerequisite: BLDT 111 or BLD 110

(formerly BLD 114) Covers the topics of fossil fuel heating devices, hydronic and forced air equipment. Students will apply troubleshooting, installation, service, and preventative maintenance techniques on these systems in a lab setting.

BLDT 120 - Introduction to Welding (4)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly BLD 121) Introduces the basic processes in the welding field. Emphasizes welding safety. Introduces the various types of welding equipment, identification and selection of filler material, types of welds, and the different welding positions.

BLDT 121 - Welding Symbols & Blueprint Reading (2)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly BLD 120) Introduces various types of prints used in the welding industry. Topics include print reading, measurements, metallurgy, types of welds and joints, and welding symbols.

BLDT 140 - Fundamentals of Structural Wiring (4)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly BLD 141) Covers basic principles and fundamentals of electricity and electrical work. Course will include components of schematics and blueprints, importance and role of the National Electrical Code, and safety. Students will receive hands-on experience with tools of the trade, wiring, and installing components of accessory terminations.

BLDT 143 - Specialized Systems (3)

Prerequisite: BLDT 140 or BLD 141

(formerly BLD 146) Covers topics in the electrical field such as CAT5, CAT6, CATV, fiber optics, fire alarms, photovoltaic, and electric controls. Students will receive hands-on experience working with materials and components in a lab setting. Students will also be introduced to the National Electrical Code (NEC) codes governing these various sub-fields to the electrical industry.

BLDT 212 - HVAC Installation & Troubleshooting (3)

Prerequisite: BLDT 111 or BLD 110

(formerly BLD 113) Teaches basics of troubleshooting, installation, service and preventative maintenance techniques of HVAC equipment. Course includes EPA CFC certification. Hands-on experience will be conducted in a lab setting where students will demonstrate and apply these techniques.

BLDT 222 - Advanced Welding: SMAW (4)

Prerequisite: BLDT 120

(formerly BLD 122) Focuses on Shielded Metal Arc Welding (SMAW). Students will perform a SMAW welding performance qualification test on limited thickness test plates in the 2G and 3G positions on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code; this leads to an in-house certification.

This course is only offered in the Spring.

BLDT 223 - Advanced Welding: SMAW 4G (3)

Prerequisite: BLDT 222 or BLD 122

(formerly BLD 128) Focuses on Shielded Metal Arc Welding (SMAW) and oxyfuel and plasma cutting on carbon steel. Students will perform SMAW welder performance qualification tests on limited thickness test plates in the 4G position on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code; this leads to an in-house certification.

BLDT 224 - Advanced Welding: GTAW (3)

Prerequisite: BLDT 120; Prerequisite or Co-requisite: BLDT 121

(formerly BLD 125) Introduces Gas Tungsten Arc Welding (GTAW) on carbon steel, stainless steel, and aluminum. Topics include welding safety, basic machine maintenance, and welding techniques.

BLDT 225 - Advanced Welding: GMAW (3)

Prerequisite: BLDT 120; Prerequisite or Co-requisite: BLDT 121

(formerly BLD 127) Focuses on Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and oxyfuel cutting on carbon steel. Students will develop skills to weld groove welds in multiple positions. Students will perform GMAW and FCAW welder performance qualification tests on limited thickness test plates on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code.

BLDT 241 - Residential Electric (3)

Prerequisite: BLDT 140 or BLD 141

(formerly BLD 142) Advances student knowledge in the National Electrical Code (NEC) and its application. Topics covered will include NEC calculations, as well as print reading, circuitry, schematics, materials, and circuit testing. Hands-on applications will be conducted in a lab setting.

BLDT 242 - Commercial Electric (3)

Prerequisite: BLDT 241 or BLD 142

(formerly BLD 145) Continues the concepts and skills covered in the first two courses of the electrical building trades program. This course covers wiring methods mainly used in commercial construction. Topics covered to include: conduit (bending, installation), commercial lighting (fluorescent, HID), and transformers. Students will also have an overview of the applicable sections of the National Electrical Code (NEC), including box/conduit fill, and load calculations.

Business Studies (BMGT)

BMGT 100 - Spreadsheet Applications (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly CIS 111E & CMIS 111E)

Covers the basic and intermediate features of a commercial spreadsheet software package. Students design a variety of worksheets and charts; create formulas and functions, work with a spreadsheet's database features; apply 'what if' techniques; and interchange data with other applications.

BMGT 103 - Introduction to Business (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100

(formerly BU 103)

Introduces the factors and forces that shape the dynamic world of business. Explores the functional areas of business (planning, management, finance, human resources, marketing) and how they interact to create goods and services that impact customers. Examines how publicly traded firms and small businesses apply various business practices and processes.

BMGT 109 - Entrepreneurship and Small Business Enterprise (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100

(formerly BU 109)

Surveys starting and successfully managing a small business focusing on aspects of entrepreneurship including information, operations, human resources, finance, marketing, and general administration.

BMGT 110 - Personal Financial Management (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100

(formerly BU 110)

Develops a comprehensive approach to managing personal finances including financial planning, budgeting, financing consumer purchases, risk management, investments, and retirement planning.

BMGT 120 - Business Communications (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly BU 273) Emphasizes the theory and practice of oral, written, and interpersonal communication used in the workplace. Focus is placed on writing business correspondence and reports, planning and delivering effective presentations, and developing teamwork and collaboration skills.

BMGT 140 - Agricultural Business (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly BU 140) Introduces the principles of management in modern agricultural business and farm production. Emphasizes small agricultural businesses including crops, livestock, agritourism, sustainable agriculture, small acreage operations, and high value agricultural enterprises (e.g., viticulture, organic produce, aquaculture). The course will cover marketing, operations, finance, and human resources, as well as general management issues in an agricultural business.

BMGT 211 - Business Law (3)

Prerequisite or Co-requisite: ENGL 101

(formerly BU 211) Defines the nature and development of law in the United States with a particular emphasis on how the law applies to businesses and how the law adapts and remains relevant in the face of constantly changing economic, political, social, and technological conditions. Students will describe and critique contracts, agency and employment, negotiable instruments, and sales.

BMGT 221 - Public Relations (3)

Prerequisite or Co-requisite: BMGT 103

(formerly BU 221) Examines the field of public relations, defined as a strategic communication process that builds mutually beneficial relationships between organizations and their publics. Explores the field's beginnings, identifies influential professionals throughout its history, and analyzes the theories behind its practices, whether in business, nonprofits, or government. Contrasts the differences between public relations and marketing, utilizing consumer and community relations techniques.

BMGT 223 - Human Resource Management (3)

Prerequisite or Co-requisite: BMGT 103

(formerly BU 223) Explores personnel administration procedures in business and government organizations. Includes study of work group labor management relations; recruitment, placement, training, and promotion of employees; work measurement and simplification; personnel records; wage and job classification; wage incentive systems; and fringe benefits.

BMGT 225 - Marketing (3)

Prerequisite or Co-requisite: BMGT 103

(formerly BU 225) Analyzes the marketing of goods, services, and organizations in a global economy. Develops a conceptual base for understanding the role of marketing in a business environment through activities and strategies employed by marketers. Explores major components of the marketing mix focusing on pricing, product, distribution, advertising, retailing, and wholesaling.

BMGT 274 - Customer Relations (3)

Prerequisite or Co-requisite: BMGT 103

(formerly BU 274) Examines the role of customer relations in business and emphasizes the theory and practice of developing, fostering, and managing relationships between the company and the customer. Focus is on practices that lead to customer loyalty and retention. Value equation applications and a systems approach to service excellence are introduced. Addresses building excellent customer relations into the mission of the company and committing to customer service as competitive advantage.

BMGT 275 - Fundamentals of Leadership (3)

Prerequisite or Co-requisite: ENGL 101 or BMGT 120

(formerly BU 275) Emphasizes the theory and practice of leadership skills in the workplace and evaluates styles of leadership. Emphasizes strategies for navigating change, leading with priorities in mind, managing conflict, giving and receiving constructive feedback, and visioning and goal setting.

BMGT 281 - Global Awareness in the Work Environment (3)

Gen Ed Emerging Issues

Prerequisite or Co-requisite: ENGL 101 or BMGT 120

(formerly BU 281) Promotes awareness of cultural diversity in a workplace. Analyzes and adapts business culture and structure to global environments.

BMGT 290 - Project Management (3)

Prerequisite or Co-requisite: CMIS 101

(formerly BU 290) Examines concepts and practices of project management and their universal application to all types of organizations. Students will analyze the roles of the project manager and project team and utilize techniques for effective project planning, management, control, closeout, and evaluation.

BMGT 295 - Principles and Practices of Management (3)

Prerequisites or Co-requisites: ACCT 102, BMGT 103, BMGT 120, CMIS 101, ECON 200, and ECON 202 *Students in the Construction Management Technology Area of Concentration must have Prerequisites or Co-requisites: ACCT 101, BMGT 103, BMGT 120, CMIS 101, and (CMTE 210 or CMTE 220).*

Reviews principles and practices of management in business and other organizations. Emphasizes management functions, including planning, organizing, staffing, directing, controlling, and coordinating. Explores manager's role in planning, decision-making, controlling, ethical decisions, innovation, and motivating employees/teams.

Chemistry (CHEM)

CHEM 100 - Chemistry and Society (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly CH 100) Explores important concepts of modern chemistry. Emphasizes connection between basic scientific principles and the current technologies of our society. Laboratory experiments illustrate the process of scientific discovery. No background in science is required. Intended for non-science majors. Will not serve as a prerequisite for CHEM 102, CHEM 201, or advanced science courses. Meets the requirement for a general education science lab course.

CHEM 101 - General Chemistry I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*
(formerly CH 101) Examines the concepts underlying modern chemistry including atomic and molecular structure, bonding, states of matter, and solutions. Intended for science majors, technology majors (STEM), and pre-allied health major. Laboratory experiments illustrate the lecture material. Meets the requirement for a general education science lab course.

CHEM 102 - General Chemistry II (4)

Gen Ed Science

Prerequisite: Grade of C or better in CHEM 101; Recommended Prerequisite or Co-requisite: MATH 145

(formerly CH 102) Continues examining the concepts underlying general chemistry: intermolecular forces; chemistry of solutions; kinetics; equilibrium; acid-base chemistry; thermochemistry; electrochemistry; nuclear chemistry; chemistry of metals and nonmetals; organic chemistry including basic structures, nomenclature, and functional groups; mass spectrometry; and visible and infrared spectroscopies. Meets the requirement for a general education science lab course.

CHEM 150 - Essentials of Organic Chemistry and Biochemistry (4)

Prerequisite: Grade of C or better in CHEM 101

Introduces organic chemistry concepts and their application in biochemical systems. Course topics include nomenclature of organic compounds, functional groups, reactions, stereochemistry, carbohydrates, proteins, lipids and nucleic acids. This course is intended for students needing a one semester introductory survey course in organic chemistry. Laboratory experiments introduce physical separation techniques, synthesis, purification and identification of organic compounds and biomolecules. This course cannot serve as a prerequisite for CHEM 202.

CHEM 201 - Organic Chemistry I (4)

Prerequisite: Grade of C or better in CHEM 102

(formerly CH 201) Focuses on structure, nomenclature, reactions and uses of hydrocarbons, alkyl halides, alcohols, and compounds containing related functional groups. Mass spectrometry, infrared, and nuclear magnetic resonance spectroscopy are also covered. Lab experiments introduce basic organic chemistry techniques, synthesize and purify organic compounds, and provide hands-on experience with infrared spectroscopy. Meets the requirement for a science lab course.

CHEM 202 - Organic Chemistry II (4)

Prerequisite: Grade of C or better in CHEM 201

(formerly CH 202) Focuses on structure, nomenclature, synthesis, reactions and uses of ethers, aromatic compounds, amines, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives. Relevant aspects of mass spectrometry, infrared, and nuclear magnetic resonance spectroscopy are reviewed. Applications of visible and ultraviolet spectrums of organic compounds are covered. The chemistry of carbohydrates, nucleic acids, and proteins are introduced. Lab experiments compliment and reinforce lecture material. Meets the requirement for a science lab course.

Communication (COMM)

COMM 101 - Introduction to Communication Studies (3)

Gen Ed Communication

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly CMSP 101) Introduces students to the basic theories and practical applications of human communication as it relates to their communication experiences. These include interpersonal situations, intercultural experiences, small group interactions, and public communication. Students will be given opportunities to develop their effectiveness in the speaking-listening communicative setting as well as develop knowledge of the communication process as a system.

COMM 102 - Interpersonal Communication (3)

Gen Ed Communication, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100; Students who previously earned credit for HUMS 102 cannot enroll in COMM 102

Introduces students to the fundamentals of interpersonal communication. Examines such communication in the context of culture, ethnicity, gender, age, and race, as well as the impact of the increasing use of interactive technologies. Seeks to increase the skills and sensitivity necessary for successful human relationships in a diverse global, national, and local community. Students who completed HUMS 102 previously cannot also earn credit for COMM 102.

COMM 103 - Public Speaking (3)

Gen Ed Communication

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly CMSP 103) Emphasizes the attainment of understanding and skill in public speaking. Assignments require analyzing the audience, researching, organizing, outlining, supporting and delivering a variety of extemporaneous speeches.

COMM 105 - Small Group Communication (3)

Gen Ed Communication, Cultural Competence

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly CMSP 105) Offers skills development in verbal, non-verbal and intercultural communication, listening, observation, leadership, and participation in groups. Emphasizes collaborative learning through researching and analyzing questions of fact and policy, problem solving and decision making, interacting and reaching consensus.

COMM 107 - Career Communication (3)

Gen Ed Communication

Prerequisite: ENGL 70 or ENGL 75 or ESOL 73 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly CMSP 107) Offers students knowledge and skills needed to communicate within their prospective professions and with others outside those professions. Assignments in interview, group discussion and extemporaneous speaking are adapted to individual students.

COMM 109 - Basic Conflict Mediation (3)

Gen Ed Communication

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly CMSP 109) Presents the 7-Step Model of mediation, which includes strategic listening, handling power imbalances, and dealing with intense emotions. Students will engage in role plays and simulations for hands-on experience. Students will also conduct critical analyses of varying conflict resolution theories and mediation styles through discussion and written reflections.

COMM 111 - Introduction to Mass Communication (3)

Gen Ed Communication, Gen Ed Arts

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly CMM 101)

Surveys the history, structure, functions, and effects of mass media, and explores careers in that field. Focuses on the application and significance of media literacy, and analyzes the impact of the various media on society and the individual. Examines how the media effectively fulfill their purposes as deliverers of information, persuasion, entertainment, and culture.

COMM 201 - Foundations of Communication Theory (3)

Prerequisites or Co-requisites: COMM 101 and (ENGL 101 or placement into ENGL 101)

(formerly CMSP 201) Provides students with an understanding of the principle theories related to the field of communication. Specifically, it introduces students to the study of communication theory and provides them with the conceptual and theoretical foundation needed to succeed as a communication scholar. Concepts and theories learned in this course will be studied in greater detail in the upper level courses required of the major.

This course is only offered in the Spring.

Computer Aided Design Technology (CADT)

CADT 101 - AutoCAD I (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

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

CADT 102 - AutoCAD II (3)

Prerequisite or Co-requisite: CADT 101

(formerly CAD 102) Extends and integrates the study of AutoCAD at an intermediate level. Students will create pictorial views and three-dimensional drawings. Students will gain an understanding of three-dimensional coordinates; create and work with composite, mesh, and solid models; manipulate materials in AutoCAD; and use cameras, walkthroughs, and flybys to view models.

CADT 110 - Introduction to SolidWorks (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

Introduces solid modeling software and its application as a design/drawing tool. Content covers basic features used to create, edit, document, and print parts and assemblies. Students will be able to create 3D models from which tangible counterparts could be created. Students will gain an understanding of important geometric constraints such as perpendicularity, concentricity, symmetry, angularity, parallelism, and others, that help them make appropriate design decisions on specific models as well as in assemblies.

CADT 130 - Revit (BIM) (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly CAD 130) Presents Autodesk Revit software, a Building Information Modeling (BIM) program, and its application as a design/drawing tool throughout the design process. Allows students to create designs in 3D, annotate with 2D drafting elements, and access building information from the building models database. Students will have a thorough knowledge of many of the Revit basics needed to be productive in a classroom or office environment.

CADT 150 - Architectural Drawing and Design (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly CAD 200) Applies and demonstrates the basic principles and concepts of architectural drawing and design, and their application. Develops an understanding of programming and schematic design. Introduces fundamental drawing practices, drawing systems, and presentation techniques. Students will create architectural sketches, drawings, and models.

CADT 210 - Residential Architecture I (4)

Prerequisite: CADT 101; Prerequisite or Co-requisite: CADT 130

(formerly CAD 201) Examines the basics of residential architecture. Content covers the language of architecture, the makeup of a set of plans, and the geometry of drawing parts of houses. Students will identify and create architectural designs including floor plans, foundation plans, site plans, and roof plans.

CADT 220 - Residential Architecture II (4)

Prerequisite: CADT 210

(formerly CAD 202) Discovers and analyzes intermediate concepts of residential architecture. Continues the study of architecture terminology, building techniques, building conventions, and residential building design that were introduced in Residential Architecture I. Students will be able to develop and present supplemental drawing including electrical plans, mechanical and plumbing plans, and stair plans.

CADT 225 - Commercial Architecture (3)

Prerequisite: CADT 220

Examines the basics of commercial architecture. Content covers the design considerations of commercial structures, the introduction of International Building Codes, and access requirements for people with disabilities. By the end of the course, students will be able to apply CAD tools to commercial drawings, define and apply building methods and materials of commercial construction and examine considerations affecting commercial construction.

CADT 235 - Revit for Architecture (3)

Prerequisite: CADT 130

Illustrate and analyze intermediate concepts of Autodesk Revit software and its application as a design/drawing tool for architecture. Content covers using 'as-built' drawings to model an existing building on a site, creating building additions, and working with design phases, including creating demolition plans to accommodate the new addition. By the end of this course, students will be able to develop a model independently in Revit, understand how to organize it for development into a set of architectural construction documents, and prepare the model for presentation, collaboration, and visualization.

CADT 245 - Civil Drafting with CAD (3)

Prerequisite: CADT 101

Illustrates intermediate/advanced concepts of civil drafting and design of civil engineering projects. Students will use 3D civil CAD software to create and revise civil engineering drawings including survey drawings, highway layouts, profiles, site plans, corridors, sections, grading plans, cut and fill drawings, and other civil detail drawings.

CADT 250 - Statics and Strength of Materials (4)

Prerequisite: ENGR 100

Covers the basic principles of statics, forces, force systems, loading, and load effects. Analyzes the mechanics of materials including center of gravity, moment of inertia, radius of gyration, and the concepts of stresses and strains as they relate to Computer Aided Design and Technology.

CADT 255 - Dynamics (4)

Prerequisite: CADT 250

Includes the dynamics of particles and rigid bodies, the impulse-momentum method, and the work-energy principle to solve dynamic problems as it relates to mechanical design, the path of projectiles, and the design of highways.

Computer Science (CMSC)

CMSC 105 - Introduction to Programming with Python (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly CMIS 105) Introduces programming and is aimed at students with no prior programming knowledge or skills. Covers basics of programming including variables, decision-making statements, and iterative statements. Students create logical solutions to novel problems using tools such as pseudocode and flowchart. Students write, test, and run elementary programs to solve problems using a high-level programming language.

CMSC 130 - Programming Fundamentals (4)

Prerequisite or Co-requisite: MATH 145 or MATH 145S

Introduces professional-level programming techniques, designed for individuals seeking foundational knowledge in programming or aspiring to enter the field of software development. Covers the fundamentals of how to write complete computer programs of moderate size and rooted in real-world problems, using basic data types, functions, loops, if-else statements, and objects. Students will learn top-down design, functional decomposition, mathematical and reasoning skills needed for computer science, software testing, and pair programming. Requires no previous programming experience.

CMSC 131 - Programming Methods and Object Design (4)

Prerequisite: Grade of C or better in CMSC 130 or CMIS 106

Prepares students to employ the principles of object-oriented programming (abstraction, encapsulation, polymorphism, and composition) in the construction of substantial programs rooted in real-world problems. Students will formulate objects (classes) to model entities in problem spaces; construct programs using the powerful technique of recursion; test code by the professional technique of unit testing; and discuss technical solutions in the context of pair programming and code reviews.

CMSC 230 - Data Structures and Algorithms (4)

Prerequisite: Grade of C or better in CMSC 131

Introduces the fundamentals of data structures and algorithms in the context of a large, real-world project. Focuses on linked allocation structures: trees, linked lists, and stacks, and the application and mathematical analysis thereof. Structured around a semester-long project in which students iteratively design, develop, and test a significant software project built around real-world needs.

CMSC 245 - Systems Programming (4)

Prerequisite: CMSC 130 or CMIS 106

Covers techniques of systems programming at levels close to the operating system and hardware. Students will learn memory management, operating system interfaces, device interfaces, profiling and performance analysis, and the use of libraries, APIs, and classes and class hierarchies to solve problems at this level. Will be taught using the C and C++ languages.

CMSC 285 - Programming Capstone Project (4)

Prerequisite: Grade of C or better in CMSC 230 or CMIS 201

Design and implement a group project focused on a relatable, real-world problem. Develop a large piece of software 'from scratch' applying techniques taught in the course and learned in predecessor courses. Collaborate in a team setting of iterative (agile) development. This course will strongly prepare students for success in team-based work in both four-year education and industry.

Construction Management Technology (CMTE)

CMTE 100 - Occupational Safety & Health (2)

Identifies factors and practices that aid in accident prevention and elimination of hazards in the workplace. Topics will include liability, standards, OSHA, hazard control, accident investigation, and safety management.

CMTE 101 - Construction Management (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly CON 101)

Introduces the construction management process, each party's roles and responsibilities, forms of construction management delivery systems, and construction documents. Students will describe the role of the construction manager within the context of ensuring timely, high quality, profitable, and safe construction projects.

CMTE 130 - Materials & Methods of Construction (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly CON 132) Provides the construction manager with a fundamental understanding of materials and methods of construction. Emphasizes properties of materials, engineering methods, construction methods, testing methods, and related building codes. This course focuses on soil, earthwork, foundations, paving, concrete, masonry, thermal products, roofing, wood construction, steel construction, exterior and interior finishes, glazing, windows, doors, exterior wall systems, cladding, interior walls/partitions, finish ceilings, and flooring.

CMTE 140 - Architectural Blueprint Reading (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly CON 140) Introduces basic blueprint and construction document reading methodology. Develops the practice of utilizing construction documents as an important communication tool in the construction process. Areas of focus include views, symbols, scales, dimensions, materials, construction methods, and terminology used in the various disciplines included in construction documents.

CMTE 200 - Site Management (3)

Prerequisites or Co-requisites: (CMTE 101 or BLDT 101) and (CMTE 130 or CON 132)

(formerly CON 203) Examines the principles that apply to planning and managing construction project field operations. Major areas of focus include documentation and recordkeeping, jobsite layout and control, project safety, jobsite labor relations, subcontracting and purchasing, time and cost control, changes and claims, quality management, payments, and project closeout.

CMTE 210 - Construction Project Cost Estimating (3)

Prerequisites: (CMTE 101 or CMTE 130 or CON 133 or CADT 101) and CMIS 101 and (MA 80 or appropriate score on mathematics placement test)

(formerly CON 204) Introduces cost estimating concepts and methodologies that apply to the construction industry. Areas of emphasis include estimating techniques, quantity take-off, pricing, material and labor estimation, estimating by division, bidding, and computer applications.

CMTE 220 - Construction Project Scheduling (3)

Prerequisites: CMTE 101 and CMTE 140

(formerly CON 206) Introduces the concepts and procedures in preparing a project schedule. Bar charts, critical path method, and computer applications are examined. Students will use sample projects and case studies to apply scheduling concepts.

Criminal Justice (CCJS)

CCJS 101 - Introduction to Criminal Justice (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly CJ 101)

Presents a history of criminal justice, with emphasis on English antecedents important to the administration of justice in the United States. Introduces the United States Constitution and Supreme Court decisions affecting individual rights and law enforcement practices. Includes career orientation through an analysis of criminal justice agencies.

CCJS 105 - Justice in Motion: Current Issues in Law Enforcement (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or *Co-requisite:* ENGL 75 or ESOL 100

Employs a variety of current events (e.g., news stories, policy changes, political debates, etc.) to expose students to the latest issues of controversy or change in the law enforcement professions. Orients students to multiple lenses through which to analyze emerging policies or technologies with implications for various aspects of law enforcement and community relationships, as well as the arenas in which arguments and decisions about each issue are made.

CCJS 108 - Serial Killers: Psychosocial Perspectives (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly CJ 108) Presents an overview of serial killers in the United States and other countries. Introduces the background of serial killers as well as causes and failures in their lives that led up to the killings. Presents case studies of serial killers as well as the investigation, apprehension, trial, and sentencing of these offenders.

CCJS 109 - Murder, Terror, and Other Extreme Crime (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

Presents an overview of various forms of extreme domestic, international, interpersonal, and political crime, such as serial murder, sex crime, terrorism, and crimes by state-sanctioned actors. Discusses sociological and psychological factors used to analyze, investigate, and prevent these extreme crimes. Introduces students to the psychological profiling processes used in criminal investigations. Students will use case studies to develop an understanding of research and evidence analysis, due process and legal rights, interdiction and apprehension, and trial and sentencing process in a wide variety of high impact criminal cases.

CCJS 201 - Criminal Law (3)

Prerequisite: ENGL 101
(formerly CJ 110)

Explores the history and purpose of criminal law. Also examines elements of substantive criminal common law as modified by statute. Introduces legal research and a case study review of appellate court decisions relative to selected aspects of criminal law.

CCJS 204 - Police Operational Services (3)

Prerequisite: CCJS 201 or CJ 110
(formerly CJ 204)

Examines police operational techniques and strategies, incident analysis, patrol deployment, traffic enforcement theory and practice, crime prevention and community relations, and the investigative process. Explores the police officer's role as a manager of community crime prevention resources. Includes analysis of recommended practices for maintaining a police officer's health and safety.

CCJS 209 - Criminal Investigations (3)

Prerequisite: CCJS 101

(formerly CJ 209) Introduces modern methods used in detection, investigation, and solution of crimes. Students will be taught basic investigative techniques utilized by law enforcement agencies. Analysis of actual cases will be used to demonstrate practical uses of these techniques.

CCJS 214 - The Correctional Process (3)

Prerequisite: CCJS 101
(formerly CJ 214)

Surveys the juvenile and adult correctional process from adjudication through probation or parole.

CCJS 219 - Race, Crime, and Criminal Justice (3)

Cultural Competence
Prerequisite: ENGL 101

Examines the concepts and realities of race in the context of the criminal justice system. Places emphasis on exploration of the treatment of racial minorities as victims and offenders by law enforcement, courts, and corrections, and the nature and extent of this treatment throughout the judicial and punitive process. Investigates the causes and effects of these race-based inequities to prepare students for encountering and addressing them in future law enforcement careers.

CCJS 220 - Criminal Evidence & Procedure (3)

Prerequisite: CCJS 201 or CJ 110
(formerly CJ 220)

Examines the United States Constitutional limitations on law enforcement, emphasizing arrest, use of force and search and seizure. Rules of evidence of particular importance to the law enforcement function including: the hearsay rule and exceptions; documentary, opinion, corpus delicti and circumstantial evidence; character and past crimes; evidentiary privileges; jurisdiction and venue; and witnesses.

CCJS 225 - Problem Solving in the Public Sector (3)

Prerequisites: ENGL 101 and (EMGT 101 or CCJS 101)

Explores methods and concepts essential to defining and addressing public problems in the modern era. Introduces human-centered design frameworks as a lens for identifying, analyzing, and proposing solutions to actual problems facing public safety and other public sector entities. Surveys additional factors surrounding these solutions, such as quality control, customer service, public-private partnerships, and evaluation. Students will practice balancing data-driven analyses with the experiences, feedback, and resources of affected communities to tackle the complex, "wicked" problems involved in effective public service.

Cybersecurity and Information Technology (CMIS)

CMIS 101 - Information Systems and Technology (3)

Gen Ed Computer Literacy

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR
Co-requisite: ENGL 75 or ESOL 100
(formerly CIS 101)

Explores the fundamentals of information systems and relevant technologies. This course surveys the terminologies, types, components, functions, architectures, and development life cycle of information systems. Topics include roles, values, impacts, applications, security concerns, social issues, ethics, and responsibilities related to the use of information systems in businesses. Students also learn productivity applications, such as word processing, spreadsheet, presentation, and database software.

CMIS 111 - Microcomputer Software Applications (3)

(formerly CIS 111) A series of individual courses involving various state-of-the-art microcomputer software application packages.

CMIS 111B - Database (3)

Prerequisite or Co-requisite: CMIS 101
(formerly CIS 111B)

Covers the basic and advanced features of a commercial database software package. Students plan, define and use a database; perform queries; produce reports and forms; work with multiple files; and learn the basic concepts of database programming.

CMIS 111L - UNIX/Linux Operating System (3)*Prerequisite or Co-requisite: CMIS 101*

(formerly CIS 111L) Explores the practical use and operation of an open-source operating system (Linux/Unix). Students will learn how to use basic Unix commands, shell scripting, and various system utilities.

CMIS 111V - Virtualization and Cloud Essentials (3)*Prerequisite or Co-requisite: CMIS 101 or CMIS 120*

(formerly CIS 111V) Surveys the virtualization technology and applications. Introduces the business value and impact of virtualization and cloud computing, essential characteristics of cloud computing, cloud technologies and applications, cloud computing architecture, and cloud service models as well as cloud adoption and deployment. Topics include virtualization concepts, virtualization infrastructure, virtualization in cloud environment, business and technical perspective of cloud computing, cloud models, cloud economics, cloud computing services, and application as well as adoption and deployment of cloud computing. Covers the objectives of Amazon Web Services (AWS) Certified Cloud Practitioner exam and CompTIA Cloud Essentials certification exam.

CMIS 118 - Data Analytics Using Spreadsheets (3)*Prerequisite or Co-requisite: CMIS 101*

(formerly CIS 118) Covers the theory and techniques of data modeling and data analysis using spreadsheets. Students learn to summarize data, explore data, produce accumulated data, and visualize data by utilizing spreadsheet software, such as Microsoft Excel.

CMIS 120 - PC Operating Systems (3)*Prerequisite or Co-requisite: CMIS 121 or CIS 212*

(formerly CIS 111M) Explores the installation, configuration, and operations of operating systems. Students learn to set up, configure, troubleshoot, and maintain hardware devices and software applications on an operating system. Covers the objectives of CompTIA A+ certification exam. It is required that students take this course and CMIS 121 PC Repair & Diagnostics in the same semester.

CMIS 121 - PC Repair & Diagnostics (3)*Prerequisite or Co-requisite: CMIS 120 or CIS 111M*

(formerly CIS 212)

Introduces diagnosis and troubleshooting of personal computers. This course covers the hardware and software troubleshooting techniques, including diagnosis software, board replacement, storage, and memory troubleshooting. Covers the objectives of CompTIA A+ certification exam. It is required that students take this course and CMIS 120 PC Operating Systems in the same semester.

CMIS 140 - Java Programming (3)*Prerequisite or Co-requisite: CMIS 106 or CMSC 130*

(formerly CIS 140)

Introduces Java programming language with an emphasis on object-oriented principles. Students utilize library classes in developing Java standalone applications and applets. Topics include Graphical User Interface (GUI) programming, event-driven programming, inheritance, and polymorphism.

CMIS 175 - Game Theory and Design (3)*Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100*

(formerly CIS 175) Covers game theory and design. Topics include the roles of game designers, game structures and elements as well as game development stages and methods. Students learn about designing, prototyping, and playtesting games.

CMIS 176 - Game Creation (3)*Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CMSC 105) or (CMIS 106 or CMSC 130) or CMIS 175*

(formerly CIS 176) Covers the creation of basic games. This hands-on course guides students step by step through the basics of building interactive games. Students learn to create computer games utilizing current technologies, such as web page design/development languages, animation/simulation software, and game engines.

CMIS 177 - Interactive 3D Technology (3)*Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CMSC 105) or (CMIS 106 or CMSC 130)*

(formerly CIS 177) Surveys the current 3 dimensional (3D) technologies and introduces the design and creation of virtual interactive 3D models. Covered techniques include mesh modeling, texturing, lighting, rigging, animating, and rendering. Students learn to design and develop computer generated interactive 3D worlds using 3D production tools such as Blender.

CMIS 178 - 3D Modeling and Animation (3)*Prerequisite or Co-requisite: CMIS 177*

(formerly CIS 178) Introduces fundamentals of creating and animating 3 dimensional (3D) computer modeling. The industry standard 3D modeling and animation software are surveyed and explored. This course covers Autodesk Maya Certified Professional exam topics and objectives. Topics include 3D modeling concepts and 3D animation process. Students learn to create and animate 3D models using 3D modeling tools.

CMIS 179 - Cybersecurity Fundamentals (3)*Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100*

(formerly CIS 179) Surveys cybersecurity concepts and practices including malware, anti-malware, social engineering, information privacy, data security, and security policies. Students learn to identify cyber threats, threat sources, and threat mitigations as well as protect them from Internet predators. Students will be able to evaluate security policies and procedures.

CMIS 200 - IT Support Services (3)*Prerequisite or Co-requisite: (CMIS 120 or CIS 111M) or (CMIS 121 or CIS 212)*

(formerly CIS 200) Introduces the fundamentals, operations, roles, and responsibilities of information technology (IT) support services. Students practice problem-solving and communication skills appropriate in the computer user-support environment. Best practices in customer support and professional work habits are emphasized throughout the course. Topics include incident identification, incident management, information collection skills, communication skills, personal skills, technical skills, security skills, troubleshooting skills, training skills, and business skills.

CMIS 202 - Computer Science II (4)*Prerequisite: Grade of C or better in CMIS 201 or CMSC 230*

(formerly CIS 202) Emphasizes algorithms, data structures, and object-oriented software engineering. Introduces algorithmic analysis including asymptotic notation, empirical performance measurements, and time/space tradeoffs. Covers fundamental computing algorithms including sorting, searching, and manipulating dynamic data structures, such as lists, stacks, queues, trees, graphs and hash tables. Investigates recursion including applications to algorithms and data structures. Integrates further software engineering concepts including data abstraction and participation in team programming projects. Projects will be completed using a language that supports the object-oriented paradigm (Java).

CMIS 203 - Systems Analysis & Design (3)

Prerequisite: (CMIS 105 or CMSC 105) or CMIS 106 or CMSC 130 (formerly CIS 203)

Presents concepts of structured systems analysis and design techniques such as problem definition, cost analysis, charting and scheduling, implementation planning and documentation. Emphasizes project management, communication and analytical skills.

CMIS 204 - Computer & Information Sciences Project (3)

Prerequisite or Co-requisite: CMIS 203 (formerly CIS 204)

Assigns a project commensurate with student's background and training, and carries it through from system analysis and design to program preparation and implementation.

CMIS 217 - Cybercrime and Digital Forensics (3)

Prerequisite or Co-requisite: CMIS 111L or CMIS 111V or CMIS 120 or CIS 111M

(formerly CIS 217) Covers the fundamentals of computer forensics, and the techniques and processes involved in identifying, collecting, preserving, and analyzing digital evidence. Surveys the contemporary crime and related legal issues and laws.

CMIS 218 - Information Security (3)

Prerequisite or Co-requisite: (CMIS 105 or CMSC 105) or (CMIS 106 or CMSC 130) or (CMIS 120 or CIS 111M)

(formerly CIS 218) Covers the fundamentals of information security and assurance. Topics include cryptography, security architecture and controls, risk management and governance, disaster recovery planning and management, as well as security frameworks, standards, and policies. Students learn to protect information systems from unauthorized access in order to ensure confidentiality, integrity, and availability.

CMIS 219 - Ethical Hacking (3)

Prerequisite or Co-requisite: CMIS 111L

(formerly CIS 219) Covers the fundamentals of protecting information technology resources from cyber attacks. Students learn the tools and penetration testing methodologies used by ethical hackers, as well as the methods and tools to protect against attacks and vulnerabilities. Surveys computer crime-related laws and regulations.

CMIS 226 - Game Scripting (3)

Prerequisite or Co-requisite: (CMIS 105 or CMSC 105) or (CMIS 106 or CMSC 130)

(formerly CIS 226) Covers the development of computer games using a scripting language (Python). A current scripting language will be covered and used to develop game programs. Students learn to design and develop cross-platform computer games.

CMIS 227 - Game Programming (4)

Prerequisite: (CMIS 105 or CMSC 105) or (CMIS 106 or CMSC 130)

(formerly CIS 227) Covers the development of computer games using a high-level programming language. Introduces game development aspects and techniques through creation of computer programs. This course also surveys the modern game engines. Students learn to develop computer game programs for specific game engines and platforms.

CMIS 228 - Simulation and Game Development (4)

Prerequisite: (CMIS 105 or CMSC 105) or (CMIS 106 or CMSC 130) or CMIS 177 or CMIS 178

(formerly CIS 228) Covers the development of digital interactive contents used in computer games and computerized simulations. This course introduces students to the current game engines and simulation software used to build comprehensive and interactive computer games and simulations.

CMIS 266 - Cloud System Administration (3)

Prerequisite or Co-requisite: CMIS 111V or CMIS 120 or CIS 111M

(formerly CIS 266) Explores administering cloud platforms and deploying applications on cloud platforms. Students learn to operate, manage, monitor, and secure cloud computing systems such as Amazon Web Services (AWS), as well as deploy and scale applications in cloud environments. Covers the objectives of AWS Certified SysOps Administrator Associate exam.

CMIS 280 - Networking Fundamentals (3)

Prerequisite or Co-requisite: CMIS 120 or CIS 111M

(formerly CIS 180) Reviews hardware, operating systems, and other networking principles. Includes comprehensive networking skill sets necessary for the CompTIA Network exam.

CMIS 281 - Security Fundamentals (3)

Prerequisite or Co-requisite: CMIS 280 or CIS 180

(formerly CIS 170) Provides students with the knowledge and skills to implement, maintain and secure network services, network devices, and network traffic. Builds on foundational network concepts, computer hardware, and operating systems principles.

CMIS 290 - Cisco 1 Introduction to Networks (3)

Prerequisite or Co-requisite: (CMIS 106 or CMSC 130) or CMIS 120

(formerly CIS 190) Covers the architecture, structure, functions, and components of the Internet and other computer networks in accordance with CCNAv7: Introduction to Networks (ITN). Students achieve a basic understanding of how networks operate and how to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement Internet Protocol (IP).

CMIS 291 - Cisco 2 Switching, Routing, and Wireless Essentials (3)

Prerequisite or Co-requisite: CMIS 280 or CIS 180 or CMIS 290 or CIS 190

(formerly CIS 191) Covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts in accordance with CCNAv7: Switching, Routing, and Wireless Essentials (SRWE). Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and resolve common issues with protocols in both IPv4 and IPv6 networks.

CMIS 292 - Cisco 3 Enterprise Networking, Security, and Automation (3)

Prerequisite or Co-requisite: CMIS 291 or CIS 191

(formerly CIS 192) Describes the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies, in accordance with CCNAv7: Enterprise Networking, Security, and Automation (ENSA). The course emphasizes network security concepts and introduces network visualization and automation. Students learn how to configure, troubleshoot, and secure enterprise network devices and understand how application programming interfaces (API) and configuration management tools enable network automation.

CMIS 294 - Cybersecurity Operations (3)

Prerequisite or Co-requisite: CMIS 292

Introduces the core security concepts and skills needed to monitor, detect, analyze, and respond to cybercrime, cyberespionage, insider threats, advanced persistent threats, regulatory requirements, and other cybersecurity issues facing organizations in accordance with CCNA Cyber Ops. It emphasizes the practical application of the skills needed to maintain and ensure security operational readiness of secure networked systems.

CMIS 295 - Cloud Security (3)

Prerequisite or Co-requisite: CMIS 111V or CMIS 266 or (CMIS 280 or CIS 180) or (CMIS 290 or CIS 190)

(formerly CIS 223) Covers the essentials of the cloud security technologies, mechanisms, and standards/frameworks as outlined by Cloud Security Alliance (CSA) and National Institute of Standards and Technology (NIST) Cloud Computing Security Standards. Surveys cloud governance, certification compliance, and accreditation. Students learn to analyze risk in cloud environments and cloud security solutions, create and secure public and private cloud instances, and secure cloud applications.

Early Childhood Development (ECED)

ECED 101 - Child Development & Behavior (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100

(formerly ED 100) Introduces basic growth and developmental principles necessary to work with young children from birth to twelve years old. Emphasizes the social, emotional, physical, and cognitive developmental stages of the young child. This course meets the Maryland State Department of Education Division of Early Childhood's Office of Child Care Credentialing and Licensing requirements. This course is 45 hours of the 90 hours required for Preschool Lead Teacher. Six hours of documented observation are required.

ECED 105 - Introduction to Early Childhood Education (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly ECD 101) Examines conceptual framework for understanding the role of the early childhood education professional. Content focuses on the profession of early childhood education in the context of historical, philosophical, and social influences. Reviews contemporary trends, issues, and practices in the field of early childhood education. Fifteen hours of documented observation are required.

ECED 110 - Early Childhood Special Education (3)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 100 or appropriate score on placement test

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 100 Presents the practices that early childhood professionals can apply to develop a more inclusive and accessible environment for all children ages birth to eight. It provides students with skills to include children of all abilities through appropriate arrangement of the environment. Some topics include strategies for developing strong relationships with families and community agencies.

ECED 125 - Methods and Materials in Early Childhood (3)

Prerequisite or Co-requisite: ECED 101

(formerly ECD 104) Designed to teach the methods and proper use of materials in presenting creative learning experiences to young children in the areas of language, creative dramatics, art, music, movement, math, science, emergent literacy, and outdoor activities. This course meets the state requirements for Office of Child Care Licensing & Credentialing. This course is 45 hours of the 90 hours required for Preschool Lead Teacher. Fifteen hours of documented observation are required.

ECED 135 - Infants & Toddlers Development and Care (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly ECD 106) Examines the best practices designed to meet the needs of infants and toddlers as related to their physical growth and development, mental health, and human relationships. Attention will be given to the family and child's multicultural customs, gender equity, and children with special needs, while insuring quality program development and implementation in out of home care environments. Content will focus on the caregiver, the child, and the program being provided to meet the learning needs of the infant and toddler. This course meets the state requirements of Office of Child Care Licensing and Credentialing for Infant/Toddler Lead Teacher.

This course is only offered in the Fall.

ECED 145 - Child Health, Safety and Nutrition (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly ECD 107) Presents a survey of the health, safety and nutritional needs of young children. Includes required state and federal codes. Emphasizes the establishment and maintenance of a safe and healthy learning environment.

This course is only offered in the Fall.

ECED 155 - Activities for the School-Age Child (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly ECD 108) Examines developmentally appropriate principles, materials, and methods used with school age children ages 6 to 12. Specific consideration given to planning activities for school age child care. Students plan and present lessons in the areas of physical, cognitive, and social development. This course meets the state requirements of Office of Child Care Licensing and Credentialing for School Age Teacher.

This course is only offered in the Fall.

ECED 205 - Administration of Child Development Centers (3)

Prerequisites: (ECED 101 or ED 100) and (ECED 125 or ECD 104) and (ECED 135 or ECD 106) and (ECED 155 or ECD 108)

(formerly ECD 212) Designed to provide students with management skills necessary to operate an early childhood center, family child care or before/after school program that serves children from infancy through age twelve. Topics include program policies and procedures, government regulations, finance and budget, facility operation, personnel management, health and safety, accreditation systems, and program evaluation and improvement. This course meets the state requirements of Office of Child Care licensing and credentialing for School Age and Preschool Director.

This course is only offered in the Spring.

ECED 215 - Understanding and Guiding the Young Child's Behavior (3)

Prerequisite: ECED 101 or ED 100

(formerly ECD 213) Designed for adults who are responsible for the care and development of young children from birth to eight years of age, primarily in an early childhood setting. This course will focus on developmentally appropriate child guidance philosophies, methodologies of discipline, and guidelines for the responsible adult.

This course is only offered in the Spring.

ECED 225 - Language & Literacy Development in Early Childhood (3)*Prerequisite: ECED 101 or ED 100*

(formerly ECD 230) Designed for adults who are responsible for the care, development and teaching of young children from birth to eight years in primarily an early childhood setting. This course is a study of the development of oral language by the young child, the relationship between language development and emerging literacy, and the structuring of the learning environment for the child birth to eight years. A variety of quality early childhood literature will be reviewed along with methods for using children s literature to enhance language development.

*This course is only offered in the Spring.***ECED 235 - Diversity and Professionalism in Early Childhood Education (3)***Prerequisite or Co-requisite: ECED 101*

Focuses on developing professional behaviors essential for success in the early childhood education field and expanding students' understanding of diversity. Participants will explore the concepts of culture, race, ethnicity, language, gender, and family, and examine how these elements influence identity and early childhood experiences. Students will learn to apply a variety of strategies, activities, resources, and techniques to foster an equitable and inclusive classroom environment. Students will review the NAEYC Code of Ethical Conduct and consider strategies for affirming diversity in early childhood settings.

This course is only offered in the Spring.

Economics (ECON)

ECON 200 - Principles of Macroeconomics (3)

Gen Ed Economics, Cultural Competence

Prerequisite or Co-requisite: ENGL 101 or BMGT 120 and (any 100 level MATH course or higher OR appropriate score on mathematics placement test); Students who previously earned credit for ECON 201 cannot enroll in ECON 200

Explores concepts of macroeconomics including national accounts, national income analysis, unemployment, inflation, business cycles, fiscal and monetary policies, and the monetary system. Utilizes an essentially macroeconomic approach, incorporating the impacts on and of various social constructs. Students cannot receive credit for both ECON 200 and ECON 201.

ECON 202 - Principles of Microeconomics (3)

Gen Ed Economics

Prerequisite or Co-requisite: ENGL 101 or BMGT 120 and (any 100 level MATH course or higher OR appropriate score on mathematics placement test)

(formerly EC 202) Explores the behavior of individual consumers and business firms and emphasizes price theory, the impact of different market structures upon economic activity, distribution, international trade, and economic development with an essentially micro-economic approach.

Education (EDUC)

EDUC 110 - Schools and Society (3)

Gen Ed Education

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly ED 102) Examines the historical, philosophical, and social development of American education. Students will learn methods, concepts, and principles of education. They analyze and reflect on the processes of teaching and learning. They explore the interrelationships of education, social institutions, and pluralistic culture. Students will also reflect on ways that values, skills, and experience shape and are shaped by schooling and society. Observations, teaching, and a portfolio are required. Fifteen hours of documented observation are required.

EDUC 220 - Educational Psychology (3)*Prerequisite: PSYC 101*

(formerly ED 202) Introduces the nature and theories of learning processes. Focuses on classroom interaction and its influence upon the learning process and the growth and development of the child. (This course satisfies the Maryland State Department of Education professional education course work in human learning.) Fifteen hours of documented observation are required.

EDUC 230 - Foundations of Special Education (3)

Cultural Competence

Prerequisite: EDUC 110 or ED 102 or ECED 105 or ECD 101

(formerly ED 203) Provides an overview of critical issues and strategies related to educating students who have been identified as exceptional. The course content focuses on historical and legal foundations of special education, inclusive education, developmental characteristics of exceptional students, and strategies for accommodating students. (This course satisfies the Maryland State Department of Education professional education course work in inclusion of special populations.) Fifteen hours of documented observation are required.

EDUC 240 - Processes and Acquisition of Reading (3)*Prerequisites: 30 credits including ENGL 101 and PSYC 101 or teacher certification*

(formerly ED 214) Assists pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development and the study of current issues in reading research. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. The course includes an introduction to language structures, including spoken syllables, phonemes, graphemes, and morphemes. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, and exceptionalities. Participants will be introduced to current scientific research related to literacy acquisition.

EDUC 242 - Instruction of Reading (3)*Prerequisite: EDUC 240 or ED 214*

(formerly ED 215) Facilitates understanding and use of a representative array of research-based instructional techniques and strategies in the area of reading. The course emphasizes instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency; vocabulary development; and comprehension) suitable for various age and ability groups. Throughout the course, students will demonstrate their skill with instructional routines and strategies through role-play, live demonstrations, and critique of models, and review the research evidence relevant to those approaches.

EDUC 244 - Materials for Teaching Reading (3)*Prerequisite: EDUC 240 or ED 214*

(formerly ED 216) Assists pre-service and in-service teachers in understanding and using the findings of scientific research to select, evaluate, and compare instructional programs and materials for teaching reading. Participants will learn strategies for enabling students to become strategic, fluent, and independent readers using a variety of texts and other materials. They will develop techniques to involve parents, school staff, and members of the community in children's reading development and enjoyment.

EDUC 246 - Assessment for Reading Instruction (3)*Prerequisites: (EDUC 240 or ED 214) and (EDUC 242 or ED 215)*

(formerly ED 217) Assists pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction focuses on the purposes of assessment, types of assessment tools, administration and use of several valid, reliable, well-researched formal and informal assessments of reading and related skills, effective interpretation of assessments results, and communication of assessments results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Participants will demonstrate their abilities by selecting, administering, and/or interpreting assessments appropriate for screening, diagnosis, monitoring of progress, and measurement of outcomes.

EDUC 248 - Teaching Reading in the Content Areas, Part I (3)*Prerequisites: 30 credits including ENGL 101 and PSYC 101 or teacher certification*

(formerly ED 218) Provides students with an understanding of the essentials of reading processes necessary for secondary students to become proficient readers. Participants gain an understanding of the following five areas: purposes and types of reading, methods of assessing reading, strategies and skills in reading, student-centered reading instruction, and affective dimensions of reading. (This course can be used to partially satisfy the Maryland State Department of Education reading requirement for secondary teachers.)

EDUC 249 - Teaching Reading in the Content Areas, Part II (3)*Prerequisite: EDUC 248 or ED 218*

(formerly ED 219) Expands on Part I, focusing on types of reading, skills in reading, and instruction. The emphasis will be on teaching secondary student to learn from text. Participants will formulate research questions, complete a literature review, and implement and evaluate a coherent literacy plan. Participants will also implement reading and writing strategies that promote student mastery of subject content. (This course can be used to partially satisfy the Maryland State Department of Education reading requirement for secondary teachers.)

Educational Psychology (EDPS)

EDPS 210 - Human Growth and Development (3)

Gen Ed Education, Cultural Competence

Prerequisite or Co-requisite: ENGL 101

(formerly ED/PS 208) Presents central concepts related to parameters of human development through the life span. Includes physical, social, emotional and mental development at the various stages of life. Considers the influence of culture as well as individual differences. (This course satisfies the Maryland State Department of Education professional education course work in child or adolescent development.) This course requires a service learning experience.

Emergency Management (EMGT)

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

Gen Ed Emerging Issues

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly EM 101 and ID 225) Introduces students to the historical, social, psychological, and economic implications of disasters, crises, and the field of emergency management. Develops students' writing effectiveness, critical thinking skills, and historical and social awareness as they travel through the disasters of past and present, explore emerging trends, and discuss the future of the emergency management field.

EMGT 104 - Disaster Response and Recovery (3)*Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100*

(formerly EM 104) Provides students with an understanding of disaster response and recovery operations in the public safety environment. Examines the nature of emergencies and disasters, including how to identify the human response in the disaster process, assess current procedures for response operations, and review recovery policies, programs, and methods to promote recovery and community resilience.

EMGT 105 - Public Safety Written Communication (1)*Prerequisite: FEMA 189*

Orients students to the fundamentals of sound report writing in a variety of public safety contexts. Provides practice balancing competing necessary factors (e.g., conciseness; thoroughness; accuracy; outside influences; legal or forensic requirements) with proper basic descriptive writing technique in the composition of effective reports utilized across the public safety industry. The course will cover the essential elements of various report styles and provide a review of emerging technologies being utilized by public safety agencies to streamline and coordinate the reporting process.

EMGT 106 - Hazard, Risk, and Mitigation (3)*Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100*

(formerly EM 106) Provides the student with a thorough understanding of mitigation for disaster management, and the application of hazard management. The student will investigate various methods of risk management, risk reduction, risk avoidance, risk acceptance, and risk transfer to address both structural and non-structural mitigation. The concept of sustainability and its role in local land-use planning is examined.

EMGT 111 - Preparing and Securing the Homeland (3)*Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100*

(formerly EM 111) Provides students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the protection of the U.S. homeland. Examines the range of potential threats to the U.S. homeland, including the historical foundation of terrorism. Introduces the role of emergency management in the response to the growing threat of domestic and international terrorism. Focuses on the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

EMGT 115 - Foundations of Emergency Management (3)

Prerequisites: FEMA 131 and FEMA 151 and FEMA 205

(formerly EM 115) Introduces the position and responsibilities of an emergency manager, the history of the emergency management field, and key operational tools including the National Incident Management System (NIMS), the Incident Command System (ICS), and the Emergency Operations Center (EOC). Surveys emergency management as an integrated system that networks resources and capabilities together to adaptably address all hazards for the whole community.

EMGT 119 - Intelligence Analysis, or How to Prepare for the Conflicts of Tomorrow (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

Provides an overview of intelligence as practiced in national security, law enforcement, and the business sector. Introduces students to the profession of intelligence, seminal events and key figures in its development, analytic methodologies, and geopolitical context. Examines a range of topics including the intelligence cycle, intelligence collection disciplines, the physics of intelligence, the modern history of intelligence, the intelligence community and other consumers and producers of intelligence, and future trends in intelligence. Encourages students to develop an analytic mindset and to become proficient at the presentation of simulated intelligence products.

EMGT 125 - Emergency Management Coordination (3)

Prerequisites: FEMA 150, FEMA 161, FEMA 171

(formerly EM 125) Introduces the fundamentals of comprehensive emergency management coordination efforts. Surveys means of networking resources and capabilities from multiple levels and types of organizations to support effective all-hazard response. Explores national response coordination and organization systems, the role of public information within them, and the impact of evolving technologies on all stages of the process.

EMGT 130 - Integrated Emergency Management (3)

Prerequisite or Co-requisite: (EMGT 101 or ID 225) or FIRE 107

(formerly EM 130) Provides students with an understanding of the concept of Integrated Emergency Response to disasters and other critical incidents. Students examine the role of Integrated Emergency Preparedness in the government environment, and expand the understanding to public-private cooperation in emergency management. Note: While not an official prerequisite, students are encouraged to take EMGT 106 prior to (or during the same semester as) they intend to enroll for this course.

EMGT 135 - Leadership and Management (3)

Prerequisites: FEMA 132, FEMA 134, and FEMA 135

(formerly EM 135) Introduces the concepts of leadership and influence in emergency management contexts. Describes the attributes of effective decision making and basic quality assurance processes. Identifies and develops essential communication skills needed to convey emergency precautions and decisions to diverse workforce and community audiences, with special regard for ensuring equitable understanding among all disaster victims and community members. Explores the history of volunteer organizations' role in emergency response, and how effective communication strategies may be leveraged to develop and manage an emergency volunteer program.

EMGT 140 - Crisis Animal Care & Planning (1)

Prerequisite: FEMA 109

Addresses impacts of animal care on mass casualty planning and operations from the perspectives of a variety of planning, response, and recovery roles ranging from first response, to animal control, to pet owner emergency preparedness. Explores animal cruelty laws and their intersection with both disaster response best practice and the principles of civil rights and due process. Students will utilize case studies to adapt industry-standard animal care crisis planning tools to be suitable for use in their own communities.

EMGT 165 - Animals in Disasters (3)

Prerequisites: FEMA 109, FEMA 110, and FEMA 138

(formerly EM 165) Explores the conceptual and practical challenges of developing a coordinated emergency management operation in which animals, livestock, agricultural assets, and their owners are affected. Introduces students to various specialized resources unique to animal-inclusive emergency planning and disaster response, with special focus on issues necessary for consideration in the creation of public guidance and animal care annexes to operational, mitigation, and recovery plans.

EMGT 177 - Emergency Management Education Planner (3)

Prerequisites: FEMA 156, FEMA 180, and FEMA 196

(formerly EM 177) Explores core concepts and resources for disaster planning specifically focused on primary, secondary, or post-secondary educational institutions. Develops skills necessary for creating, implementing, and maintaining school Emergency Operations (EOPs) and preparedness activities. Investigates theoretical connections between the preparation, response, and recovery cycle for schools, and for mass casualty incidents, and practically transferable strategies for when mass casualty events occur in school environments.

EMGT 181 - Community Preparedness Planner (3)

Prerequisites: FEMA 158, FEMA 189, and FEMA 213

(formerly EM 181) Orients students to several common varieties and sizes of natural and human-caused disaster, and their potential effects on families, communities, and business facilities and operations. Explores planning, preparedness, risk mitigation, and training activities and systems at the individual, organizational, and community levels. Investigates tools, skills, and organizations that will prepare students to become more involved as preparedness advocates and community responders.

EMGT 187 - Disaster Construction Issues (3)

Prerequisites: FEMA 104, FEMA 105, and FEMA 144

(formerly EM 187) Introduces related issues and considerations for post-disaster construction projects, including the National Incident Management System (NIMS), Incident Command System (ICS), Executive Order 12699, National Flood Insurance Program (NFIP), and their associated policies and regulations. Explores the needs of Environmental & Historic Preservation initiatives, and their interactions with the process of building for recovery or mitigation. Examines construction's effects on environment, population, historical/cultural sites pre- and post-disaster, analyzing the difference between practical necessity and compliance requirements.

EMGT 197 - Tactical Scholar Reflection (3)

Prerequisite or Co-requisite: EMGT 115

The culminating experience of the Emergency Management Tactical Scholars Program. Summarizes the doctrine and policy required by study of specialized topics within the emergency management discipline. Provides opportunities to apply disciplinary principles to real-life emergency scenarios through case studies, exercises, and other problem solving practice. Explores the factors, impacts, and ramifications of the emergency management policy development and implementation process.

EMGT 201 - Public Safety GIS and Technology (3)

Prerequisite or Co-requisite: (EMGT 101 or ID 225) or FIRE 107 or GISA 101 (formerly EM 201) Introduces students to the technologies, applications, and tools relevant to the current emergency management professional environment. Explores the impact of a rapidly improving technological environment on all phases of the emergency management process and discusses potential means of leveraging technology to improve known deficiencies. Focuses intensively on the applications of Geographic Information Systems (GIS) technology with a view to preparing students for its necessary use in emergency management careers. Offers experience in working with, creating, and interpreting GIS maps and other visual products. Discusses the future changes and challenges facing the emergency management discipline as a result of continued technological growth.

EMGT 207 - National Security in a Changing World (3)

Prerequisite: ENGL 101; Prerequisite or Co-requisite: EMGT 101 or EMGT 111 or EMGT 119 or POSC 104

Explores the structures and operations of the national security enterprise in U.S government.. Introduces core security level lenses and international relations paradigms and develops students' ability to apply them to the analysis of past, current, and future national security issues. Discusses power, interests, and perceptions as the building blocks of actions by states, non-state actors, and individuals; and investigates how those actions are affected by the changing political, social, economic, and personal environments of those choosing to take them. Provides opportunities for students to practice following, researching, analyzing, and developing policy recommendations for the changing security concerns of the moment.

EMGT 213 - Social Impacts of Disaster (3)

Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly EM 213) Provides students with an enhanced awareness of the response planning and response challenges of diverse individuals, groups, and communities to disaster. Students will discover how disasters influence structures, interactions, and subjective perceptions among community members. Examines how social inequality, including race, ethnicity, class, and gender, result in enhanced vulnerabilities in disasters. Students will analyze the diverse cultural rules and biases of response organizations and communities that converge during disasters.

EMGT 215 - Planning and Response (3)

Prerequisites: FEMA 140, FEMA 159, FEMA 174

(formerly EM 215) Introduces the concepts and core components of the emergency planning process, including the rationale behind planning as an emergency management process. Introduces participants to the key concepts and principles of the National Response Framework. Describes key Mission Assignment (MA) concepts and provides knowledge needed to carry out MA processing responsibilities.

EMGT 220 - Emergency Operations Planning (3)

Prerequisite or Co-requisite: EMGT 101

(formerly EM 220) Provides a thorough understanding of risk management, operational planning, and strategic planning as applied in current emergency management policy. Teaches evaluation and use of current policy tools to determine risk vulnerabilities and capabilities, critically evaluate an emergency operations plan, identify the components of an emergency operations plan, and assess the purpose of strategic planning.

EMGT 221 - Public Safety Leadership and Ethics (3)

Prerequisite or Co-requisite: EMGT 201 or FIRE 201 or CCJS 204

(formerly EM 221) Provides the student with understanding of leadership theories, skills, and techniques for application in public safety. Introduces the concept of effective leadership in public safety by identifying leadership models utilized in management throughout the lifecycle of incidents, and evaluating current public safety leaders.

EMGT 222 - Public Safety Administration (3)

Prerequisite or Co-requisite: EMGT 201 or CCJS 204 or permission of instructor

Explores concepts essential to the understanding and execution of roles in public safety administration, with a particular focus on roles in emergency management, firefighting, emergency medicine, and law enforcement agencies. Students will investigate these roles at the local level, and discover methods by which local public safety administrators can (and must) integrate with state and federal levels of government to support a wide array of applicable administrative processes. Discusses a variety of specific collaborative public administrative functions, including but not limited to public/private/partnerships (PPP); agency facility and records management; standards, reporting, and accreditation; and administrative ethics.

EMGT 225 - Emergency Management Mitigation (3)

Prerequisites: FEMA 157, FEMA 186, and FEMA 187

(formerly EM 225) Explores the reasons and need for planning for a sustainable, disaster-resistant community. Introduces participants to mitigation basics for both natural and human-driven disasters. Describes the Continuity Management Program, Process and Cycle, the fundamentals of Risk Management, and the importance of Devolution Planning.

EMGT 226 - Foundations of Homeland Security & Emergency Preparedness Instruction (3)

Prerequisite: Possession of Maryland Educator's Certificate (any level) or Approval of Instructor Provides a detailed examination of the Maryland State Department of Education (MSDE) Career and Technology Education (CTE) Homeland Security and Emergency Preparedness (HSEP) curriculum pathways. Allows participants to explore their own HSEP pathways, or those of interest, and investigate program partnerships in their community. Provides HSEP educators the opportunity to discuss why and how to better know their students' cultural, academic, and social backgrounds and experiences; and explore their students' soft skills and post-curricular needs as future citizens and workforce members. Participants will apply new knowledge and skills related to assessments, lesson design, and teaching methods through the design of practical lessons and unit plans they can use in their current teaching assignment. This course aligns with National Board Standards for CTE teachers.

EMGT 235 - Recovery, Assessment, and Exercise (3)

Prerequisites: FEMA 103 and FEMA 181 and FEMA 201

(formerly EM 235) Exposes students to the fundamental concepts and frameworks of a post-emergency recovery effort, and methods for enhancing and refining such efforts. Explores the types of exercises, the exercise cycle, and their role during and in preparation for real response and recovery events. Discusses optimization of resource availability and distribution in recovery, including methods of incorporating partner entities in the private and nonprofit sectors.

EMGT 295 - Navigating Information Landscapes: The Good, the Bad, and the Misleading (1)

Prerequisite or Co-requisite: ENGL 101 or permission of instructor

Equips students with information literacy skills necessary for evaluating, sharing, and basing decisions on the vast array of sources available in the digital age, with a specific focus on sorting reliable information from misinformation in crisis situations. Explores the signs and effects of “spin” or framing on public information campaigns’ effectiveness and trust in government and/or media institutions. Reviews a variety of intentional and unintentional biases, influences, and logical fallacies, and discusses methods by which public information messaging can combat them to convey essential information to an audience. This course primarily supports the Public Safety Capstone sequence, but is designed to be open and accessible to all disciplines.

This course is only offered in the Spring.

EMGT 296 - Research Methods (1)

Prerequisite or Co-requisite: EMGT 295

Surveys a variety of essential components of effective research design, development, and writing, including literature reviews, source evaluation and citation in the context of a policy recommendation paper or report, and common styles of reporting and publication students may encounter in their careers or future studies. Reviews what makes sources trustworthy, and explores how to define a problem and formulate a research question. This course primarily supports the Public Safety Capstone sequence, but is designed to be open and accessible to all disciplines.

This course is only offered in the Spring.

EMGT 297 - Public Safety Capstone (1)

Prerequisite: ENGL 101; Prerequisite or Co-requisite: EMGT 220 and EMGT 221

(formerly EM 297) Enables students to exercise critical thinking and evaluation skills while applying comprehension of the public safety discipline. Students will research a current public safety issue, under the supervision of a faculty mentor, including its scope, stakeholders, and relevant evidence; then prepare media briefings, summaries, and policy recommendations that demonstrate the ability to analyze and synthesize theory and practice into industry-relevant communication products.

This course is only offered in the Spring.

Engineering (ENGR)

ENGR 100 - Introduction to Engineering Design (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND (MATH 165 or MA 111)

(formerly EG 100) Develops basic concepts of engineering approaches to problem solving and the skills for the design and timely fabrication of the designed product.

ENGR 110 - Engineering Statics (3)

Prerequisites: (ENGR 100 or EG 100) and (MATH 185 or MA 210)

(formerly EG 110) Introduces static equilibrium of rigid bodies. Topics include scalars and vectors, forces, free-body diagrams, structural analysis, friction, center of gravity, and moment of inertia.

This course is only offered in the Fall.

ENGR 210 - Mechanics of Materials (3)

Prerequisites: ENGR 110 and MATH 195 and PHYS 151

(formerly EG 210) Presents the analysis of systems of forces on a deformable body. Topics include tension, stress, and shear applied to beams, columns, shafts, and other machine and structural parts.

This course is only offered in the Spring.

ENGR 212 - Engineering Dynamics (3)

Prerequisites: ENGR 110 and MATH 195 and PHYS 151

(formerly EG 211) Examines the motion of bodies relative to each other in two and three dimensions. Topics include force-acceleration, work-energy, and impulse-momentum relationships.

This course is only offered in the Spring.

ENGR 214 - Engineering Thermodynamics (3)

Prerequisite: PHYS 252

(formerly EG 214) Introduces engineering thermodynamics. Topics include the laws of thermodynamics, thermodynamic properties of materials, energy transfer, thermodynamic cycles, and mixtures.

English (ENGL)

ENGL 70 - Introduction to College Reading and Writing (0) [6]

Prerequisite: Appropriate scores on the reading and writing placement tests (formerly EN 70) Provides extended practice with academic writing based on college-level texts. The course stresses the interaction between critical reading, writing, and thinking. The course offers structured practice and support with writing academic essays, improving reading comprehension, and increasing critical reading skills to succeed in future college academic tasks. Students are guided to become flexible, confident, and independent readers and writers.

ENGL 75 - Reading and Writing in the Academic Disciplines (0) [4]

Prerequisite: Appropriate scores on the reading and writing placement tests (formerly EN 75) Promotes the integrated approach to the development of active reading and writing strategies for the tasks and texts students encounter in college. The course stresses the interaction among the reader, the text, and the context and one’s ability to critically respond to a variety of writing situations. The course addresses whole discourse and sentence-level matters. Students are guided to become independent readers and writers.

ENGL 100 - Advanced Reading for Composition (2)

Prerequisites: (Grade of C or better in ENGL 70 or ENGL 75) or (appropriate scores on the reading and writing placement tests) or (ESOL 72 and ESOL 73) or ESOL 100; Co-requisite: ENGL 101

(formerly ACE 100) Provides supplemental reading and writing support for students co-enrolled in English Composition (ENGL 101). The course targets critical reading strategies necessary for success in ENGL 101 and other college-level courses that require intensive reading. Students are guided to become independent readers capable of engaging in rigorous academic conversations.

ENGL 101 - English Composition (3)

Gen Ed English

Prerequisites: Grade of C in ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100, students must enroll in both ENGL 100 and ENGL 101; Grade of B or better in ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100, students may enroll in ENGL 101 without ENGL 100 but may opt to co-enroll in ENGL 100 for additional reading support; or satisfactory performance on the writing assessment and the reading assessment (formerly EN 101) Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.

ENGL 102 - English Composition and Literature (3)

Gen Ed Humanities, Gen Ed Communication

Prerequisite: ENGL 101

(formerly EN 102) Reinforces, through an examination of literature, the reading, writing, critical thinking, and information literacy skills introduced in English Composition. By exploring literary texts from fiction, poetry, and drama, students learn to clarify their own values and identities as well as develop a better understanding of ideas and cultures beyond their own experience.

ENGL 201 - British Literature Anglo-Saxon Period to the Eighteenth Century (3)

Gen Ed Humanities

Prerequisite: ENGL 101

(formerly EN 201) Surveys the literature of Great Britain from the Anglo-Saxon period to the eighteenth century. The growth of a nation, social classes, the rise and questioning of the monarchy, the role of women, and early colonialism are explored through poetry, prose fiction and nonfiction, and drama.

ENGL 202 - British Literature Eighteenth Century through the Present (3)

Gen Ed Humanities

Prerequisite: ENGL 101

(formerly EN 202) Surveys the literature of Great Britain from the eighteenth century through the present. The rise of industry, changing views of gender and citizen, the rise and fall of an empire, world wars, and artistic experimentation are explored through the literary genres of poetry, fiction, and drama.

ENGL 203 - American Literature Pre-Colonial through Civil War Periods (3)

Gen Ed Humanities

Prerequisite: ENGL 101

(formerly EN 203) Surveys American literature from its pre-contact beginnings. Culture clash, settlement, rebellion, and the rise of a democratic republic are explored through histories, diaries, sermons, pamphlets, poetry, essays, and fiction.

ENGL 204 - American Literature Civil War Period through the Present (3)

Gen Ed Humanities

Prerequisite: ENGL 101

(formerly EN 204) Surveys American literature from the late 19th Century to today. The rise of industrialism, world wars, the fragmenting of society, and artistic experimentation are explored through the literary genres of poetry, fiction, and drama.

ENGL 205 - World Literature through 1650 C.E. (3)

Gen Ed Humanities, Cultural Competence

Prerequisite: ENGL 101

(formerly EN 205) Surveys selected works of western and non-western literature from their beginnings through 1650 C.E. Cultural and historical contexts are explored through a wide range of literary forms.

ENGL 206 - World Literature 1650 C.E. through the Present (3)

Gen Ed Humanities, Cultural Competence

Prerequisite: ENGL 101

(formerly EN 206) Surveys selected works of western and non-western literature from 1650 C.E. through the present. Cultural and historical contexts are explored through a wide range of literary forms.

ENGL 210 - Creative Writing (3)*Prerequisite:* ENGL 101

(formerly EN 210) Introduces skills of writing fiction and/or poetry and/or creative nonfiction. The complexities of creative writing as a craft and an art are explored through analysis of representative works, study of techniques, and extensive practice.

ENGL 212 - Newswriting and Reporting (3)*Prerequisite:* ENGL 101

(formerly EN 212) Provides instruction and practice in news reporting and in the fundamentals of newswriting. Professional news stories in newspapers, magazines, and the Web will be analyzed and evaluated. The course concentrates on key rhetorical elements, organization, and structure of common news, features, and opinion articles, both in print and digital news mediums.

ENGL 214 - The Poem (3)

Gen Ed Humanities, Gen Ed Arts

Prerequisite: ENGL 101

Surveys a variety of English language poetry, including contemporary poets. Students will discover the playfulness, pleasure, and wisdom of poetry; explore poetry through explication, literary criticism, and poetic practice; analyze elements of poetry with emphasis on figurative, formalistic, structural, lyrical, and thematic development; and appreciate poetry as an expression of diverse human experiences, identities, and cultures.

ENGL 215 - Writing Children's Literature (3)

Gen Ed Humanities, Gen Ed Arts

Prerequisite or Co-requisite: ENGL 101

Introduces skills for writing and analyzing children's literature. Students will survey the different formats and genres of books created for children from birth through young adult; explore current topics related to writing, publishing, and accessing children's literature; and analyze and practice the skills of crafting a strong story concept, creating multidimensional characters, constructing the plot of a novel, setting the scene, and identifying their unique approach(es) to writing. While students will select, read, and critique a variety of recently published works written for children aged zero to seventeen, the creative writing practice will focus on narrative fiction for children aged eight through seventeen.

*This course is only offered in the Spring.***ENGL 216 - The Short Story (3)**

Gen Ed Humanities

Prerequisite: ENGL 101

(formerly EN 216) Surveys a wide variety of short stories that explore themes relevant to life experiences. Analyzes the elements of the short story with emphasis on thematic development and relevance of the stories to life experiences in a variety of cultures and nations.

ENGL 219 - Technical Writing (3)*Prerequisite: ENGL 101*

(formerly EN 219) Develops the skills necessary for effective professional communication and workplace writing. Students compose a variety of texts, including professional e-mails and letters, microblogs (social media content), web page content, informal and formal reports, graphics, and presentations.

ENGL 222 - Creative Writing Practicum (3)*Prerequisite: ENGL 101*

(formerly EN 222) Provides opportunities for students to work on the College's magazine of the creative arts for credit by evaluating submissions of essays, short stories, poetry, drama and two-dimensional art; by copy editing the material; and by laying out the magazine. May be taken three times for a maximum of nine credits.

This course is only offered in the Spring.

ENGL 226 - Film as Literature (3)

Gen Ed Humanities, Cultural Competence

Prerequisite: ENGL 101

(formerly EN 226) Surveys selected films and their counterparts in literature. Emphasizes narrative abilities of film.

ENGL 227 - Multiculturalism and Literature: Borders, Boundaries, and Belonging (3)

Gen Ed Humanities, Cultural Competence

Prerequisite: ENGL 101

(formerly EN 227) Examines the diverse views of humankind and the human condition through the reading of selected works from a variety of historically underrepresented groups.

ENGL 230 - African American Literature (3)

Gen Ed Humanities, Cultural Competence

Prerequisite: ENGL 101

(formerly EN 230) Surveys a wide variety of African American literature: fiction, drama and poetry. Analyzes the elements of each of the genres with emphasis on the literature as a response to people and events affecting African American life, culture and rights.

ENGL 231 - English Language Studies (3)

Gen Ed Humanities

Prerequisite: ENGL 101

(formerly EN 231) Introduces English language studies through a linguistics perspective, promoting a systematic approach to the study of language. Focuses on prescriptive versus descriptive approaches to grammar and syntax; sub-disciplines of linguistics: phonology, morphology, semantics, stylistics, discourse analysis, and sociolinguistics; English language variation, change, and development; and the role of English language in a multicultural society.

ENGL 241 - Journalism Publication Practicum (3)

Gen Ed Humanities, Gen Ed Communication

Prerequisite: ENGL 101

(formerly EN/CMM 241) Provides instruction and laboratory experience in writing, editing, designing, and publishing print and digital content for The Commuter. Students receive practical experience in journalistic and social media content, curation, editing, design, photography, and digital production using industry standard software. Students will create and produce three journalistic publications per semester.

ENGL 246 - Writing for Online Media (3)*Prerequisite: ENGL 101*

(formerly EN 246) Introduces students to key elements of writing for Web communities. Students will learn techniques to create written content for promotional e-mails, website pages, social media, and blogs. Students will use multiple writing strategies, and draw from expository, creative, and journalistic modes of expression. Students will work with a client to develop a digital content strategy for promoting an idea, product, event, or service and complete several pieces of original content to start building a professional portfolio.

English for Speakers of Other Languages (ESOL)

ESOL LA - Language Acquisition (0) [3]

Accompanies ESOL 100 - English for Academic Purposes.

ESOL 80 - Preparation for English for Academic Purposes (0) [6]

Prerequisite: Accuplacer ESL score of 276-289 OR (Accuplacer ESL score of 290-305 AND Writeplacer ESL score of 1-2) Designed for students transitioning from pre-academic to academic English language classes including ESOL 100/ESOL LA. In this course students develop reading strategies and build essential vocabulary and critical thinking skills to analyze, evaluate, infer, synthesize, and reflect on any given text. Students practice skills for clear and effective academic writing including cohesive and coherent essays in the following formats: three/four-paragraph, problem-solution, cause-effect, narrative, and argumentative.

ESOL 90 - Communication Skills for Language Learners (0) [2]

Prerequisite: Appropriate score on the College placement tests; *Co-requisite:* ESOL 100 and COMM 101

Provides supplemental listening, speaking, and writing support for students co-enrolled in Introduction to Communication Studies (COMM 101). This course targets critical listening, note taking, drafting, and presentation strategies necessary for success in COMM 101 and other college-level courses. Students learn to become effective, independent learners in academic settings. Students will also engage in case studies, role-plays, and critical analysis of intercultural, interpersonal, and professional communications.

ESOL 100 - English for Academic Purposes (3)

Gen Ed Humanities

Prerequisite: Grade of C or better in ESOL 80 or appropriate scores on College placement tests [(290-305 on Accuplacer ESL and 3 on Writeplacer ESL) OR 306-335 on Accuplacer ESL]

Designed for High Intermediate English language learners, this course develops the academic language skills essential for success at the college level. It integrates instruction in reading, writing, listening, and speaking to enhance communication in academic and professional contexts. Students will expand their critical reading and writing skills through extensive reading and analysis of essays and academic texts and composition of original essays and presentations. Additional focus is placed on listening and speaking skills essential for success in academic settings. Through this course, students strengthen their ability to think critically, analyze diverse perspectives, and apply communication strategies in interdisciplinary contexts.

Exercise Science (EXSC)

EXSC 170 - Introduction to Health and Exercise Science (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly PHED 170) Provides an introduction to the exercise science discipline including historical perspectives, sub-disciplines, career opportunities and outlooks, certifications and credentialing opportunities. Provides an introduction to basic exercise science lab techniques and fitness assessments.

This course is only offered in the Fall.

EXSC 180 - Care and Prevention of Athletic Injuries (3)

Prerequisite or Co-requisite: ENGL 75 or ESOL 100

(formerly PHED 180) Introduces the basic principles for care and prevention of athletic injuries. Emphasis will be placed on scientific applications for recognition, diagnosis, classification, treatment and rehabilitation of musculoskeletal injuries.

EXSC 227 - Principles of Resistance Training Technique and Program Design (3)

Prerequisite: EXSC 170 or department consent; Prerequisite or Co-requisite: BSCI 117 or BSCI 201

Examines resistance training techniques and program design. Emphasizes developing skills, instructional techniques, theoretical knowledge of anatomical and biomechanical principles, and practical application of effective program design, progression, and periodization.

EXSC 230 - Fitness Instruction (3)

Prerequisite: EXSC 170

Emphasizes designing and leading exercise sessions including one-on-one, group, and team settings. Students will demonstrate knowledge and application of training principles and exercise techniques to improve fitness and instructional techniques including safety, motivation, adherence, and modifications for diverse populations. Upon successful completion of the course, students will have the knowledge and skills to sit for the ACSM's Group Fitness Instructor Certification.

EXSC 240 - Fitness Assessment and Programming (3)

Prerequisites: (BSCI 201 or BI 103 or BSCI 117 or BI 107) and EXSC 170

(formerly PHED 240) Presents theoretical knowledge and practical assessment techniques for cardiorespiratory fitness, body composition and metabolic testing, interpretation of results, and development of effective individualized cardiorespiratory exercise programs.

This course is only offered in the Fall.

EXSC 250 - Essentials of Personal Training (3)

Prerequisites: EXSC 230 and EXSC 227; Prerequisite or Co-requisite: EXSC 240 or PHED 240

(formerly PHED 250) Examines the Personal Training profession and industry, business practices, role and responsibility of fitness professionals. Develops communication and interpersonal skills, training styles, and client interactions in various fitness settings, client recruitment sales and retention, business ethics, and liability insurance. Reviews program design, fitness assessment, techniques, and fitness instruction. Prepares students to pass the ACSM Certified Personal Trainer exam.

EXSC 260 - Psychology of Sport (3)

Prerequisite or Co-requisite: ENGL 101

(formerly PHED 160 & PE 161) Explores personality factors, including but not limited to, motivation, aggression, and emotion, as they affect sport performance as well as the mental techniques used to enhance performance.

Federal Emergency Management (FEMA)

FEMA 101C - Environmental Health in Emergency Response (1)

Introduces students to the concept of environmental health in emergency response and the role of the Environmental Health Responder (EHR). Covers basic information on emergency environments an EHR may encounter, principles of environmental health that are likely to be applied in these environments, and resources that define EHR procedures in emergency scenarios. Prepares students for continued study of Environmental Health Response at the operational, planning, and managerial levels.

FEMA 102C - Healthcare Workers' Safety and Emergency Planning (1)

Examines the components of healthcare emergency preparedness mandated for Medicare & Medicaid participating hospitals, providers, and suppliers. Provides guidance on how to develop procedures, protocols, and policies in healthcare settings to ensure workers' safety and continuity of operation. Explores how agencies and workers can implement protective measures in a healthcare setting.

FEMA 102L - Law & Policy in Public Safety (1)

Explores the legal and policy foundations of public safety operations. Examines fundamental aspects of constitutional law, emergency management frameworks, civil liberty protection, technology implementation, and community relations. Through case studies, critical analysis, and practical applications, students will develop the knowledge and skills needed to navigate the complex legal landscape of modern public safety operations while upholding both constitutional rights and operational effectiveness.

FEMA 103 - Community Disaster Exercise (1)

(formerly FEM 103) Introduces the fundamental components and concepts that underpin emergency management exercises, the Homeland Security Exercise and Evaluation Program (HSEEP), and the exercise planning cycle. Orients students to the considerations necessary in exercise design, along with the roles and responsibilities of the exercise planning and exercise evaluator teams. Discusses the exercise evaluation process and principles, the purpose and design of necessary documentation elements, and places specific emphasis on the tasks of the individual evaluator throughout the exercise evaluation process.

FEMA 103C - Comprehensive Radiological Emergency Management (3)

Explores the intricacies of radiological accident assessment concepts, radiological emergency management, and the roles and responsibilities of agencies involved in responding to radiological incidents. Provides instruction on radiological preparedness and protection, best practices with packing and transporting radioactive materials, and decision-making principles.

FEMA 104C - HAZMAT/CBRNE Safety and Preparedness (3)

Provides instruction on recognizing and responding to hazardous materials (HAZMAT) and chemical, biological, radiological, nuclear, and explosive (CBRNE) incidents. Introduces students to identifying suspicious behaviors in a variety of settings, understanding risks, and analyzing, planning, and implementing protective actions both before and following an incident.

FEMA 104L - Public-Private Partnerships in Emergency Management (1)

Explores the fundamental concepts, processes, and applications of public-private partnerships (P3s) in emergency management. Participants will learn how to develop, implement, administer, sustain, and evaluate partnerships that enhance community resilience and emergency response capabilities through cross-sector collaboration.

FEMA 109 - Introduction to Animals in Disaster (1)

(formerly FEM 109) Intended to increase awareness and preparedness among animal owners and care providers. It includes sections on typical hazards, how these affect animals and what can be done by responsible owners to reduce the impact of disasters. It is also intended to help animal owners, care providers and industries to better understand emergency management. Course material will heighten awareness of the special issues that emergency managers need to consider when incorporating animal-care annexes into their emergency operations plans.

FEMA 110 - Animals in Disaster Planning (1)

(formerly FEM 110) Intended to guide emergency management officials and animal owners, care providers, and industries in preparing community disaster plans. The goal is to provide sufficient information for both groups to meet and develop meaningful and effective plans that improve the care of animals, their owners, and the animal-care industries in disasters. This course provides the basic background knowledge needed to develop a coordinated response to a disaster in which animals and their owners are affected. Further training with local or state emergency management programs is essential.

FEMA 122 - Community Hurricane Preparedness (1)

(formerly FEM 122) Provides emergency managers and disaster coordinators with basic information about the nature of hurricanes and the hazards they pose, and how the National Weather Service (NWS) forecasts future hurricane behavior.

FEMA 131 - Principles of Emergency Management (1)

(formerly FEM 131) Provides an introduction to the fundamentals of emergency management as an integrated system. Surveys how the resources and capabilities of organizations at all levels can be networked together in emergency management phases for effective hazard response.

FEMA 132 - Leadership and Decision Making Concepts (1)

(formerly FEM 132) Introduces students to leadership skills and influence types, with a particular focus on trust-building and facilitation of change through a leadership role. Examines critical decision making and problem solving strategies for emergency management managerial, planning, and response roles. Explores a five-step problem solving model and its applications, especially in group situations or emergency conditions.

FEMA 134 - Effective Communication (1)

(formerly FEM 134) Provides an introduction to communication and interpersonal skills needed by local emergency managers, planners, and responders. Develops communication skills needed in emergency management situations.

FEMA 135 - Volunteerism and Emergency Management (1)

(formerly FEM 135) Provides a basic orientation to the types of volunteer organizations active in the emergency management community, the roles they commonly play, and the history of volunteer disaster assistance in the United States. Investigates characteristics of disaster volunteer management programs, with emphasis on the recruitment, management, assignment, and motivation of volunteer groups. Introduces the role and duties of the Voluntary Agency Liaison as part of a governmental volunteerism coordination apparatus.

FEMA 138 - Livestock in Disasters (1)

(formerly FEM 138) Provides an introduction to the issues farmers and emergency managers must deal with during an emergency management environment. Examines approaches that will mitigate the impact of disasters on livestock. Discusses emergency planning for farming communities. Defines different types of disasters and how each affects livestock.

FEMA 140 - Emergency Planning (1)

(formerly FEM 140) Introduces the fundamentals of the emergency planning process, including the rationale behind planning. Presents reasons for effective participation in the all-hazard emergency operations planning process to save lives and protect property threatened by disaster. Designed for emergency management personnel who are involved in developing an effective emergency planning system.

FEMA 150 - Incident Command System (ICS) (1)

(formerly FEM 150) Describes the history, features, principles, and organizational structure of the Incident Command System (ICS). Explains the relationship between the Incident Command System (ICS) and the National Incident Management System (NIMS). Provides advanced training, exercises, and resources for personnel who are likely to assume a supervisory position within the Incident Command System (ICS).

FEMA 151 - National Incident Management System (NIMS) (1)

(formerly FEM 151) Provides a comprehensive understanding of the National Incident Management System (NIMS), including its purpose, principles, key components, and benefits. Specifically explores the planning, coordination, and resource management functions of NIMS, and the system's relationship with the Incident Command System (ICS).

FEMA 156 - Emergency Management Principles for Educational Environments (1)

(formerly FEM 156) Provides an orientation to basic emergency management principles, activities, and planning strategies that is specifically tailored to the needs of K-12 schools and postsecondary educational institutions. Introduces the concepts of comprehensive emergency management, risk assessment, planning, and plan exercise as they are applied in school settings. Offers opportunities to study and practice situation analysis, planning team formation, and development of Emergency Operations and Recovery Plans.

FEMA 157 - Introduction to Hazard Mitigation (1)

(formerly FEM 157) Introduces the National Mitigation Framework and mitigation's place in serving the National Preparedness Goal. Details processes for developing community support, identifying potential hazards, assessing risk, and accessing community and outside agency assistance in the process of mitigation planning. Investigates economic impacts of disasters, the Hazard Mitigation Assistance (HMA) program, and discusses potential reductions in cost and damage resulting from the development of a Hazard Mitigation Plan built on risk management principles.

FEMA 159 - National Preparedness Frameworks: Prevention, Protection, and Response (1)

(formerly FEM 159) Introduces the National Prevention, Protection, and Response Frameworks as both guiding documents and interlocking components in service of the broader National Preparedness System. Investigates the doctrine, stakeholders, and core capabilities prescribed for each Framework's mission area, with particular focus on those principles or partners deemed necessary across multiple Frameworks. Orients students to the coordinating structures responsible for executing Framework elements, and explores the ways by which various processes and organizations work to fill those roles.

FEMA 161 - Emergency Operation Center (EOC) (1)

(formerly FEM 161) Introduces the role, design, and functions of Emergency Operations Centers (EOCs) and their relationships to other components of a multi-agency coordination system. Discusses effective staffing, organization, and activation practices. Prepares students to set EOC priorities and make necessary operational decisions during EOC activation, incident response, and incident support.

FEMA 170 - The Mitigation eGrants System: Comprehensive Training (1)

(formerly FEM 170) Introduces the Mitigation Electronic Grants (eGrants) Management System, the eligible users thereof, and the varieties of FEMA grant programs supported by the online eGrants application. Orients students to the authorities, functionality, and responsibilities of users in applicant, subapplicant, and FEMA administrative roles within eGrants. Provides instruction on and practice for practical utilization of the administrative, application submission, and monitoring aspects of the system.

FEMA 171 - Coordinating Information & Resource Sharing for Emergency Management (1)

(formerly FEM 171) Orients students to the roles, means, and infrastructure necessary for efficient sharing of informational and physical resources before and during an emergency. Introduces the role of the Public Information Officer (PIO) and the mutual aid and assistance agreement, and explores their benefits and utility. Examines the nature and application of social media platforms, how they differ from traditional media outlets, and how these differences affect the dissemination of information and resources to a PIO's audiences.

FEMA 174 - Federal Disaster Assistance (1)

(formerly FEM 174) Explores the full spectrum of the Points of Distribution (POD) mission during response operations. Introduces students to key Mission Assignment (MA) concepts and provides knowledge needed to carry out MA processing responsibilities. Examines the Public Assistance Program and the process applicants follow to receive grant funding assistance in the aftermath of a disaster.

FEMA 180 - Planning for Vulnerable Populations (1)

(formerly FEM 180) Introduces students to the concepts, methods, and principles of emergency planning for children in disasters. Explores public and private guidance for implementing children's preparedness, response, recovery, and mitigation programs. Examines the unique needs that arise among children as a result of a disaster and/or emergency.

FEMA 183 - Public Works Role in Emergency Management (1)

(formerly FEM 183) Examines the details of the public works function in emergency management. Designed to help communities improve public works efforts prior to, during, and after disasters. This course is intended to help build local capacity for public works including planning for disasters, developing practices and procedures, conducting damage assessment, and participating in after-action reviews. This course also includes details of how the function of public works is integrated into the overall strategy for responding to disasters and its relationship to other emergency management functions.

FEMA 184 - Logistics and the Federal Priorities and Allocations System (FPAS) (1)

(formerly FEM 184) Provides an overview of the logistics functions and organizational relationships within logistics from a Presidential disaster declaration to close-out of FEMA field offices. It examines how the Federal Priorities and Allocations System (FPAS) supports FEMA's mission and describes how FPAS supports timely delivery of critical materials and services to meet requirements including priority ratings for contracts and orders, placement of rated orders, the roles of FEMA employees in the FPAS process, and how to address FPAS challenges.

FEMA 187 - State, Local, and Tribal Mitigation Planning (1)

(formerly FEM 187) Introduces students to the policies, procedures, and planning process that guide mitigation planning efforts at sub-Federal levels. Reviews regulations and standards governing the creating and revision of State, Local, and Tribal mitigation planning documents. Equips students to both develop a mitigation plan at these jurisdictional levels, and to assess the adequacy of existing plans in complying with regulatory requirements.

FEMA 188 - Critical Infrastructure Protection (1)

(formerly FEM 188) Introduces the conceptual foundations of critical infrastructure, its importance, and the process of developing and implementing plans for its protection. Exposes students to Federal guidance and policy, with particular focus on the National Infrastructure Protection Plan (NIPP). Discusses fundamental concepts of risk management. Explores the types of threats critical infrastructure may face, and methods for effectively mitigating or otherwise responding to them.

FEMA 189 - Preparedness in the Workplace and Community (1)

(formerly FEM 189) Introduces basic preparedness concepts and strategies for improving workplace, business and community preparedness. The course provides guidance to students on how to contribute to improve workplace security in addition to best practices for responding to an active shooter situation. The course identifies surveillance activities and the indicators associated with them while outlining prevention steps aimed at identifying, monitoring, and reporting suspicious activities.

FEMA 191 - Emergency Management & Technical Tools Application (1)

(formerly FEM 191) Introduces students to preparedness communication tools to reach all members of their communities during an emergency. Explores how GIS technology can support emergency management, and the Integrated Public Alert and Warning System (IPAWS).

FEMA 196 - Preparing for Sheltering and Mass Casualty Incident Needs (1)

(formerly FEM 196) Introduces students to recommended practices and resources to prepare for, respond to, and recover from mass casualty incidents and natural disasters.

FEMA 201 - National Disaster Recovery Framework (NDRF) Overview (1)

(formerly FEM 201) Introduces students to the National Disaster Recovery Framework (NDRF), which provides a systematic approach and national organizing structure for Federal disaster recovery operations. Familiarizes students with key concepts, core principles, and roles and responsibilities of NDRF leadership. Investigates and compares the roles of individual, organizational, and governmental stakeholders in developing a successful disaster recovery effort.

FEMA 203 - Dams Sector Security Awareness (1)

(formerly FEM 203) Explores methods for identifying potential security threats to the nation's dams and levees and indicators of those threats. Includes an overview of protective measures used to reduce and manage risk within the Dams Sector.

FEMA 205 - Fundamentals of Management and Support Coordination of Federal Disaster Operations (1)

(formerly FEM 205) Introduces the Federal Emergency Management Agency (FEMA) and the National Preparedness Goal as guiding elements in development of emergency management policy and practice at all governmental levels and in the community. Familiarizes students with the six main component Frameworks of the National Preparedness System. Explores fundamental incident management knowledge necessary for providing support to disaster operations, including an overview of the FEMA Qualification System (FQS) and its applications.

FEMA 213 - Introduction to Community Emergency Response Teams (1)

(formerly FEM 213) Introduces the basic concepts, functions, and characteristics of Community Emergency Response Teams (CERTs), and their roles in all phases of emergency management. Explores CERT composition and interaction with the formal Incident Command System (ICS) structure before and during adverse events. Discusses fundamental concepts of voluntary personnel and resource management at the introductory level. Prepares students for further CERT training and official qualification via advanced coursework offered by their local jurisdiction.

FEMA 214 - Reconstitution Planning (1)

(formerly FEM 214) Provides guidance to Federal Executive Branch departments and agencies for developing Continuity of Operations (COOP) Plans and Programs. Explores the advantages of developing effective and comprehensive reconstitution planning.

FEMA 225 - Telecommunicator Emergency Response Taskforce (TERT) Disaster Deployment Training (1)

(formerly FEM 225) Provides basic preparedness training for Telecommunications Emergency Response Taskforce (TERT) personnel to enhance eligibility for and improve efficiency in potential deployment to disaster sites. Explores the mental, physical, and emotional elements of deployment preparedness, emphasizing a holistic, communication-based approach to addressing personal, familial, and situational concerns. Introduces the concept of stress and fatigue as additional challenges inherent to deployment, and details a variety of coping strategies to be used in planning for their mitigation. Orients TERT team leaders to legal authorizations and obligations pre-deployment, their role as inter-team communicators and facilitators, and responsibilities and potential surroundings during deployment scenarios.

FEMA 226 - Introduction to the Facility Security and Risk Management Process (1)

(formerly FEM 226) Introduces the Interagency Security Council (ISC) and orients students regarding its function, makeup, and authorities. Discusses the steps of the ISC's Risk Management Process (RMP) and examines the impact of each on facility resilience and preparedness. Explores specific practical applications of ISC governance and regulation (including facility security calculation, operation of Facility Security Committees, facility security financing procedures, etc.) and investigates the role each application plays in executing the RMP.

FEMA 228 - Public Assistance Program: Practical Management Elements (1)

Introduces necessary hands-on skills and administrative best practices for the development and operation of FEMA Public Assistance (PA) grant applications and awards. Explores the proper recordkeeping through both operation and FEMA Grants Portal software and physical documentation of grant-related activities. Orients students to supplemental resources and funding opportunities available for inclusion in the development of a PA grant, alongside their documentation and eligibility requirements.

FEMA 229 - Assessing and Responding to Internal Dam Erosion (1)

Introduces fundamental concepts of dam construction, seepage, erosion mechanics, and both quantitative and qualitative inspection methods. Explores the categories of potential dam failure, their causes, and the formal failure mode risk assessment process. Details the roles and responsibilities of the various stakeholders involved in the integration of a dam's risks with a community's holistic emergency action planning.

FEMA 230 - Project Management Considerations for Public Assistance Grants (1)

Provides students with the knowledge and tools necessary to effectively manage FEMA Public Assistance (PA) projects from intake through closeout. Explores critical knowledge and skills needed to navigate the grant lifecycle while ensuring compliance with federal laws, regulations, and policies. Discusses eligibility determination, documentation practices, scope development, cost estimating, and project scope modification processes.

FEMA 231 - Determining and Documenting Eligibility for Public Assistance Funding (1)

Provides the knowledge and skills necessary to accurately determine and document eligibility for FEMA Public Assistance Funding. Examines factors that affect funding eligibility, with specific focus on insurance considerations and infrastructure-specific requirements. Enables students to support compliant and well-documented funding requests in alignment with Public Assistance policies and program guidelines.

Film & Video (FILM)

FILM 101 - Introduction to Film (3)

Gen Ed Arts

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or ESOL 100

(formerly CMM 103)

Presents an analytical and interpretative study of film masterworks. Covers the historical development of film from silent short movies to the present and includes an analysis of film from several perspectives: artistic, technological, social and economic.

FILM 144 - Digital Video Production (4)

(formerly CMM 152)

Develops digital video production skills pertaining to screenwriting, camera operation, set design, studio lighting, audio recording, video editing, and professional crew roles and responsibilities. Extensive hands-on active learning provides an insight into on set studio productions and real world applications. As a member of a production team, students participate in the design and execution of an effective digital video production.

FILM 145 - Screenwriting for Film (3)

Prerequisite: FILM 144 or ENGL 70 or ENGL 75 or ESOL 100

Explores the story-building process in the filmmaking pre-production phase. Students will develop and create a professional script complete with long line, treatment, synopsis, beat outlines, full character development, and proper pitching of ideas. They will also learn the nuances of screenplay formatting to write a final script worthy as a ready-to-shoot portfolio piece.

This course is only offered in the Spring.

FILM 244 - Digital Film Production (2)

Prerequisite: FILM 144 or CMM 152

(formerly CMM 252)

Develops digital film production skills pertaining to preproduction, production, and post production. Extensive hands-on active learning provides an insight into script writing, budgeting, scheduling, field production, sound design, and non-linear post production. As a member of a production team, students will be required to create a production book, digital film, and DVD as part of their professional portfolio.

FILM 254 - Postproduction: The Art of Editing (4)

Prerequisite: FILM 144 or CMM 152 or FILM 244 or CMM 252

(formerly CMM 254) Develops practical skills in digital editing through a series of demonstrations and intensive hands-on exercises. Students will study various editing styles and philosophies while designing and completing assigned editing projects using professional postproduction software. Effective electronic media management and postproduction processes are emphasized.

FILM 255 - Advanced Postproduction & Motion Graphics (4)

Prerequisite: FILM 254 or GRPH 112

(formerly CMM 261) Develops advanced skills in digital postproduction and motion graphics through a series of demonstrations and intensive hands-on exercises. By studying various editing styles and philosophies, students will design and complete assigned postproduction projects using professional software packages.

Fire Service Administration (FIRE)

FIRE 101 - Fire Protection Systems (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly FSA 101) Provides information relating to the design features and operation of fire alarm systems. Design principles involved in structural fire protection and automatic suppression systems, including fire resistance and endurance, flame spread evaluation, smoke control, special hazard fire suppression systems, water supply for fire protection, and evaluation of sprinkler system designs will be examined.

FIRE 103 - Fire Investigation and Analysis (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly FSA 103) Examines technical, investigative, legal, and managerial approaches to arson. Includes the fundamentals needed for proper fire science interpretation, recognition of origin and cause, preservation and documentation of evidence, scene security, motives of the fire setter, and types of fire causes.

FIRE 105 - Fundamental Topics of the Modern Fire Service (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly FSA 105) Examines the history of the fire problem in the U.S., describes how the fire and rescue service has adapted over time, and explores the evolving transition from a traditional, fire-based mitigation approach to an all-hazards response methodology. Introduces the student to the organization and management of mainstream fire and rescue organizations, and how they interface with other public safety sectors, governmental agencies, and their local communities. Discusses basic hazard mitigation strategies and tactics, various extinguishing agents and systems available for fire suppression, risk identification and evaluation, and incident management and accountability. Explores statutes and regulations affecting service deliverables while enhancing personnel safety, including the 16 Fire Fighter Line Safety Initiatives. Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FIRE 107 - Disaster Planning and Response (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly FSA 107) Examines concepts and principles of community planning and response to fire, emergency, and natural disasters, including the Incident Command System (ICS), mutual aid and automatic response, training and preparedness, communications, hazardous materials planning, and disaster recovery. Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FIRE 201 - Fire and Emergency Services Administration (3)

Prerequisite: FIRE 101; Prerequisite or Co-requisite: ENGL 101

(formerly FSA 201) Introduces the student to the organization and management of a fire and emergency services department and the relationship of government agencies to the fire service. New technologies, changing organizational structures, personnel and equipment, municipal fire protection planning, manpower and training, and financial management are examined. Emphasis is placed on fire and emergency service, ethics, and leadership from the perspective of the company officer. Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

Geographic Information Systems (GISA)

GISA 101 - Introduction to Geographic Information Systems with ArcGIS (3)

(formerly GIS 101) Introduces the principles of geospatial technologies and the use/application of Geographic Information Systems (GIS) software and data. Develops student understanding of the fundamental concepts and applications of GIS, spatial data, and GIS software packages including Esri's ArcGIS Desktop Suite. Discusses the need for skills in data management, conversion, and compilation using GIS software and provides practice in a computer lab environment. Note: Students taking the course should be proficient with the use of personal computers in a Windows operating environment.

Geography (GEOG)

GEOG 101 - Elements of Geography (3)

Gen Ed Geography

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100

(formerly GG 101) Explores elements of man's environment and the changes resulting from natural and human agents. Includes map reading and interpretation.

GEOG 102 - Cultural Geography (3)

Gen Ed Geography, Cultural Competence

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100

(formerly GG 102) Studies man in his regional settings, with emphasis on the interrelationships of physical and cultural phenomena.

GEOG 201 - Urban Social Geography (3)

Gen Ed Geography, Cultural Competence

Prerequisite: ENGL 101

(formerly GG 201) Examines concepts of cities and how culture interacts with urban landscapes.

Graphic Design (GRPH)

GRPH 111 - Graphic Design I (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly CMM 111)

Provides students with fundamental knowledge and practical skills in graphic design. Emphasizes both theoretical understanding and practical application through hands-on projects and exercises. Students will have an opportunity to learn about the graphic design industry, essential design elements and principles, creative process, and industry-standard software to solve basic graphic design problems.

GRPH 112 - Graphic Design II (3)

Prerequisite: GRPH 111

(formerly CMM 112)

Develops intermediate concepts, techniques, and skills in Graphic Design. Focuses on design history, design thinking, and layout essentials. Through practical activities and projects, students will further develop their technical and design skills, use critical thinking to formulate effective design solutions, and prepare to solve design problems in professional settings.

GRPH 113 - Typography (3)

Prerequisite: GRPH 111

Introduces students to the basic principles and practices of typography, focusing on the history and foundation of letterforms, type anatomy, type classification, and the principles of hierarchy and readability. Through hands-on exercises and projects, students explore techniques and concepts of typography in visual communication and create typographic compositions for various media including print and digital platforms.

GRPH 114 - Web Design Foundations (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100

Provides a comprehensive introduction to the essentials of web design taught from a design perspective. Topics include fundamental concepts and principles of web design, HTML and CSS basics, responsive design principles, web design workflow, and web graphics. Through practical projects and activities, students will gain hands-on experience and learn to create simple and functional websites.

GRPH 212 - Graphic Design III (3)

Prerequisite: GRPH 112

(formerly CMM 212)

Explores the intersection of graphic design and communication, focusing on creating cohesive visual identities and materials that support brand communication strategies. Students will learn to develop comprehensive design solutions for various designs, including brand identity, brochures, advertisements, packages, promotional materials, etc. both in print and digital formats. Through practical projects and critiques, students will develop their conceptual, aesthetic, and technical skills to create effective visual communication.

GRPH 213 - Introduction to UX/UI Design (3)

Prerequisite: GRPH 114

Introduces students to the essential principles and practices of User Experience (UX) and User Interface (UI) design. Students will explore the key concepts of creating intuitive and engaging digital experiences, focusing on user-centered design methodologies, usability principles, design process, and interface aesthetics. Through hands-on projects and real-world examples, students will develop skills in sketching, wireframing, prototyping, and user testing, using industry-standard tools. *This course is only offered in the Spring.*

GRPH 215 - Professional and Transfer Portfolio (1)

Prerequisite: GRPH 112 or GRPH 212

(formerly CMM 115) Designed for communications graphics students who are ready to transfer to a Bachelor's program, or are applying for an internship, or are seeking a job. Students will revise existing portfolios and design self-promotion materials including an effective resume and cover letter for the computer graphics profession.

Health Education (HLTH)

HLTH 100 - Stress Management Techniques (1)

(formerly HE 115) Introduces the basic concepts of stress management and focuses on coping strategies and techniques to reduce stress.

HLTH 108 - Basic Medical Terminology (1)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly MEDA 108) Provides students with the basic medical terminology framework needed before advancing to a more comprehensive medical terminology or anatomy and physiology based course.

HLTH 109 - Medical Terminology (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly MEDA 109) Provides a framework for building and defining medical vocabulary. Students use techniques to gain an understanding of prefixes, suffixes, word roots, and combining forms related to every organ system. No previous knowledge of anatomy, physiology, or pathology is necessary.

HLTH 160 - Stress Management (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly HE 201) Examines current theories regarding the nature and sources of stress in life. Students are introduced to the physiology and psychology of stress. A variety of stress management techniques and coping strategies are explored.

HLTH 165 - Fitness for Living (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly PHED 165) Examines the components of fitness and wellness including exercise, physical activity, nutrition, stress management, body composition and weight control, and lifestyle-related disease. Includes both lecture and physical fitness components.

History (HIST)

HIST 101 - History of Western Civilization I (3)

Gen Ed History

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly HI 101) Examines the ancient Greeks and Romans, the rise and development of Christianity, the medieval period, and the Renaissance. This course, which focuses on the significant political, economic, social, cultural, and religious developments, is a survey of Western Civilization from its foundation through 1500.

HIST 102 - History of Western Civilization II (3)

Gen Ed History

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly HI 102) Examines the Reformation, Absolutism, the Enlightenment, the political revolutions of the eighteenth century, the Industrial Revolution, imperialism, nationalism, fascism, the World Wars, the Cold War, and globalization. This course, which focuses on the significant political, economic, social, cultural, and religious developments, is a survey of Western Civilization from 1500 through the present.

HIST 121 - World History I (3)

Gen Ed History, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly HI 121) Examines the rise and development of agriculture, the development of primary states, secondary states and empires, and the origins and spread of monotheistic culture. This course is a survey of World History from its foundation through 1500.

HIST 122 - World History II (3)

Gen Ed History, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

Examines global interactions during the post-Bubonic Plague world, origins and development of modernity, and contemporary history after World War II. This course is a survey of world history from 1450 to present.

HIST 201 - We the People: U.S. History to 1865 (3)

Gen Ed History

Prerequisite or Co-requisite: ENGL 101

(formerly HI 201) Examines colonial America, the American Revolution, the Constitution, the federal period, sectional conflict, and the Civil War. This period lays the foundation of the American experiment and includes the study of political, constitutional, economic, social, and cultural trends from the founding to 1865.

HIST 202 - Let Freedom Ring: U.S. History since 1865 (3)

Gen Ed History

Prerequisite or Co-requisite: ENGL 101

(formerly HI 202) Examines industrialization, progressivism, World War I, the Twenties, the Depression, the New Deal, World War II, the Cold War, and post-war America. This course emphasizes America's rise to a world power and includes the study of political, constitutional, economic, social, and cultural trends from 1865 to the present.

HIST 212 - Civil War (3)

Prerequisite or Co-requisite: ENGL 101

(formerly HI 212) Examines the causes of the Civil War, the constitutional crisis confronting the Union, the conduct of the war by both the Union and Confederacy, the economic and social conditions of the homefront, the status and condition of African Americans and the wartime origins of Reconstruction.

HIST 213 - History of the South (3)

Prerequisite or Co-requisite: ENGL 101

(formerly HI 213) Explores the history of the South from the colonial period to the present. Examines the Golden Age of the Chesapeake, antebellum society, the institution of slavery, development of a regional identity, the War for Southern Independence, Reconstruction, readjustment of racial patterns, and the rise of the New South and the Sun Belt.

HIST 214 - The Civil Rights Movement (3)

Prerequisite or Co-requisite: ENGL 101

(formerly HI 214) Explores the history of the Civil Rights movement in twentieth-century America. It begins with an overview of segregation, examines in detail the efforts of the movement to overcome Jim Crow discrimination, and concludes with an assessment of the movement's legacy.

HIST 215 - Constitutional History of the United States (3)

Prerequisite or Co-requisite: ENGL 101

(formerly HI 215) Examines the Constitution and its impact within the context of the government, law, and politics. Topics covered include the origins of the Constitution, the development of judicial nationalism, the impact of slavery, the conflict leading up to the Civil War, reconstruction, the 1890s, the creation of the modern state, the New Deal era, the 1960s, and the movement toward a conservative constitutionalism.

HIST 217 - African-American History (3)

Gen Ed History, Cultural Competence

Prerequisite or Co-requisite: ENGL 101

(formerly HI 217) Surveys African-American history from the arrival of the first Africans in 1619 to the present. Includes the major economic, political, and social forces that have helped shape the role of the African American in the history of America.

HIST 220 - World War II (3)

Gen Ed History

Prerequisite or Co-requisite: ENGL 101

(formerly HI 220) Surveys the major military and social developments of WWII through films and selected readings. Multicultural and multinational perspectives are included.

HIST 221 - The Sixties (3)

Gen Ed History

Prerequisite or Co-requisite: ENGL 101

(formerly HI 221) Examines one of America's most turbulent decades: the 1960s. This course explores the Civil Rights Movement, the Vietnam War, the Anti-War Movement, and changing cultural and social mores. Emphasis will include an examination of the history, politics, literature, and music of the era.

Honors (HONR)**HONR 101 - Honors Academic Engagement Seminar (3)**

Gen Ed Emerging Issues

Prerequisite or Co-requisite: ENGL 101; Students who previously enrolled in ACCE 112 cannot enroll in HONR 101

(formerly ACE 110H) Introduces first-year students to current, real-world issues as they advance their critical thinking, communication, and research skills. Students will explore questions of local, national, and global significance through multicultural contexts, while building relationships with their classmates, instructor, and other college personnel. Additionally, students will use campus resources and co-curricular events to enhance their educational experience and foster their college success. Students cannot receive credit for both HONR 101 and ACCE 112.

HONR 102 - The Research Process (1)*Prerequisite or Co-requisite: ENGL 101*

Introduces students to the research process and the academic skills needed to generate and share new knowledge or understanding. Recommended for any student attempting an honors contract who has not completed HONR 101, PSYC 101H, or HIST 202H.

HONR 201 - Honors Applied Leadership & Research (3)*Prerequisite: Permission of Honors Coordinator (formerly ACE 201H)*

Provides returning Honors students with the opportunity to serve as peer mentors or leaders of first-year Honors students as they explore current, real-world issues and further advance their critical thinking, communication, and research skills. Students will develop and explore questions of local, national, and global significance through multicultural contexts while building relationships with the instructor, classmates, and other college personnel. Students will refine research and presentation skills in preparation for academic conferences.

Hospitality Culinary Tourism Institute (HCTI)**HCTI 101 - Sanitation and Food Safety (2)***Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]*

(formerly HOS 121) Develops an understanding of basic principles of sanitation and safety in food, beverage, and hospitality operations including the HACCP system. The course focuses on procedures and protocol recommended for the prevention of foodborne illnesses. Successful passing of the National Restaurant Association ServSafe exam is required and earns certification as a ServSafe Food Protection Manager.

HCTI 102 - Culinary I (4)

Prerequisite or Co-requisite: [MATH 50 or Appropriate score on mathematics placement test (Accuplacer Next Gen QAS minimum score 237)] AND [HCTI 101 or HOS 121 or current ServSafe Food Manager Certification] (formerly HOS 112) Examines the basic concepts, skills, and attributes related to preparation of food: knife skills, product identification, and culinary terminology. Measures, prepares, and converts standardized recipes. Learns and applies classical cooking principles and techniques to food preparation. Topics include stock and sauce preparation; egg/breakfast cookery; product qualities; preparation of vegetables, fruit, and starches; and dietary guidelines and nutrition principles. Demonstrates proper food sanitation and safety practices. Learns and applies good sustainability practices for food service operations. Extra fees required.

HCTI 103 - Culinary II (4)*Prerequisites: (HCTI 101 or HOS 121) and (HCTI 102 or HOS 112)*

(formerly HOS 113) Emphasizes meat, poultry, and seafood fabrication and cookery. Introduces and discusses dietary guidelines and principles of nutrition including alternative diets. Teaches methods for making various types of soups. Expands on sauce, vegetable, legume, grain, and starch cookery with demonstrations of proper plating techniques. Reinforces knife skills; recipe conversions and measurements; cooking principles and terminology; sanitation and safe food handling; and sustainability practices. Extra fees required.

HCTI 104 - Baking I (4)*Prerequisite or Co-requisite: [MATH 50 or Appropriate score on mathematics placement test (Accuplacer Next Gen QAS minimum score 237)] AND [HCTI 101 or HOS 121 or current ServSafe Food Manager Certification]*

(formerly HOS 114) Provides students with the basic skills required for entry-level work in a bakery or pastry shop of a food service operation. These skills include working in a safe and sanitary manner; reading, scaling and accurately following a recipe; demonstrating proper use of terminology, tools, and equipment; preparing, baking, and evaluating cookies, cakes, breads, pastries, pies, and tarts. Beginning plating techniques, cake decorating, and dietary alternatives are explored. Extra fees required.

HCTI 105 - Baking II (4)*Prerequisites: (HCTI 101 or HOS 121) and (HCTI 104 or HOS 114)*

(formerly HOS 214) Builds upon learned basic skills and theories to develop proficiency in baking and pastry production. Students will further explore a range of classical and modern baking preparations for sponges, roulades, tortes, cakes, custards, fillings, sauces, toppings, and pastries while expanding on recipe modifications for alternative dietary requirements. Introduces principles of artistic techniques and decorating components to assembling, finishing, and presenting pastries including classic French pastries, decorative cookies, and entremets.

HCTI 120 - Purchasing & Cost Control (3)*Prerequisite or Co-requisite: (HCTI 101 or HOS 121) and (HCTI 102 or HOS 112)*

(formerly HOS 123) Examines food purchasing as a process and emphasizes the dynamics of managing the flow of food through the operation. Provides an introduction to inventory control procedures and examines factors that influence menu planning. Emphasizes establishing operating standards, monitoring actual results, and taking corrective action to account for variances. Examines variable and fixed costs, calculating components of prime costs, and provides understanding of various cost controls to optimize profitability. Introduces students to the budgeting process.

HCTI 150 - Introduction to Hospitality Management (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall] AND Prerequisite or Co-requisite: MATH 50 or Appropriate score on mathematics placement test (Accuplacer Next Gen QAS minimum score 237)

(formerly HOS 110) Introduces students to the history of various careers in the hospitality industry. Develops an understanding of the hospitality industry by taking a management perspective in introducing students to the organization and structure of various sectors including: travel and tourism, meeting/convention and event planning, hotels, healthcare, restaurants, retail, contract food service, clubs, cruise ships, casino hotels, and more. Examines the forces and issues that are shaping the current and future hospitality industry. Topics include various aspects of hospitality operations and information on delivering excellent customer service. Students will earn certification from the American Hotel Lodging Educational Institute (AHLEI) as a Certified Guest Service Professional (CGSP®).

HCTI 155 - Event Management (3)

Prerequisite: ENGL 70 OR Appropriate score on placement test [Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall]

(formerly HOS 161) Discusses and demonstrates aspects of planning and implementing an event for success. Included is a project where students will be involved in a hands-on experience of planning an event while utilizing the skills learned in class.

HCTI 160 - Hospitality Operations (3)

Prerequisites or Co-requisites: (HCTI 101 or HOS 121) and (HCTI 150 or HOS 110)

(formerly HOS 163) Learn the primary responsibilities of a hospitality manager and principles and practices involved in managing the day to day operations of a hospitality business. Topics include various aspects of hospitality operations such as classifying hotels and guests, hotel organization, front office operations, hospitality applications and systems, safety and security risks and controls, housekeeping operations, front office accounting, reading financial reports, maximizing sales, and facility maintenance.

HCTI 170 - Introduction to the Tourism Industry (3)

Prerequisite or Co-requisite: HCTI 150 or HOS 110

Provides a comprehensive introduction to the modern tourism industry from the business and economic perspectives. Both the supply side, in the form of travel suppliers and their distribution channels, and the consumer demand side of tourism are explored. The components, forces, and trends that have shaped the tourism industry will be examined, as will the impacts of tourism on places, societies, and cultures.

HCTI 200 - Garde Manger (4)

Prerequisite or Co-requisite: HCTI 103 or HOS 113

(formerly HOS 210) Provides students with skills and knowledge in preparing food from the cold kitchen. Explores preparation of cold soups, canapés, hors d'oeuvres, forcemeat, charcuterie, garnishes, and food preservation techniques. Students will learn how to prepare display trays, platter, and buffets with emphasis on presentation design and workmanship. Develops techniques for preparation of sandwiches, salads, and dressings. Discusses categories and types of cheese, and carving techniques for decorative fruit and vegetables. Extra fees required.

HCTI 205 - Artisan and Specialty Breads (4)

Prerequisite: HCTI 104

Builds upon foundational skills of bread making from HCTI 104, and introduces students to technically advanced artisan breads; alternative flour breads; viennoiserie pastries such as croissants, brioche, breakfast danish; and specialty holiday breads of stollen and panettone. Students will explore in depth varying flours, optional grains, and natural yeast starters for use in quantity production, bread displays, breakfast buffets, and banquet presentations.

HCTI 210 - Advanced Artistry Techniques (4)

Prerequisite: HCTI 105

Prepares students for an entry level position as chocolatier, pastry cook, or pastry sous chef. Students will focus on the principles of chocolate artistry skills from tempering to enrobing and casting of couverture. Students will produce individual confections of frozen desserts, souffles, truffles, fudge, toffee, bark, brittle, and marshmallows. Utilizing skills learned during the course, students will craft showpieces made of chocolate and pastillage, as well as pulled, poured, and blown sugar. Students will build on foundational skills to produce, assemble, and decorate multi-tiered (wedding) cakes using various icings, fillings, marzipan, gumpaste, and fondant.

HCTI 220 - Food and Beverage Operations (3)

Prerequisite or Co-requisite: (HCTI 120 or HOS 123) or (HCTI 160 or HOS 163)

(formerly HOS 216) Provides an analysis of different types of food service operations, beginning with an overview of the food service segment of the hospitality industry. Detailed consideration is given to food and beverage operations, management principles and leadership styles, human resource functions, and employment laws. Examines all operational functions to include marketing, menu planning, production, service, beverage management and responsible alcohol service, sanitation and safety issues, facility design and equipment, and accounting.

HCTI 225 - International and American Regional Cuisine (4)

Prerequisite: HCTI 200 or HOS 210; Co-requisite: HCTI 230

(formerly HOS 240) Provides advanced training in the preparation of International and American regional cuisines. Students will prepare recipes including meats, poultry, seafood, vegetables, and desserts, as well as explore cuisines from a cultural, geographical, religious, and historical perspective. Emphasis is placed on flavor profiles and cooking techniques associated with regions and their international influence. Introduction to wine varietals from around the world, distillation, and fermentation of beverages. Extra fees required.

HCTI 230 - Restaurant Production and Service (4)

Prerequisite: HCTI 160 or HCTI 200 or HCTI 105 AND Co-requisite: HCTI 210 or HCTI 225

(formerly HOS 250) Provides the capstone student experience of applying learned knowledge and skills in an operational restaurant setting. Students rotate through the dining room and kitchen in this intensive course. Front-of-the-House students train and carry out dining room rules of service from set-up to closing. Back-of-the-House students learn brigade station responsibilities of à la carte preparation, cooking, and plating techniques. All students work together applying communication, problem solving, and time management skills to provide quality customer service to guests. Students develop a food service concept to include all key operational elements. Extra fees required.

HCTI 255 - Applied Hospitality Management (3)*Prerequisite or Co-requisite: HCTI 160 or HOS 163*

(formerly HOS 261) Provides leadership and management tools in the hospitality industry to enhance guest service and profitability by introducing students to topics such as managing organizational change, traditional management roles and styles versus leadership in the twenty-first century, quality management, continuous improvement, power and empowerment, communication skills, goal setting and coaching, high-performance teams, diversity, strategic career planning, and ethics.

HCTI 260 - Hospitality Business Analysis (3)*Prerequisite or Co-requisite: HCTI 255 or HOS 261*

(formerly HOS 263) Explores a new, multidisciplinary approach to business analysis that utilizes revenue management, blending together elements of marketing, operations, and finance management. Students will learn the various components of revenue management, and how to use them when performing business analyses and recommending business enhancements.

HCTI 265 - HCTI Practicum (1)*Prerequisite or Co-requisite: (HCTI 103 or HOS 113) or (HCTI 255 or HOS 261)*

(formerly HOS 265) Provides students with supervised experience in a hospitality/culinary/tourism setting. Includes in-service training and practical experience, totaling a minimum of 240 hours in an approved hospitality operation, lodging, commercial or institutional food service/restaurant, meeting planning, or the related travel/tourism field. Focuses on the acquisition of employability, business, hospitality, and/or culinary technical and problem-solving skills that will give students the tools to become successfully employed in the hospitality, culinary, and tourism industry.

Human Services (HUMS)

HUMS 103 - Introduction to Social Work and the Human Services (4)*Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100*

(formerly HS 103) Surveys the philosophies of the field of social work and all of the human services. Examines the historical and theoretical approaches to the understanding of social work and the agencies that deal with delivery of services to members of society. Includes the interrelationship of human services and examines the knowledge, values and skills of the helping process. Particular emphasis is placed on the concept of human diversity and the impact of oppression and discrimination. This course will highlight the human needs that social workers address across the life span with particular emphasis on the needs of older adults.

HUMS 202 - Techniques of Counseling (3)*Prerequisite or Co-requisite: PSYC 101*

Focuses on the development of counseling skills, specific helping behaviors, and qualities of effective counselors needed for certification and beyond, as well as ethical and legal issues encountered in the helping professions. Students will study historical and philosophical foundations and the various professional organizations related to the counseling profession.

HUMS 203 - Theories of Counseling (3)*Prerequisite or Co-requisite: HUMS 202*

(formerly HS 203) Presents an overview of counseling theory, with focus on the development of specific helping behaviors.

*This course is only offered in the Spring.***HUMS 204 - Ethics and Practice Issues in the Human Services and Addiction Counseling (3)***Prerequisite: HUMS 202*

(formerly HS 204) Integrates a study of ethical and practice issues in the human service field with the student's experience in the internship education practicum. Special attention will be given to the special ethical issues in the addictions field. For Addictions Counseling A.A.S. and Certificate students: this course must be completed prior to enrolling in INTR 103.

*This course is only offered in the Spring.***HUMS 205 - Addictions Counseling Delivery (3)***Prerequisite or Co-requisite: PSYC 101*

(formerly HS 205) Presents major theoretical approaches to the field of addictions, and introduction to the twelve core functions of the alcohol and drug abuse counselor. This course will include skill development training for the beginning alcohol and drug counselor.

*This course is only offered in the Spring.***HUMS 206 - Pharmacology of Psychoactive Drugs (3)***Prerequisite or Co-requisite: PSYC 101*

(formerly HS 206) Presents the basic pharmacological and neurophysiological fundamentals of licit and illicit drug use. The primary focus of the course is the explanation of how drugs may alter body and brain function and how these alterations influence and mediate human behavior. Suggested for human service majors, especially those interested in addictions, current or potential health care professionals.

*This course is only offered in the Spring.***HUMS 207 - Theory and Practice of Group Counseling (3)***Prerequisite: HUMS 202*

(formerly HS 207) Presents the theory and practice of using groups as a counseling intervention in the human services. There will be a presentation of types of groups, general principles of groups, stages of evolution of groups, ethical and professional issues, and special emphasis on the use of groups in the drug and alcohol field.

*This course is only offered in the Fall.***HUMS 208 - Family Counseling (3)***Prerequisite: HUMS 202*

Presents the theoretical approaches of family therapy with a focus on family systems theory and their application in mental health settings. Students will explore treatment models for working with families and addicted families. The course will offer a fundamental knowledge necessary to engage in practical application of the theories discussed.

This course is only offered in the Fall.

Humanities (HUMN)

HUMN 101 - Cultural Identity in America: Race, Class, Gender, and Sexuality (3)

Gen Ed Humanities, Cultural Competence

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 100 or appropriate score on placement test

Introduces students to the fundamental concepts of identity construction and examines such identities in the context of culture, with particular focus on race, gender, class, and sexuality. As an experiential course, it seeks to increase the skills and sensitivity necessary to process the intersections of one's identities in a diverse global, national, and local community.

HUMN 104 - Humanities in a Digital World (3)

Gen Ed Humanities

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly HU 104) Surveys the impacts of digital technologies, platforms, and tools (e.g., internet, social media, gaming, data analytics and visualization) on storytelling, the human experience, and the study of humanities. Explores digital and social media as cultural artifacts. Expands digital literacy through the analysis and application of digital tools within multiple disciplines.

HUMN 105 - Cultural Studies: Latin America (3)

Gen Ed Humanities, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly HU 105) Introduces the cultural traditions of Latin America focusing on the art, literature, dance, music, theater, and film of Meso, Central, and South America as well as the Caribbean.

HUMN 107 - Cultural Studies: Asia (3)

Gen Ed Humanities

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly HU 107) Introduces the cultural traditions of Asia focusing on the art, literature, dance, music, theater, and film of East Asia, India, and the Pacific Islands.

HUMN 204 - World Religions (3)

Gen Ed Humanities, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly PH 204) Explores the spiritual practices, symbols, myths, and beliefs of indigenous, eastern, and Abrahamic faiths, as well as those of some emerging religious movements such as Scientology. Students will also examine the impact of religion on human culture.

HUMN 210 - The Language of Hip Hop (3)

Gen Ed Humanities, Cultural Competence

Prerequisite or Co-requisite: ENGL 101

(formerly HU 210) Examines the role of language, both verbal and non-verbal, in the aesthetics, intercultural communication, and cultural practices of hip hop through the study of the origins and evolution of the culture, moving on to key topics including authenticity, class, and language ideology. Students will identify current and historical elements of hip hop culture in the US. Through multimedia analysis, critical reading and listening, and student led discussion, students will develop skills necessary to critically analyze and explore the language of hip hop and survey its historical development, political significance, and social influence.

HUMN 223 - Classical Mythology (3)

Gen Ed Humanities

Prerequisite: ENGL 101

(formerly EN 223) Surveys Greek and Roman mythology, emphasizing the impact it has had on Western literature, art, music and human culture throughout the ages. Attention will also be paid to the sites of the ancient world that have gained special significance through these myths.

Internship (INTR)

INTR 101 - Internship (1)

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.

INTR 102 - Internship (2)

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.

INTR 103 - Internship (3)

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.

Legal Studies (LGST)

LGST 100 - Introduction to Law (3)

Cultural Competence

Prerequisite: ENGL 70 or (ESOL 72 and ESOL 73) OR (Prerequisite or Co-requisite: ENGL 75 or ESOL 100)

(formerly LA 100) Presents an overview of the legal profession. Provides detailed introduction to the structure and function of the American Legal System, law office management, standard operating procedures and systems. Offers overview of fundamental areas of substantive and procedural law, interviewing and investigation, and research and writing. Infuses ethics and professionalism. Discusses legal aspects of current topics to aid students in acquiring an appreciation of the dynamic role of law in our changing society. Promotes understanding needed to participate effectively in our diverse global, national, and local communities.

LGST 103 - Ethics for the Legal Professional (3)*Prerequisite or Co-requisite: LGST 100*

(formerly LA 103) Concentrates on the ethical responsibilities that have been established by statutes, courts decisions, court rules, and professional associations affecting legal assistants/paralegals and lawyers. Includes conflict of interest, confidentiality, competence, solicitation, fees and billing, obligations of attorneys to clients, and protection of client funds. Covers the nature of supervision in order to avoid unauthorized practice of law.

LGST 104 - Contracts (3)*Prerequisites or Co-requisites: LGST 100 and ENGL 101*

(formerly LA 104) Covers the fundamental principles of contract law; the manner in which contracts are formed; the elements of a valid contract; the rights and obligations of various parties to a contract, as well as the rights of third parties; and available remedies when a contract is breached.

LGST 105 - Torts (3)*Prerequisites or Co-requisites: LGST 100 and ENGL 101*

(formerly LA 105) Covers the fundamental principles of tort law: intentional torts, negligence, and strict liability. Examines causes of action, defenses, and remedies. Develops skills to investigate and evaluate tort claims. Introduces tort litigation procedures and documents.

LGST 106 - Technology for the Legal Profession (3)*Prerequisite or Co-requisite: LGST 100*

(formerly LA 106) Prepares students for the increasing levels of computer literacy demanded by the legal profession. Covers the basic features of at least one commonly used word processing program, database program, spreadsheet program and legal specific programs for calendaring, timekeeping and billing. Offers basic features of computer-assisted legal research and other electronic resources. Incorporates current technological trends used by the legal profession.

LGST 150 - Access to Justice Practicum I (4)*Prerequisite: LGST 103*

Offers specialized training to paralegal students that incorporates practical opportunities working beside pro bono, self-help center, and limited scope attorneys to promote access to justice to low- and moderate-income people in crisis. Includes field placement preparing students to work respectfully, professionally, and ethically with attorneys providing legal services/information using available resources.

LGST 200 - Legal Research (3)*Prerequisite: ENGL 101; Prerequisite or Co-requisite: LGST 100*

(formerly LA 200 and LA 110)

Offers working knowledge of techniques of legal research. Examines various sources of law and types of research tools. Emphasis on using a law library. Develops book-based and computer-assisted research skills. Outlines development of a research strategy plan to locate and update applicable law. Analyze cases, statutes, and report findings. Stresses proper citation form.

LGST 205 - Legal Writing (3)*Prerequisites: ENGL 101 and (LGST 200 or LA 110)*

(formerly LA 205 and LA 120)

Offers working knowledge of techniques of legal writing in the preparation of a variety of legal documents such as legal correspondence, briefs, memoranda, and pleadings. Incorporates analysis and synthesis of research to draft legal documents. Emphasizes the importance of proper format and citation.

LGST 210 - Estates and Probate (3)*Prerequisites: LGST 100 and ENGL 101*

(formerly LA 210)

Covers basic legal concepts and fundamental principles of law as applied to the more common forms of wills, trusts, and intestacy, as well as organization and jurisdiction of the probate court. Examines strategies and tools available for estate planning. Develops a working knowledge of resources that reflect the process and procedures required by law for estate administration. Includes drafting of a simple will and advanced directive. Explores court procedures and public records research. Presents computer applications in estate law.

LGST 220 - Civil Litigation (3)*Prerequisites: LGST 100 and ENGL 101*

(formerly LA 220)

Provides a comprehensive study of civil litigation, state, and federal court structure and procedure. Explores components of the litigation process. Includes drafting pleadings and other documents associated with litigation. Incorporates use of technology in the litigation process. Develops skills to effectively and ethically support the litigation process. Introduces administrative procedure.

LGST 230 - Real Estate (3)*Prerequisites: LGST 100 and ENGL 101*

(formerly LA 230)

Covers basic legal concepts and fundamental principles of real estate law. Topics include property rights; types of land ownership/estates; easements; title and use of real estate; agreements for sale; financing; conveyancing; title insurance; settlement procedures; recording and post-closing matters that deal with residential, commercial, condominiums, and planned communities; and landlord/tenant matters. Develops a working knowledge of resources that reflect the process and procedures required by law.

LGST 240 - Family Law (3)*Prerequisites: LGST 100 and ENGL 101*

(formerly LA 240) Explores the fundamentals and emerging issues in family law. Topics include marriage, separation, divorce, alimony, child custody and visitation, child support, disposition of property and legal rights of children, adoption, guardianship, and domestic relations. Explores court procedures, public records research, and the mediation process. Presents computer applications in domestic relations practice.

Mathematics (MATH)

MATH A - Instruction with Algebra (0) [2]

(formerly MA A) Supplements MATH 101A and MATH 120A.

MATH S - Algebraic Support (0) [3]

(formerly MA S) Supplements MATH 145S.

MATH 50 - Preparation for College Mathematics (0) [2]*Prerequisite: Completion of math placement test*

Develops foundational math skills needed for college math courses such as MATH 101A Foundations of Math with Algebra, MATH 120A Statistics with Algebra, or MATH 145S College Algebra with Algebraic Support. Topics include whole numbers, factors, fractions, decimals, percentages, signed numbers, introduction to data analysis and statistics, and basic Algebra skills such as working with variables and evaluating variable expressions. Further topics may include solving and graphing linear equations, exponents, and polynomials. Technology is integrated with traditional skill practice throughout the course.

MATH 101 - Foundations of Mathematics (3)

Gen Ed Math

Prerequisite: Grade of C or better in MATH S or appropriate score on mathematics placement test

MATH 101 (formerly MA 103) Presents topics including problem solving strategies, logic, numeration systems, set theory, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, and linear programming. Student cannot receive credit for both MATH 101 and MATH 101A. Intended for students who need a survey of math principles for their non-STEM major/program. Not intended for students planning to pursue a STEM program. MATH 101A (formerly MA 103A) Presents topics including real numbers, algebraic expressions, solving and graphing linear equations, exponents, and logarithmic equations with an emphasis on functions, graphing, and modeling. Topics of college math covered may include problem solving strategies, logic, numeration systems, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, and linear programming. Students cannot receive credit for both MATH 101 and MATH 101A. Intended for students who need a survey of college math principles, with algebra, for their non-STEM major/program. Not intended for students planning to pursue a STEM program.

MATH 101A - Foundations of Mathematics (3)

Gen Ed Math

Prerequisites: Grade of B or better in MATH 50 or grade of SC in ADB 490 or appropriate score on mathematics placement test

MATH 101 (formerly MA 103) Presents topics including problem solving strategies, logic, numeration systems, set theory, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, and linear programming. Student cannot receive credit for both MATH 101 and MATH 101A. Intended for students who need a survey of math principles for their non-STEM major/program. Not intended for students planning to pursue a STEM program. MATH 101A (formerly MA 103A) Presents topics including real numbers, algebraic expressions, solving and graphing linear equations, exponents, and logarithmic equations with an emphasis on functions, graphing, and modeling. Topics of college math covered may include problem solving strategies, logic, numeration systems, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, and linear programming. Students cannot receive credit for both MATH 101 and MATH 101A. Intended for students who need a survey of college math principles, with algebra, for their non-STEM major/program. Not intended for students planning to pursue a STEM program.

MATH 110 - Fundamental Concepts of Mathematics I (4)

Gen Ed Math

Prerequisite: Appropriate score on mathematics placement test

(formerly MA 105) Note: MATH 110 is designed and recommended for Education majors in the Early Childhood Education and Elementary Education A.A.T. degrees only. Provides a comprehensive, conceptually-based background in elementary mathematics. Topics include historical development of numeration systems, decimal notation, arithmetic algorithms in decimal and other bases, elementary set theory and number theory. Intended for early childhood and elementary education students, or other non-STEM majors, who need a general course in problem-solving strategies, numeracy, and the real number system.

MATH 113 - Fundamental Concepts of Mathematics II (4)

Prerequisite: Appropriate score on mathematics placement test. It is recommended that students complete MATH 110 (formerly MA 105) before taking this course.

(formerly MA 106) Presents topics including plane and solid, metric and non-metric, dimensional analysis, congruence and similarity, and coordinate and transformational geometry. Emphasizes problem solving strategies. MATH 113 is not a general education course. Intended for early childhood education and elementary education students who need a conceptually-based study of the fundamentals of geometry.

MATH 120 - Statistics (3)

Gen Ed Math

Prerequisite: Grade of C or better in MATH S or appropriate score on mathematics placement test

MATH 120 (formerly MA 206) Introduces non-calculus statistics. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, and chi-square tests and non-parametric tests. Students can only receive credit for one of the following: MATH 120 or MATH 120A or MATH 127. MATH 120A (formerly MA 206A) Combines an introductory non-calculus statistics course with topics from Algebra. Topics of Algebra include linear equations and inequalities, and graphing and modeling functions. Topics of Statistics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests, and non-parametric tests. Students can only receive credit for one of the following: MATH 120 or MATH 120A or MATH 127.

MATH 120A - Statistics (3)

Gen Ed Math

Prerequisites: Grade of B or better in MATH 50 or grade of SC in ADB 490 or appropriate score on mathematics placement test

MATH 120 (formerly MA 206) Introduces non-calculus statistics. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, and chi-square tests and non-parametric tests. Students can only receive credit for one of the following: MATH 120 or MATH 120A or MATH 127. MATH 120A (formerly MA 206A) Combines an introductory non-calculus statistics course with topics from Algebra. Topics of Algebra include linear equations and inequalities, and graphing and modeling functions. Topics of Statistics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests, and non-parametric tests. Students can only receive credit for one of the following: MATH 120 or MATH 120A or MATH 127.

MATH 125 - Business Statistics (3)

Gen Ed Math

Prerequisites: (Grade of C or better in MATH S or appropriate score on mathematics placement test) and (CMIS 101 or BMGT 100 or CMIS 111E or CIS 116E) and (placement in ENGL 70 or ESOL 100 or higher on the reading placement test)

(formerly BU/MA 205) Introduces non-calculus statistics for business using spreadsheets. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, and chi-square tests and non-parametric tests.

MATH 127 - Statistics with Probability (4)

Gen Ed Math

Prerequisite: Grade of C or better in MATH S or appropriate score on mathematics placement test

(formerly MA 207) Introduces non-calculus statistics with additional topics in elementary probability. Statistical topics include descriptive analysis and treatment of data, statistical inference, linear regression and correlation, and chi-square tests. Topics from Elementary Probability include basic event and outcome concepts, fundamental rules of probability, random variables and their distributions, and expectation. Practical applications of the course concepts are explored through team projects. Students cannot receive credit for both MATH 127 and MATH 120/MATH 120A.

MATH 145 - College Algebra (3)

Gen Ed Math

Prerequisite: Grade of C or better in MATH S or appropriate score on mathematics placement test

MATH 145 (formerly MA 130) Includes a study of function behavior, composition, and inverse using linear, polynomial, rational, and radical functions; definition and analysis of exponential and logarithmic functions, complex numbers, formulae of midpoint, and distance and average rate of change. Students cannot receive credit for both MATH 145 and MATH 145S. MATH 145S (formerly MA 130S) Combines College Algebra with topics from Introductory and Intermediate Algebra. Introductory and Intermediate Algebra topics include linear equations, absolute value, quadratic functions, exponential functions, and polynomial functions with an emphasis on functions, graphing, and modeling. College Algebra topics extend Intro/Intermediate topics to include a study of function behavior, composition, and inverse using linear, polynomial, rational and radical functions; definition and analysis of exponential and logarithmic functions, and complex numbers. Students cannot receive credit for both MATH 145 and MATH 145S.

MATH 145S - College Algebra (3)

Gen Ed Math

Prerequisite: Grade of B or better in MATH 50 or grade of SC in ADB 490 or appropriate score on mathematics placement test

MATH 145 (formerly MA 130) Includes a study of function behavior, composition, and inverse using linear, polynomial, rational, and radical functions; definition and analysis of exponential and logarithmic functions, complex numbers, formulae of midpoint, and distance and average rate of change. Students cannot receive credit for both MATH 145 and MATH 145S. MATH 145S (formerly MA 130S) Combines College Algebra with topics from Introductory and Intermediate Algebra. Introductory and Intermediate Algebra topics include linear equations, absolute value, quadratic functions, exponential functions, and polynomial functions with an emphasis on functions, graphing, and modeling. College Algebra topics extend Intro/Intermediate topics to include a study of function behavior, composition, and inverse using linear, polynomial, rational and radical functions; definition and analysis of exponential and logarithmic functions, and complex numbers. Students cannot receive credit for both MATH 145 and MATH 145S.

MATH 165 - Precalculus (4)

Gen Ed Math

Prerequisite: Grade of C or better in MATH 145 or MATH 145S or MA 130 or MA 130S OR appropriate score on the mathematics placement test

(formerly MA 111) Includes topics from college algebra and trigonometry with a graphing approach such as right triangle trigonometry, circular trigonometric functions, inverse trigonometric functions, exponential functions, power functions, logarithmic functions, and polynomial functions and their zeros.

MATH 170 - Introduction to Discrete Mathematics (3)

Prerequisite: Grade of C or better in MATH 145 or MATH 145S or MA 130 or MA 130S OR appropriate score on mathematics placement test

(formerly MA 202) Presents topics including sets and logic, elementary number theory, graph theory, matrices, algorithm design, mathematical induction and recursion. Intended for students pursuing a STEM major to develop their problem-solving skills.

This course is only offered in the Spring.

MATH 175 - Applied Calculus (3)

Gen Ed Math

Prerequisite: Grade of C or better in MATH 145 or MATH 145S or MA 130 or MA 130S or appropriate score on mathematics placement test

(formerly MA 201) Presents methods for finding the derivatives and integrals of algebraic and transcendental functions with applications in each program. This course is a brief, applied version of traditional Calculus designed to help students understand how calculus is used in business, biology, and/or the social sciences. This course is not intended to replace traditional Calculus, nor can it be used as a prerequisite for Calculus I or Calculus II.

MATH 185 - Calculus I (4)

Gen Ed Math

Prerequisite: Grade of C or better in MATH 165 or MA 111

(formerly MA 210) Presents topics including functions, limits, continuity, the derivative concept, differentiation techniques (including product rule, quotient rule, chain rule, and implicit differentiation), applications of the derivative, and definite and indefinite integral concepts. The Fundamental Theorem of Calculus is discussed and used in the context of introductory integration. Intended for students in mathematics, science, engineering, medical, and other technical programs as the first course in the three-semester calculus sequence (MATH 185, MATH 195, MATH 285).

MATH 195 - Calculus II (4)

Gen Ed Math

Prerequisite: Grade of C or better in MATH 185 or MA 210

(formerly MA 211) Presents the second of three courses in the calculus sequence. Topics include methods and applications of integration, improper integrals, sequences and series, Taylor approximations, and an introduction to differential equations.

MATH 220 - Introduction to MATLAB (1)

Prerequisite or Co-requisite: MATH 185 or MA 210

(formerly MA 214) Provides an introduction to MATLAB, a multi-paradigm numerical computing environment and fourth-generation programming language, including popular toolboxes. The course consists of interactive workshops with students doing sample MATLAB problems in real time. Problem-based MATLAB assignments are given which require significant time on MATLAB.

MATH 265 - Linear Algebra (4)

Prerequisite: Grade of C or better in MATH 185 or MA 210

(formerly MA 218) Includes systems of linear equations, determinants, vectors in 2- and 3-space, vector spaces, linear transformations, eigenvalues and eigenvectors and applications.

This course is only offered in the Fall.

MATH 275 - Differential Equations (3)

Prerequisite: (Grade of C or better in MATH 195 or MA 211) AND (*Prerequisite or Co-requisite:* MATH 220 or MA 214)

(formerly MA 213) Presents the principles involved in solving differential equations of order one. Topics covered include initial value problems, reduction of order, homogeneous linear equations, undetermined coefficients, systems of linear equations, power series solutions about ordinary points, Laplace transform, separable variables, linear and non-linear models, and variation of parameters.

This course is only offered in the Spring.

MATH 285 - Calculus III (4)

Prerequisite: Grade of C or better in MATH 195 or MA 211

(formerly MA 212) Presents the final course in the three-semester calculus sequence. Topics include functions of several variables and their graphs, vectors, parametric equations, partial derivatives, multiple integrals and applications, Green's Theorem, Stokes Theorem and the fundamental theorem of line integrals.

Music (MUSC)

MUSC 101 - Music History and Appreciation (3)

Gen Ed Arts

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100

(formerly MU 101) Traces the development of musical expression in Western Art Music by providing an introduction of musical elements such as melody, harmony, tone color, rhythm, form, and texture. Students will be able to identify style periods and representative composers from the Middle Ages to the Modern Era and demonstrate musical knowledge through directed listening and topical writing assignments. Music reading skills unnecessary.

MUSC 103 - Fundamentals of Music (3)

Gen Ed Arts

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100

(formerly MU 103) Covers the basic elements of music such as note reading, rhythm, scales, key signatures, and intervals. Includes an introduction to fundamental keyboard skills and simple ear training exercises. Intended for students with limited musical knowledge who wish to study music theory or learn to read music.

MUSC 104 - Songwriting I (3)

Gen Ed Arts

Prerequisite: MUSC 103 or permission of program manager via demonstrated knowledge of music reading, key signatures, and other topics covered in MUSC 103

Explores and develops the skills and understanding employed as a songwriter. Along with building the necessary music theory knowledge, students will explore the characteristics of melody, musical forms common in popular music, the relationship between music and text, common instrumentation, and basic recording techniques. This hands-on course involves significant musical composition and analysis. While the focus is on popular music of the United States, there will be some incorporation of popular music from around the world.

MUSC 106 - Ear Training and Musicianship I (1)

Prerequisite: MUSC 103 or permission of department

(formerly MU 106) Converts theoretical knowledge into practical application through sight-singing, ear-training, and rhythmic exercises. Study concepts are derived from material introduced in Music Theory I, including major and minor scales, intervals, sequential patterns and simple melodies, rhythmic patterns, tempos, and triads. Note: Concurrent enrollment in Music Theory (MUSC 111) and Ear Training and Musicianship I is required of all music majors.

MUSC 107 - Ear Training and Musicianship II (1)

Prerequisite: MUSC 106

(formerly MU 107) Continues Ear Training and Musicianship I, coordinated with material presented in Music Theory II, including non-harmonic tones, chorale style, syncopated rhythms, cadences, and harmonic progressions. Note: Concurrent enrollment in Music Theory II (MUSC 112) and Ear Training and Musicianship II is required of all music transfer majors.

This course is only offered in the Spring.

MUSC 109 - American Popular Music (3)

Gen Ed Arts

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100

(formerly MU 109) Surveys the development of American popular music in the 20th and 21st centuries, including the origins of both pop/rock styles, significant artists, cross-pollination with other genres, and impact on American culture. Selected pieces are examined in detail through directed listening. Topical writing assignments are required. Music reading skills unnecessary.

MUSC 111 - Music Theory I (3)

Prerequisite: MUSC 103 or permission of department

(formerly MU 111) Presents a study of diatonic harmony through a review of music fundamentals, followed by an introduction to two and four part writing, figured bass and popular chord symbols, and theoretical analyses of musical examples. Includes some dictation and ear training drills. Note: Concurrent enrollment in Music Theory I and Ear Training and Musicianship I (MUSC 106) is required of all music transfer majors.

MUSC 112 - Music Theory II (3)

Prerequisite: MUSC 111

(formerly MU 112) Reviews conventional 4-part writing practices and introduces 7th chords, chord progressions, secondary dominants, and modulations. Explores elementary composition and harmonization techniques. Note: Concurrent enrollment in Music Theory II and Ear Training and Musicianship II (MUSC 107) is required of all music transfer majors.

This course is only offered in the Spring.

MUSC 117 - Choral Ensemble I (1)

(formerly MU 117) Presents a variety of choral literature for study and performance. Open to all students, and provides an ensemble option for the first year of study for music majors. Students participate as members of the Choral Arts Society of Frederick. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 119 - Jazz Ensemble I (1)

Prerequisite: Permission of instructor (formerly MU 119) Introduces jazz music and improvisation. Study of jazz theory and harmony with practical application on chosen instrument. Two lecture/rehearsal hours weekly culminating in end of semester concert. Open to all students with permission of instructor and provides an ensemble option for the first year of study for music majors. Individual instruction on chosen instrument recommended concurrently. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 121 - Orchestral Ensemble I (1)

Prerequisite: Permission of instructor (formerly MU 121) Presents great orchestral music of the Baroque, Classical, Romantic, and Contemporary musical eras as the basis for study and performance. Open to all students with permission of instructor and provides an ensemble option for the first year of study for music majors. Individual instruction on chosen instrument recommended concurrently. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 123 - Wind Ensemble I (1)

Prerequisite: Permission of instructor (formerly MU 123) Presents a variety of wind ensemble literature as the basis for further study and presentation. Open to all students and provides an ensemble option for the first year of study for music majors. Individual instruction in chosen instrument recommended concurrently. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 125 - Chamber Ensemble I (1)

Provides training in the fundamentals of rehearsing and performing in a small, conductor-less group. Through study and performance of diverse repertoire, students will improve general musicianship, playing technique, rehearsal strategy, and active listening. This course may be taken for credit up to two times for a total of 2 credits.

This course is only offered in the Fall.

MUSC 130 - Foundations of Audio Technology (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly MU 130) Introduces components of the recording process including a detailed analysis of the nature of sound, human hearing, and basic principles of electricity. Students will learn basic digital audio workstation operation and other skills required to work in the studio.

MUSC 135 - Audio Recording Techniques (3)

Prerequisite: MUSC 130

(formerly MU 135) Provides an in-depth exploration of microphone technology, analog and digital theory, and recording systems. Students will explore techniques for recording in the tonmeister style of engineering, particularly as it relates to microphone techniques and editing using a digital audio workstation.

This course is only offered in the Spring.

MUSC 141 - Class Voice I (1)

(formerly MU 141) Offers class instruction in singing with emphasis on basic techniques of voice production, including correct breathing, posture, vowel production, and vocal problems. Various repertoire will be studied. Open to beginners. One class hour per week.

MUSC 142 - Class Voice II (1)

Prerequisite: MUSC 141

(formerly MU 142) Builds on skills learned in Class Voice I including more in depth study of vocal problems and vocal technique. Individual repertoire will be chosen from various styles, including folk, classical, musical theater, and contemporary. Emphasis on advancing performing skills and stylistic considerations.

MUSC 145 - Publishing, Licensing, and Copyrighting (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly MU 145) Examines music publishing, licensing, and copyright procedures used by the professional musician, music administrator, and music producer.

MUSC 151 - Class Piano I (1)

(formerly MU 151) Offers beginning piano study in a classroom-lab setting. A computer workstation with electronic keyboard is available for class use. Prior music experience is not required. Students will be trained in basic keyboard skills and, if necessary, music fundamentals. In-class performances of songs with both hands will be required in all four semesters of this course. Regular individual practice on a keyboard/piano is expected.

MUSC 152 - Class Piano II (1)

Prerequisite: MUSC 151

(formerly MU 152) Builds on skills learned in Class Piano I. New keyboard skills include scales and chord progressions in simple major keys, as well as reading lead sheets with primary chords. Students will learn and perform two-hand repertoire featuring melody and various types of chord accompaniments to a basic standard. More elements of keyboard technique will be explored. Regular individual practice on a keyboard/piano is expected.

MUSC 170 - Music Lessons for Non-Music Majors (1)

Prerequisite: Permission of instructor Provides individual voice and instrument instruction for non-music majors or music majors who need additional study or time before beginning the music major curriculum. Students focus on building the fundamentals of tone, technique, and style as well as practice skills needed for individual growth. Music majors who need additional instruction, in primary or secondary instruments, after beginning the music major applied sequence are also eligible to enroll. This course may be taken for credit up to four times for a total of 4 credits but does not count toward a music degree.

MUSC 172 - First Year Piano (1)

(formerly MU 172) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 174 - First Year Voice (1)

(formerly MU 174) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 178 - First Year Brass (1)

(formerly MU 178) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 180 - First Year Woodwinds (1)

(formerly MU 180) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 182 - First Year Strings (1)

(formerly MU 182) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 184 - First Year Guitar (1)

(formerly MU 184) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 186 - First Year Percussion (1)

(formerly MU 186) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 188 - First Year Music Composition (1)

Prerequisite: Permission of instructor Offers one hour of private instruction in composition each week. Each semester of composition will take the student on a progressive exploration of the materials, skills, styles, techniques, and aesthetics involved in composing original music. When appropriate, specific content may be included to assist individuals in achieving their creative and/or professional goals or to rectify a deficiency in their technique. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 201 - Music Cultures of the World (3)

Gen Ed Arts, Cultural Competence

Prerequisite: ENGL 101

(formerly MU 108) Provides an introduction to the indigenous musical expressions of countries around the world, including African, Asian, Latin American, native North American, and the Caribbean, emphasizing a global perspective and artistic interaction of world cultures. Considers origins, unique instruments, significant genres, notable artists, and cultural functions. Selected pieces are examined in detail through directed listening. Topical writing assignments are required.

MUSC 206 - Ear Training and Musicianship III (1)

Prerequisite: MUSC 107; Co-requisite: MUSC 211

(formerly MU 206) Continues skills from Ear Training and Musicianship II, coordinating with Music Theory III, including harmonic dictations in chorale style, melodic dictations with wider intervallic leaps and some chromaticism, and rhythmic dictations of more complex patterns. Sight-singing and keyboard activities are commensurate with each student's experience and ability. Computers available for use in and outside of class time.

This course is only offered in the Fall.

MUSC 207 - Ear Training and Musicianship IV (1)

Prerequisite: MUSC 206; Co-requisite: MUSC 212

(formerly MU 207) Continues skills from Ear Training and Musicianship III, coordinating with Music Theory IV, emphasizing modal melodies, chromaticism, changing meters, and modulations. In-class dictations will alternate with individual keyboard and singing assignments during class time. Computer workstations are available for use during class time.

This course is only offered in the Spring.

MUSC 211 - Music Theory III (3)

Prerequisite: MUSC 112; Co-requisite: MUSC 206

(formerly MU 211) Continues Music Theory II, with further work on modulations, dominant relationships, cadential identifications, extended part-writing procedures, altered chords, and analyses. Includes characteristics of instrumental and vocal writing, the Neapolitan six chord and augmented sixth chords, and harmonizations with all types of chords and figured bass symbols.

This course is only offered in the Fall.

MUSC 212 - Music Theory IV (3)

Prerequisite: MUSC 211; Co-requisite: MUSC 207

(formerly MU 212) Continues Music Theory III. Includes a review of extended chords and binary and ternary forms, and a more extensive study of large-scale forms such as fugues, theme and variation, sonata-allegro form, and the rondo. Introduction to late Romanticism, Impressionism, and 20th century compositional techniques using complex harmonic progressions, whole-tone and pentatonic scales, and atonality.

This course is only offered in the Spring.

MUSC 217 - Choral Ensemble II (1)

(formerly MU 217) Presents a variety of choral literature for study and performance. Open to all students, and provides an ensemble option for the second year of study for music majors. Students participate as members of the Choral Arts Society of Frederick. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 219 - Jazz Ensemble II (1)

Prerequisite: MUSC 119 or MUSC 120 or permission of instructor (formerly MU 219) Studies advanced jazz songs and improvisation. Discussion of complex theory, harmony, and rhythms with practical application on chosen instrument. Two lecture/rehearsal hours weekly culminating in end of semester concert. Private lessons on chosen instrument recommended concurrently. Open to all students with permission of instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 221 - Orchestral Ensemble II (1)

Prerequisite: MUSC 121 or MUSC 122 or permission of instructor (formerly MU 221) Presents great orchestral music of the Baroque, Classical, Romantic, and Contemporary musical eras as the basis for study and performance. Open to all students with permission of the instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 223 - Wind Ensemble II (1)

Prerequisite: MUSC 123 or MUSC 124 or permission of instructor (formerly MU 223) Presents a variety of wind ensemble literature as the basis for further study and performance. Open to all students with permission of instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 225 - Chamber Ensemble II (1)

Prerequisite: Successful completion of two 100-level ensemble courses. Provides training in the fundamentals of rehearsing and performing in a small, conductor-less group. Through study and performance of diverse repertoire, students will improve general musicianship, playing technique, rehearsal strategy, and active listening. This course may be taken for credit up to two times for a total of 2 credits.
This course is only offered in the Fall.

MUSC 230 - Studio Recording Techniques (3)

Prerequisite: MUSC 135 (formerly MU 230) Focuses on contemporary recording techniques associated with popular music production. Topics include multi-track recording, overdubbing, MIDI, and project management.
This course is only offered in the Fall.

MUSC 235 - Advanced Audio Production (3)

Prerequisite: MUSC 130 (formerly MU 235) Provides in-depth study and practical application of the tools and techniques used in professional audio recording in a variety of musical styles at a professional level. Includes advanced practical training in signal processing, mixing, and mastering. Additional topics include audio for video and product delivery.
This course is only offered in the Spring.

MUSC 240 - MIDI Music Production Techniques (3)

Prerequisite: MUSC 130; *Prerequisite or Co-requisite:* MUSC 103 (formerly MU 240) Explores electronic music production. Students will produce electronic music using a variety of software and techniques. Topics will include notation, MIDI and controller programming, sampling, sequencing, virtual instruments, synthesizers, and production techniques.
This course is only offered in the Fall.

MUSC 250 - Music Industry Practicum and Seminar (1)

Prerequisite or Co-requisite: MUSC 230 Uses seminar/discussion approach and practicum experience to analyze the role and functions of the producer and recording engineer in the professional studio recording environment. Emphasis is on the application of project planning and multi-track recording strategies, artist development issues in the studio, and role development as a producer and recording engineer.
This course is only offered in the Spring.

MUSC 251 - Class Piano III (1)

Prerequisite: MUSC 152 (formerly MU 251) Continues material presented in Class Piano II. New keyboard skills include scales and chord progressions in simple minor keys as well as more complicated major keys. Students will learn and perform two-hand repertoire featuring melody and various types of chord accompaniments to a basic standard. Elements of keyboard technique will continue to be developed. Regular individual practice on a keyboard/piano is expected.

MUSC 252 - Class Piano IV (1)

Prerequisite: MUSC 251 (formerly MU 252) Continues material presented in Class Piano III. New keyboard skills include arpeggios, greater independence of hands in polyphonic repertoire, and playing in a greater variety of styles (classical, blues, folk, etc.). All major and minor scales will be learned, hands together in one octave. Students will learn and perform two-hand repertoire featuring melody and various types of chord accompaniments to a level consistent with a secondary keyboard major in a four-year music program. Elements of keyboard technique will continue to be developed. Regular individual practice on a keyboard/piano is expected.

MUSC 272 - Second Year Piano (1)

Prerequisite: permission of program manager (formerly MU 272) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 274 - Second Year Voice (1)

Prerequisite: permission of program manager (formerly MU 274) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 278 - Second Year Brass (1)

Prerequisite: permission of program manager (formerly MU 278) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 280 - Second Year Woodwinds (1)

Prerequisite: permission of program manager (formerly MU 280) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 282 - Second Year Strings (1)

Prerequisite: permission of program manager (formerly MU 282) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 284 - Second Year Guitar (1)

Prerequisite: permission of program manager (formerly MU 284) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

MUSC 286 - Second Year Percussion (1)

Prerequisite: permission of program manager (formerly MU 286) Offers thirteen hour-long lessons of instruction that encompass technique, theory, style, interpretation, and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in credit schedule. This course may be taken for credit up to two times for a total of 2 credits.

Nursing (NURS)

NURS 50 - Preparation for Nursing (0) [1]

Prerequisite: Acceptance into clinical nursing program (formerly NU 50) Serves as a basis for developing proficiency and accuracy in dosage calculation. Includes computations for oral, parenteral, and intravenous routes of administration for adults and children using the apothecaries, metric, and household systems of measurement.

NURS 101 - Introduction to Clinical Nursing (6)

Cultural Competence
Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 101) Introduces concepts of professional nursing. Emphasis is on the acquisition and application of basic knowledge, skills, and professional behaviors needed for the delivery of comprehensive care to the adult client.

NURS 105 - Pharmacology for Nurses (2)

Prerequisite: Passing score on the Math for Medication Safety Test (formerly NU 105) Provides instruction in basic pharmacology necessary for providing safe and effective medication administration. Content includes essential drug knowledge needed to adequately assess, administer, and evaluate drug effects in clients. Emphasis is on the acquisition and application of basic knowledge needed for the delivery of comprehensive care to clients in all healthcare settings.

NURS 160 - Licensed Practical Nurse, Paramedic, and Military Veteran Transition to Nursing Clinical Course (2)

Prerequisite: Permission of FCC Director of Nursing Education (formerly NU 160) Provides supervised directed clinical laboratory experiences to prepare Licensed Practical Nurses, Paramedics, U.S. Air Force Medical Technicians, U.S. Navy Hospital Corpsmen, and U.S. Army Medics to transition into the second year of the FCC Associate Degree Nursing Program.

NURS 211 - Medical-Surgical Nursing I (7)

Prerequisite: NURS 101; Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 211) Introduces the study of the adult client with acute and chronic alterations in wellness. Emphasis is on assimilation and knowledge, skills, and professional behaviors needed for the delivery of comprehensive care.

NURS 212 - Medical-Surgical Nursing II (4)

Prerequisite: NURS 211; Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 212) Continues study of the adult client with increasingly complex acute and chronic alterations in health. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for the delivery of comprehensive care.

NURS 214 - Psychiatric/Mental Health Nursing (3)

Prerequisite: NURS 101; Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 214) Examines the impact of mental illness on the individual, family, and community. Explores treatment options and issues; and reviews the evidence-based principles and practice of psychiatric-mental health nursing. Emphasis is placed on the adaptation of knowledge, skills, and attitudes related to caring for clients with alterations in mental health.

NURS 218 - Maternal, Child, and Family Nursing (5)

Prerequisite: NURS 211; Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 218) Introduces maternal, child, and family nursing. Focuses on the reproductive phase of family life, the specific health needs of women from adolescence to menopause, the healthy newborn, and pediatric clients with acute alterations in health. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for delivery of family-centered, comprehensive care.

NURS 231 - Medical-Surgical Nursing III (4)

Prerequisites: NURS 212 and NURS 218 (formerly NU 213) Continues study of the adult client with acute, complex, and critical alterations in health. Emphasis is on the adaptation of knowledge, skills, and attitudes needed for the delivery of comprehensive care.

NURS 261 - Preparation for Practice (2)

Prerequisite: NURS 212 and NURS 218

(formerly NU 216) Facilitates the student's adaptation into professional nursing practice. Explores current trends in nursing and concepts related to the nurse as a professional, a member of the health care team, and manager of client care.

Nutrition (NUTR)

NUTR 100 - Nutrition Basics (1)

(formerly HE 110) Applies a basic knowledge of nutrition to enable the students to make good dietary decisions. Provides a basis for discerning healthy diets.

NUTR 102 - Nutrition in a Changing World (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100

(formerly HE 102) Presents the basic principles of human nutrition with emphasis on the nutrients and factors that affect their use in the human body.

NUTR 200 - Principles and Application of Nutrition (3)

Prerequisite: BSCI 100 or BSCI 150 or BI 101 or BSCI 201 or BI 103 or BSCI 107 or BI 117

(formerly HE 200) Introduces the principles of nutrition for the maintenance of good health throughout the life-cycle. Applications of nutritional principles are presented via the connection between diet and the prevention and treatment of disease. Investigates the socioeconomic, ecological and political factors that shape national nutritional policy and ultimately affect personal health.

Philosophy (PHIL)

PHIL 101 - Introduction to Philosophy (3)

Gen Ed Humanities

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly PH 101) Surveys major questions addressed and arguments made by many of the great philosophers. Sample issues covered include: what is the nature of reality, what makes us human, does God exist, and why is there evil?

PHIL 102 - Critical Thinking (3)

Gen Ed Humanities

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

Enhances critical thinking faculties through thoughtful analysis of texts and ideas. Students identify flaws in modes of thoughts, proper research techniques, and other skills on how to engage in proper argumentative discussion.

PHIL 105 - Ethics (3)

Gen Ed Humanities

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly PH 205) Introduces the problems and possibilities of moral theory and ethical decision making. Explores the application of these theories to specific moral issues such as abortion and euthanasia.

PHIL 206 - Symbolic Logic (3)

Gen Ed Humanities

Prerequisite or Co-requisite: ENGL 101

(formerly PH 206) Utilizes critical thinking skills to derive logical conclusions through the use of symbolic logic principles. Students will learn the basic structures of logical argumentation. Logic can enhance your study of computer programming, math, science, and law.

PHIL 207 - Biomedical Ethics (3)

Gen Ed Humanities

Prerequisite or Co-requisite: ENGL 101

(formerly PH 207) Explores ethical theories and principles specifically applied to issues of healthcare, death and dying, genetics, and scientific inquiry.

PHIL 208 - Business Ethics (3)

Gen Ed Humanities

Prerequisite or Co-requisite: ENGL 101

(formerly PH 208) Explores the application of ethical theories and principles to specific situations addressed in the fields of business, advertising, marketing, and economics.

PHIL 209 - Environmental Ethics (3)

Prerequisite or Co-requisite: ENGL 101

(formerly PH 209) Explores the relationship between humans and the nonhuman environment, and guides students in thinking more clearly, insightfully, and effectively about that relationship. Texts from a variety of philosophic traditions are explored in the context of the most pressing ethical, political, and legal issues concerning our treatment of the environment.

PHIL 210 - Ethics and Film (3)

Gen Ed Humanities

Prerequisite or Co-requisite: ENGL 101

(formerly PH 210) Surveys philosophical reasoning through classic literature and film about morality, ethics, and the meanings of moral terms called meta-ethics. Some ethical issues presented include: good character, global health, justice, neocolonialism, genocide, environmentalism, war, consumerism, and disciplines such as bioethics and business ethics.

Physical Education (PHED)

PHED 115 - Weight Training (1)

(formerly PE 166) Introduces the student to basic weight training techniques, training programs, and safety procedures.

PHED 137 - Yoga Basics (1)

Provides an integrated approach in understanding the basic fundamental principles of yoga while also providing a weekly physical experiential yoga practice.

PHED 138 - Tai Chi (1)

(formerly PE 195) Tai Chi is an unique and traditional Chinese exercise. The benefits of practice include strengthening health, preventing illness, and slowing the effects of aging. The class is designed to provide students with a basic knowledge and history of Tai Chi, and to provide an opportunity to learn and master Tai Chi skills.

PHED 143 - Pilates (1)

(formerly PE 190) Introduces the history of Pilates and describes the physiological basis of exercises that promote core body strength. Includes demonstration and active student participation of Pilates movements.

PHED 155 - Advanced Tai Chi - Cultural Perspective (3)

(formerly HE 130) Introduces the traditional Chinese meditative exercise known as Tai Chi. While participating in the low intensity physical skills that comprise Tai Chi, students will be introduced to the culture, philosophy, history, and practice of the exercise.

PHED 185 - Yoga Practice and Fundamentals (3)

(formerly PE 188) Provides a holistic approach to understanding some of the fundamental principles and philosophies of yoga while also providing a weekly experiential Hatha (physical) practice.

Physical Science (PHSC)

PHSC 101 - Survey of Physical Science (3)

Gen Ed Science

Prerequisites: ENGL70 or ENGL75 or (ESOL72 & ESOL73) or ESOL100 AND [(Prerequisite: MATH101A or MATH120A or MATH145S) OR (Pre or Co-requisite: MATH101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]; Students cannot earn credit for both PHSC 101 and PHSC 111

(formerly PC 103) Covers selected aspects of earth science, physics, chemistry, and the quantitative relationships involved in the behavior of matter. Uses simple experiments to introduce scientific topics as needed. Restricted to non-science majors. Students cannot receive credit for both (PHSC 101 or PC 103) and (PHSC 111 or PC 114).

PHSC 104 - Survey of Oceanography (3)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]*
*MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly PC 104) Presents a study of the ocean as a dynamic and changing entity. Emphasizes connections among disciplines in and outside the areas of science. Provides a basic understanding of scientific questions, complexities and uncertainties involved with the study and use of oceans.

PHSC 105 - Survey of Meteorology (3)

Gen Ed Science

Prerequisites: ENGL70 or ENGL75 or (ESOL72 & ESOL73) or ESOL100 AND [(Prerequisite: MATH101A or MATH120A or MATH145S) OR (Pre or Co-requisite: MATH101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]; Students cannot earn credit for both PHSC 105 and PHSC 115

(formerly PC 105) Surveys the basic physics of the atmosphere and the diagnostic tools of the meteorologist. Includes some discussion of applied meteorology, forecasting, pollution, and climatology. Students cannot receive credit for both (PHSC 105 or PC 105) and (PHSC 115 or PC 106).

PHSC 109 - Energy and Society (3)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]*
*MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly PC 121) Explores the nature and properties of energy. Emphasizes a scientific understanding of energy and its role in the global society. Examines current and alternative energy sources used to meet the needs of a growing and developing society. Some Friday or Saturday field trips.

This course is only offered in the Spring.

PHSC 111 - Introduction to Physical Science (4)

Gen Ed Science

Prerequisites: ENGL70 or ENGL75 or (ESOL72 & ESOL73) or ESOL100 AND [(Prerequisite: MATH101A or MATH120A or MATH145S) OR (Pre or Co-requisite: MATH101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]; Students cannot earn credit for both PHSC 101 and PHSC 111

(formerly PC 114) Introduces the fundamental concepts of physics and chemistry with an emphasis on matter, motion, and energy. An inquiry-based, activities-oriented approach is used that emphasizes both conceptual and quantitative understandings of the physical world. Meets the requirement of a general education science lab course. Students cannot receive credit for both (PHSC 111 or PC 114) and (PHSC 101 or PC 103).

PHSC 112 - Introduction to Earth Systems Science (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]*
*MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly PC 115) Presents an overview of the solid, fluid, and living parts of the Earth system with an emphasis on how those parts are interconnected and ever changing. An inquiry-based, activities-oriented approach is used in the course. Meets the requirement for a general education science lab course.

PHSC 115 - Introduction to Meteorology (4)

Gen Ed Science

Prerequisites: ENGL70 or ENGL75 or (ESOL72 & ESOL73) or ESOL100 AND [(Prerequisite: MATH101A or MATH120A or MATH145S) OR (Pre or Co-requisite: MATH101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]; Students cannot earn credit for both PHSC 105 and PHSC 115

(formerly PC 106) Surveys the basic physics of the atmosphere and the diagnostic tools of the meteorologist. Includes some discussion of applied meteorology, forecasting, pollution, and climatology. Meets the requirement for a general education science lab course. Students cannot receive credit for both (PHSC 115 or PC 106) and (PHSC 105 or PC 105).

PHSC 117 - Introduction to Astronomy (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]*
**MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly PC 107) Presents a survey of astronomy that includes a study of the physical nature of the universe, the solar system, stars, nebulae, and galaxies. Meets the requirement for a general education science lab course.

PHSC 121 - Physical Geology (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]*
**MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly PC 109) Introduces the physical and chemical processes that occur along the surface of the earth and within the earth's interior. Topics include plate tectonics, earthquakes, volcanoes, rocks and minerals, geologic maps, and the origin and continual modification of surface features. Meets the requirement for a general education science lab course.

This course is only offered in the Fall.

PHSC 122 - Historical Geology (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]*
**MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly PC 108) Traces the history of the earth through time. Presents scientific theories on the origin of the earth and the evolution of life. Provides students with the tools to interpret the rock and fossil record with a focus on the geologic history of North America. Meets the requirement for a general education science lab course.

Physical Therapist Assistant (PTHA)

PTHA 101 - Introduction to Physical Therapist Assistant (3)

Prerequisite: Admission to the Physical Therapist Assistant program
 Introduces the student to the physical therapy profession and builds the foundation for all future coursework. The student will develop a working knowledge of physical therapy and the role of the physical therapist assistant when working under the direction and supervision of the physical therapist. Course content includes ethics, legal issues, communication, cultural differences, interprofessional relationships, physical therapy documentation, and responsibility for professional development. Students are educated on the components of patient confidentiality and utilizing the SBAR model to relay information.

PTHA 105 - Basic Patient Care Skills (4)

Prerequisite: Admission to the Physical Therapist Assistant program
 Provides a foundation in physical therapy assessment and treatment skills, including those involving patient mobility, vital signs, wound care, and range of motion. Evidence based practice is also introduced within this course. Students are tested on their competence in performing bed mobility, transfer, wheelchair mobility, taking vital signs, performing PROM, gait training with an assistive device, and proper positioning.

PTHA 110 - Kinesiology (4)

Prerequisites: PTHA 101 and PTHA 105

Introduces biomechanics and physics as related to human movement and physical therapy. Students with palpate muscles, will learn attachment sites, action, and innervation for all major muscles. Content on assessing joint motion and muscle strength is also included.

PTHA 113 - Physical Agents (3)

Prerequisites: PTHA 101 and PTHA 105

Prepares students for safe and effective application of therapeutic massage and physical modalities; including thermal agents, cryotherapy, compression, spinal traction, hydrotherapy, and electrical stimulation.

PTHA 120 - Pathology (2)

Prerequisites: PTHA 101 and PTHA 105

Examines common disease processes and clinical disorders that can exist in body systems. Pathology, etiology, diagnosis, signs, symptoms, prognosis, treatment, and implications for physical therapy are included. Students learn to review health records, lab values, and diagnostic tests in order to determine appropriate PT interventions.

PTHA 125 - Therapeutic Exercise (3)

Prerequisites: PTHA 110, PTHA 113, and PTHA 120

Describes the physiological effects of therapeutic exercise human body and related physical therapy treatment interventions utilized to improve strength, balance, proprioception, flexibility, and aerobic fitness. Additional course content includes the gait cycle, gait deviations, and patient education.

PTHA 180 - Clinical Experience I (3)

Prerequisite: PTHA 125

Gain clinical experience and apply academic knowledge and skills to patient care during a full time, 4-week interval. Emphasis will be placed on safely providing care for routine patients by performing patient care skills, observation, measurement, and professional interaction under the supervision and guidance of a physical therapist. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

PTHA 200 - Physical Therapy Ethics and Administration (2)

Prerequisite: PTHA 180

Explores content on ethical decision making, service learning, quality assurance, professional advocacy, healthcare reimbursement, and interprofessional communication.

PTHA 205 - Advanced Patient Care Skills (4)

Prerequisite: PTHA 180

Investigates theory, assessment, and treatment of advanced physical therapy interventions for postural drainage, rehabilitation for amputations, cardiac rehabilitation, and work hardening. Specific interventions for posture, ergonomic education, vestibular intervention, pain neuroscience education, and women's health will also be explored.

PTHA 210 - Neurorehabilitation (4)

Prerequisite: PTHA 180

Introduces students to physical therapy assessment techniques and treatment interventions for patients with neurological and pediatric disorders. This course includes information regarding common gait deviations seen with neurological deficits in both adult and pediatric populations. Students are educated on common PT treatments with CVA, TBI, and SCI and emergencies that may be seen with neurological diagnoses. Students complete competencies in transfers and bed mobility related to this population, NDT techniques, and PNF interventions.

PTHA 220 - Orthopedics (3)

Prerequisite: PTHA 180

Provides an overview of musculoskeletal tissue healing, physical therapy treatment for orthopedic disorders, manual therapy, and spinal stabilization.

PTHA 230 - Professional Seminar (2)

Prerequisites: PTHA 200, PTHA 205, PTHA 210, and PTHA 220

Prepares students to transition into an entry-level position as a physical therapist assistant through content on professionalism, resume design, job interviews, leadership, and professional issues. Within this course students will also take a simulated licensure exam and design a case study on a patient treated during their final clinical experiences.

PTHA 235 - Clinical Experience II (4)

Prerequisites: PTHA 200, PTHA 205, PTHA 210, and PTHA 220

Gain clinical experience and apply academic knowledge and skills to patient care during a full time, 5-week interval. Emphasis will be placed on safely providing care for routine patients by performing patient care skills, observation, measurement, and professional interaction under the supervision and guidance of a physical therapist. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation.

PTHA 240 - Clinical Experience III (5)

Prerequisite: PTHA 235

Gain clinical experience and apply academic knowledge and skills to patient care during a full time, 7-week interval. Emphasis will be placed on safely providing care for routine patients by performing patient care skills, observation, measurement, and professional interaction under the supervision and guidance of a physical therapist. Upon completion, students should be able to demonstrate safe and effective clinical practice at the capability of an entry level PTA as measured by a standardized performance evaluation.

Physics (PHYS)

PHYS 101 - Survey of Physics (3)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly PY 101) Presents a survey of physics. Topics include mechanics, energy, thermodynamics, waves, sound, electricity and magnetism, optics, and modern physics.

This course is only offered in the Spring.

PHYS 121 - Fundamentals of Physics I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND (MATH 165 or MA 111)

(formerly PY 201) Presents the first of a two-course introductory sequence to physics using algebra and trigonometry. Topics include Newtonian mechanics, rotational motion, fluids, oscillations, and waves. Meets the requirement for a general education science lab course. *This course is only offered in the Fall.*

PHYS 122 - Fundamentals of Physics II (4)

Gen Ed Science

Prerequisite: PHYS 121 or PY 201

(formerly PY 202) Presents the second of a two-course introductory sequence to physics using algebra and trigonometry. Topics include thermodynamics, electricity and magnetism, optics, and modern physics. Meets the requirement for a general education science lab course. *This course is only offered in the Spring.*

PHYS 151 - General Physics I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 and (MATH 185 or MA 210)

(formerly PY 203) Presents the first of a three-course introductory sequence to physics using calculus. Topics include Newtonian mechanics, work and energy, gravitation, fluids, oscillations, waves, and sound. Meets the requirement for a general education science lab course.

PHYS 252 - General Physics II (4)

Gen Ed Science

Prerequisites: (PHYS 151 or PY 203) and (MATH 195 or MA 211)

(formerly PY 204) Presents the second of a three-course introductory sequence to physics using calculus. Topics include thermodynamics, and electricity and magnetism. Meets the requirement for a general education science lab course.

PHYS 253 - General Physics III (4)

Prerequisite: PHYS 252 or PY 204

(formerly PY 205) Presents the third of a three-course introductory sequence to physics using calculus. Topics include optics, modern physics, and special relativity. Meets the requirement for a science lab course.

Police Science (POLC)

POLC 106 - Police - Community Relations (3)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101

(formerly CJ 106) An overview of law enforcement community relations and community policing concepts. Will review officer-citizen contacts, problem solving, crime prevention, cultural diversity, sexual harassment, and Americans with Disabilities Act. Review the prohibitions against racial, religious, and ethnic violence.

POLC 112 - Criminalistics (4)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101

(formerly CJ 212)

Laboratory class develops skills in the identification, collection, preservation and presentation of physical evidence. Introduces police photography, including use of the camera, negative and print processing and photo preparation of courtroom presentation.

POLC 221 - Police Defense Tactics (5)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101

(formerly CJ 221) An overview of law enforcement use of force and defensive tactic concepts. Will review unarmed defense, pressure points, controlled force and impact weapon usage.

POLC 222 - Police Arsenal and Procedures (5)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101

(formerly CJ 222) An overview of law enforcement use of force and firearms concepts. Review deadly force, police and usage, mental preparation, shooting fundamentals, safe weapons handling and firearms qualifications.

POLC 223 - Emergency Vehicle Operations Course (EVOC) (3)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101

(formerly CJ 223) Presents the concepts and goals of professional driving, i.e. to reduce motor vehicle collision frequency by improving future law enforcement officer's attitude and skills. Provides a better understanding of the capabilities and limitations of an emergency police vehicle while enhancing student's knowledge and abilities as it relates to safe operation of the vehicle.

Political Science (POSC)

POSC 104 - American Government (3)

Gen Ed Political Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly PI 104) Covers basic principles of the national government: structures, powers and operations of the Congress, the Presidency, and the Judiciary; citizenship; elections; political parties; and interest groups.

POSC 206 - Civil Liberties (3)

Prerequisite or Co-requisite: ENGL 101

(formerly PI 206) Provides historical background, social and political issues and leading cases establishing the present rules regarding civil liberties today.

POSC 220 - Comparative Politics (3)

Gen Ed Political Science, Cultural Competence

Prerequisite or Co-requisite: ENGL 101

Introduces the comparative study of politics in both more developed countries (MDCs) and less developed countries (LDCs). Includes topics such as political culture, political movements and revolutions, nationalism, social identity, politics, state-building, socioeconomic development, regime types, and political institutions.

Practical Nursing (NLPN)

NLPN 112 - Nursing Across the Lifespan (8)

Prerequisites: NURS 105, NURS 211, and NURS 214; Co-requisite: NLPN 113

(formerly PN 112) Prepares practical nursing students to care for clients with common health problems across the lifespan. Supervised clinical experiences in the long-term and acute care setting are provided.

This course is only offered in the Summer.

NLPN 113 - Issues in Practical Nursing (1)

Prerequisites: NURS 105, NURS 211, and NURS 214; Co-requisite: NLPN 112 (formerly PN 113) Focuses on the effective transition from student to licensed practical nurse. Emphasis is on the responsibilities associated with licensure, ethical and legal issues, employment strategies, continuing professional growth and leadership and management principles. Relevant trends in the development of the discipline of practical nursing are also emphasized.

This course is only offered in the Summer.

Pre-Health Workforce Training (PHWT)

PHWT 131 - Health Careers Skills: Certified Nursing Assistant (6)

Provides for the awarding of articulated credits following the completion of the FCC Certified Nursing Assistant program or a Certified Nursing Assistant credential aligned with standards set by the Maryland Board of Nursing or another accredited nursing board, in recognition of the learning and skills developed therein. Students must be pursuing the Pre-Health Professions Area of Concentration major.

PHWT 132 - Health Careers Skills: Phlebotomy Technician (6)

Provides for the awarding of articulated credits following the completion of the FCC Phlebotomy Technician program or in recognition of certifications established by any of the following agencies: American Certification Agency (ACA) Certified Phlebotomy Technician, American Medical Technologists (AMT) Registered Phlebotomy Technician, American Society for Clinical Pathology (ASCP) Phlebotomy Technician, American Society of Phlebotomy Technicians (ASPT) Phlebotomy Technician, National Center for Competency Testing (NCCT) Phlebotomy Technician, National Healthcare Association (NHA) Certified Phlebotomy Technician, or the National Phlebotomy Association (NPA) Certified Phlebotomy Technician. Students must be pursuing the Pre-Health Professions Area of Concentration major.

PHWT 133 - Health Careers Skills: Sterile Processing Technician (6)

Provides for the awarding of articulated credits following the completion of the FCC Sterile Processing Technician program or in recognition of the International Association of Healthcare Central Service Materiel Management (IAHCSMM) the Certified Registered Central Service Technician (CRCST) certification. Students must be pursuing the Pre-Health Professions Area of Concentration major.

PHWT 134 - Health Careers Skills: Dental Assistant/Oral Radiography (6)

Provides for the awarding of articulated credits following completion of the FCC Dental Assisting/Oral Radiography program or in recognition of both the National Entry-Level Dental Assistant (NELDA) credential awarded by the Dental Association National Board and the Radiation Health & Safety (RHS) approved by the Maryland State Board of Dental Examiners. Students must be pursuing the Pre-Health Professions Area of Concentration major.

Prior Learning Assessment Course (PLAC)

PLAC 101 - Prior Learning Assessment: Portfolio Development (1)

Prerequisite: ENGL 101

Examines and applies college-level learning gained from life experiences that align with specific courses offered by the college and are related to their educational goals. Students will document experiential learning through the assembling of various components into a portfolio, demonstrating an understanding of the portfolio development process of collecting, selecting, reflecting, and projecting. The Prior Learning Assessment (PLA) portfolio development course provides a series of structured activities and strategic approaches for students to prepare petitions to submit portfolios for credit from prior learning.

Psychology (PSYC)

PSYC 101 - General Psychology (3)

Gen Ed Psychology

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly PS 101) Emphasizes the major factors that influence human behavior, including behavioral neuroscience, perceptual processes, consciousness, intelligence, personality and psychological disorders.

PSYC 104 - Issues of Drug/Alcohol Use (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly PS 104) Presents a comprehensive study of the use of legal and illegal drugs; an analysis of the addictive and recovery process for individuals and families; a study of treatment modalities and 12-step groups; a study of the physiological and legal consequences of substance use and abuse.

PSYC 201 - Developmental Psychology (3)

Prerequisite: PSYC 101 AND Prerequisite or Co-requisite: ENGL 101

Explores central concepts related to human development throughout the life span from a chronological perspective. Discussion will focus on physical, socioemotional, and cognitive development during the various stages of life, from prenatal development through death. The course considers the interactional relationship between individuals and their environments. Major theoretical approaches to developmental psychology will expose the student to current thinking regarding both typical and atypical human growth outcomes. The course will also focus on class and current research in developmental psychology, including discussion of research methods utilized by developmentalists.

PSYC 202 - Social Psychology (3)

Gen Ed Psychology

Prerequisite: ENGL 101

(formerly PS 202) Explores the effects of the social environment upon the human organism through the study of interpersonal relationships, and the social influences on cognitive processes such as social perception, attribution, persuasion, prejudice and discrimination, aggression, prosocial behavior and group interaction.

PSYC 204 - Psychology of Adolescence (3)

Prerequisite: ENGL 101 and PSYC 101

(formerly PS 204) Explores physiological, psychological and social dilemmas of the adolescent. Considers relevant contemporary research and behavioral determinants.

PSYC 205 - Psychology of Aging (3)

Prerequisite or Co-requisite: ENGL 101

(formerly PS 205) Introduces the normal physiological, psychological and sociological changes that occur during the life span. Emphasis on consequent behavior patterns and changing needs of the elderly. Includes study of adaptive processes, intervention techniques, strategies and availability of services.

PSYC 206 - Abnormal Psychology (3)

Prerequisite: PSYC 101; Prerequisite or Co-requisite: ENGL 101

(formerly PS 206) Explores the nature, etiology, diagnosis, prognosis, treatment and possible prevention of the major classifications of psychological disorders including anxiety, mood, eating, substance-related, schizophrenic, dissociative, personality and childhood disorders.

PSYC 207 - Death and Dying (3)

Prerequisite or Co-requisite: ENGL 101

(formerly PS 207) Introduces the origins and development of death attitudes and behavior. Topics include euthanasia; suicide; grief and mourning processes; the funeral system; legal rights; and coping strategies. Emphasis on death as a normal developmental event.

Public Health Science (PBHL)

PBHL 170 - Foundations of Public Health (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

Provides a comprehensive introduction to the field of public health, equipping students with the foundational knowledge and critical thinking skills necessary to understand and address complex issues related to the health of populations. Explores the core principles, concepts, and practices of public health. Students will apply critical thinking to social, behavioral, environmental, and biological factors that contribute to community health outcomes.

PBHL 190 - Personal and Community Health (3)

Gen Ed Wellness, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

Examines personal and community health topics, as well as key influences on the health of individuals and communities across the socio-ecological continuum through a broad spectrum of topics— biological (e.g., chronic and infectious diseases), social (e.g., race, poverty, food insecurity, policy), behavioral (e.g., mental health, substance use, habit change), and environmental (e.g., air quality, natural hazards).

PBHL 200 - Introduction to Research in Health Science (3)

Prerequisite: PBHL 170 or EXSC 170; Prerequisite or Co-requisite: MATH 120 or higher

Examines the fundamental principles of research methodologies in Health Sciences relevant to global public health science, epidemiology, and community health research focusing on research language, ethics, sampling, measurement, and design.

PBHL 222 - Federal Healthcare Programs and Laws (3)

Prerequisite or Co-requisite: ENGL 101

(formerly MEDA 222) Prepares students in allied health programs to enter the workforce with a basic understanding of federal healthcare programs and federal healthcare laws. The course will provide students with a knowledge of the populations receiving assistance from the government as well as identifying the federal laws that govern workers' provisions of health services laws.

PBHL 225 - Human Sexuality (3)

Prerequisite: PBHL 170 or EXSC 170; Prerequisite or Co-requisite: BSCI 117 or BSCI 201 or BSCI 202

Examines foundations of human sexuality including biological, historical, social, societal, cultural, and personal components. Emphasis placed on sexual health, rights, and practices and their impacts on individuals and society.

PBHL 240 - Introduction to Health Behaviors (3)

Prerequisite: PBHL 170 or EXSC 170

Provides students with a foundational understanding of the principles, theories, and practices related to health behavior within the context of public health. Students will learn how theory can be used to investigate health-related behaviors and interventions. The knowledge and skills gained in this course can be applied in addressing the health concerns of individuals and communities.

Respiratory Care (RESP)

RESP 100 - Introduction to Respiratory Care (2)

Prerequisite: BSCI 201 or BI 103

(formerly RC 100) Introduces respiratory care as a profession, including the healthcare environment and the respiratory care practitioner's role on the healthcare team. Specific topics include the holistic concept of patient care, psychosocial issues with particular attention to death and dying, medicolegal and ethical considerations of respiratory care, and professional interpersonal relationships. Topics also include medical terminology, infection control techniques, and physical assessment methods.

This course is only offered in the Fall.

RESP 101 - Gas Exchange Physiology (2)

Prerequisite: BSCI 201 or BI 103

(formerly RC 104) Focuses on the structure and function of the lung as related to gas exchange, diffusion, perfusion and ventilation-perfusion relationships. Emphasizes oxygen and carbon dioxide transport abnormalities in the gas exchange mechanisms. This will lead to and be integrated with clinical applications and interpretations of arterial blood-gas analysis.

This course is only offered in the Spring.

RESP 102 - Fundamentals of Respiratory Care (4)

Prerequisite: BSCI 201 or BI 103

(formerly RC 102) Introduces basic respiratory care modalities, including medical gas therapy, aerosol and humidity therapy, hyperinflation therapy, and bronchial hygiene therapy. Laboratory portion of the course provides practical experience performing procedures presented in the didactic portion of the course in a controlled laboratory setting.

This course is only offered in the Fall.

RESP 103 - Pharmacology (3)

Prerequisites: RESP 100 and RESP 102; Prerequisite or Co-requisite: (BSCI 202 or BI 104)

(formerly RC 103) Introduces the various classifications of drugs, including drug action and effects, site of activity, recommended dosages and toxicity. Emphasis on anesthetics, bronchodilators, mucokinetics, cardiovascular agents and drugs affecting the nervous system as they apply to respiratory therapy.

This course is only offered in the Fall.

RESP 105 - Cardiopulmonary and Renal Anatomy and Physiology (3)

Prerequisites: (BSCI 202 or BI 104) and RESP 100 and (RESP 101 or RC 104) and RESP 102

(formerly RC 105) Emphasizes the structure and function of the pulmonary, cardiovascular and renal systems as they relate to respiratory care.

This course is only offered in the Spring.

RESP 107 - Principles of Mechanical Ventilation (4)

Prerequisites: (BSCI 202 or BI 104) and RESP 100 and (RESP 101 or RC 104) and RESP 102

(formerly RC 107) Explores general principles of gas physics, principles of airway management, intubation and the theory and operation of mechanical ventilators. Includes special problems associated with both short-term and long-term care of patients requiring artificial ventilation. Integrates arterial blood gas studies with course topics. The laboratory portion of the course takes the principles and procedures presented in lecture and applies them via procedure competency testing and simulated clinical situations.

This course is only offered in the Spring.

RESP 109 - Clinical Practicum I (2)

Prerequisites: (BSCI 202 or BI 104) and RESP 100 and (RESP 101 or RC 104) and RESP 102

(formerly RC 109) Introduces the hospital environment and patient care, including patients charts and record-keeping. Includes practical experience in using basic respiratory therapy equipment and applying it to patient care. Students perform basic respiratory therapy modalities such as oxygen therapy, aerosol therapy, IPPB, incentive spirometry and chest physiotherapy and postural drainage.

This course is only offered in the Spring.

RESP 110 - Clinical Practicum II (2)

Prerequisites: RESP 103, RESP 105, RESP 107, RESP 109

(formerly RC 110) Teaches proficiency in administering basic respiratory care procedures and handling every aspect of general care. Introduces the intensive care environment and the theory and practical use of mechanical ventilators. Includes practical experience in obtaining arterial blood gases.

This course is only offered in the Summer.

RESP 200 - Pulmonary Diagnostics (2)

Prerequisite: RESP 110

(formerly RC 206) Includes a detailed analysis of all major parameters of ventilatory measurement as well as diagnostic significance of deviations from predicted normal values.

This course is only offered in the Fall.

RESP 201 - Cardiac Monitoring and Diagnostics (4)

Prerequisite: RESP 110

(formerly RC 204) Presents the theory, equipment, and techniques involved in cardiac monitoring. Recognition of normal values and normal waveforms will be emphasized as a reference for identifying abnormal and life threatening changes. Students must satisfactorily complete competency tests, including EKG monitoring and assembly of fluid filled monitoring systems.

This course is only offered in the Fall.

RESP 202 - Neonatal and Pediatric Respiratory Care (3)

Prerequisite: RESP 110

(formerly RC 202) Provides an in-depth perspective of pediatric and neonatal respiratory care. Includes high-risk deliveries, abnormalities and diseases, and the interventions used. Discusses mechanical ventilation for the neonatal and pediatric patient. Students must satisfactorily complete competency tests on the operation of neonatal and pediatric ventilators.

This course is only offered in the Fall.

RESP 203 - Clinical Practicum III (2)

Prerequisite: RESP 110

(formerly RC 208) Develops advanced skills in the critical care environment regarding management of the patient dependent upon mechanical ventilation. Practical experiences gained in hemodynamic monitoring.

This course is only offered in the Fall.

RESP 204 - Pulmonary Rehabilitation and Home Care (2)

Prerequisites: (RESP 200 or RC 206) and (RESP 201 or RC 204) and RESP 202 and (RESP 203 or RC 208)

(formerly RC 203) Reviews all of the assessment skills, equipment, and interventions presented throughout the program, and applies them to the care of patients in alternative settings. Focus is on teaching patients to live with their diseases. A capstone course for the respiratory care program.

This course is only offered in the Spring.

RESP 205 - Professional Seminar (2)

Prerequisites: (RESP 200 or RC 206) and (RESP 201 or RC 204) and RESP 202 and (RESP 203 or RC 208)

(formerly RC 205) Prepares students for entry into clinical practice. Emphasizes preparation for the entry level and registry examinations given by the National Board for Respiratory Care. Provides familiarization with the prospective test matrices and uses both text and computer review materials. Reviews and discusses assigned current readings from various journals related to respiratory therapy.

This course is only offered in the Spring.

RESP 207 - Cardiopulmonary and Renal Pathophysiology Review (3)

Prerequisites: (RESP 200 or RC 206) and (RESP 201 or RC 204) and RESP 202 and (RESP 203 or RC 208)

(formerly RC 207) Examines the effects of various diseases upon the cardiopulmonary and renal systems. Discusses both acute and long-term aspects of ventilatory-circulatory impairment. Emphasis on diseases that cause insult to the respiratory system.

This course is only offered in the Spring.

RESP 209 - Clinical Practicum IV (2)

Prerequisites: (RESP 200 or RC 206) and (RESP 201 or RC 204) and RESP 202 and (RESP 203 or RC 208)

(formerly RC 209) Provides clinical experience in the pediatric/neonatal environment as well as advanced adult critical care. Students rotate through neonatal and pediatric intensive care units and gain practical experience with mechanical ventilator management and various therapeutic techniques for this patient population. Students also rotate through various adult critical care areas.

This course is only offered in the Spring.

Sociology (SOCY)

SOCY 101 - Introduction to Sociology (3)

Gen Ed Sociology, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly SO 101) Introduces the student to the study of society and the impact of society upon the individual. Exemplifies social processes in cultural patterns and institutions. Examines group values at various levels of human relationship.

SOCY 102 - Social Problems (3)

Gen Ed Sociology, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 80 or ESOL 100

(formerly SO 102) Offers the study of community problems and sociological processes involved in the analysis of universal and local sociological phenomena.

SOCY 103 - Introduction to Global Studies (3)

Gen Ed Sociology, Cultural Competence

Prerequisite or Co-requisite: ENGL 101

Introduces the interdisciplinary field of Global Studies by analyzing past and present transnational economic, social, cultural, political, and environmental challenges. Explores how these intersecting global challenges contribute to bringing people and societies into collaboration and togetherness as well as into contradiction and conflicts.

This course is only offered in the Fall.

SOCY 201 - Criminology (3)

Prerequisite: ENGL 101 or SOCY 101

(formerly SO 201) Explores criminal behavior and the methods of its study, causation, types of criminal acts and offenders, punishment, correction and incarceration and prevention of crime.

SOCY 202 - Families and Society (3)

Prerequisite: ENGL 101 or SOCY 101

(formerly SO 202) Presents a comparative analysis of family organization in different societies, with reference to the urban family of Western society. Explores basic causes of change and trends in family structure and function. Topics include mate selections, marriage vows, marital prediction and child-rearing practices.

SOCY 204 - The Sociology of Globalization (3)

Gen Ed Sociology, Cultural Competence

Prerequisite or Co-requisite: ENGL 101 or SOCY 101

Introduces the process of globalization and its consequences on the lives of people at the local, national, and international levels. Students will develop a critical sociological understanding of the economic, social, cultural, technological, and political aspects of globalization. This course explores how politics, power structures, cultural expectations, and agency influence the way we define and explain globalization.

This course is only offered in the Fall.

SOCY 207 - Sexuality and Society (3)

Prerequisite: ENGL 101 or SOCY 101

(formerly SO 207) Introduces sexuality as a political, cultural and social issue. Examines how societies influence the development of sexual scripts, what is considered 'normal' and 'abnormal', 'moral' and 'immoral', and explores how these beliefs influence social responses to current social problems related to sexuality.

SOCY 210 - Ethnic Diversity (3)

Gen Ed Sociology, Cultural Competence

Prerequisite or Co-requisite: ENGL 101 or SOCY 101

(formerly SO 210) A survey of the status and treatment of ethnic groups in the United States; patterns of dominant and subordinate relations, prejudice and discrimination; historical and current problems, demographic and social background, political and social policies.

SOCY 212 - Gender and Society (3)

Gen Ed Sociology, Cultural Competence

Prerequisite: ENGL 101 or SOCY 101

(formerly SO 212) Introduces the scientific study of women as a multicultural group. Reviews material from the fields of psychology, sociology, anthropology, and medicine as it related to women. Particular effort will be made to address the experiences of women of varied races, ethnic groups, classes, national origins, and sexual orientations so that the whole concept of gender may be broadened to take these different experiences and different concerns into account.

Surgical Technology (SURG)

SURG 120 - Surgery Essentials (3)*Prerequisites: (MEDA 108 or MEDA 109) and (BSCI 202 or BI 104)*

(formerly ST 120) Provides an introduction to the surgical environment and the essential skills required of a surgical technologist. Emphasizes the fundamental concepts of sterile technique, critical thinking, and professionalism. Application and demonstration of essential surgical technology skills and concepts are required to advance in the program.

SURG 125 - Fundamentals of Surgical Technology I (6)*Prerequisite: SURG 120*

(formerly ST 100) Develops concepts, skills, and attitudes required by students to perform as members of a surgical team. Simulated practice time in the on-campus lab and didactic instruction prepare the student for the clinical practicum component of this course. Evidence of competence is essential in sterile technique and basic skills.

SURG 130 - Introduction to Surgical Technology (6)

Cultural Competence

(formerly ST 101) Provides an overview of the functions of the surgical technologist in the perioperative environment. Integrates the fundamental principles and protocols of microbiology, sterile technique, pharmacology, medication calculations, anesthesia, ethical and legal considerations, mindfulness, cultural competence and inclusion, patient care concepts, all-hazards preparation, and teamwork.

SURG 135 - Fundamentals of Surgical Technology II (5)*Prerequisite: SURG 125 or ST 100*

(formerly ST 105) Develops fundamental surgical technology principles, practices, and protocols. Proficiency to be demonstrated in sterile and nonsterile roles during the perioperative phases of invasive diagnostic and surgical procedures.

SURG 200 - Fundamentals of Surgical Technology III (6)*Prerequisite: SURG 135 or ST 105*

Provides theory and practice related to the dynamic role of the surgical technologist in the perioperative setting. Integrates professional communication, advancement in skill level, and critical thinking with participation in complex surgical procedures.

SURG 205 - Theory, Practice, and Professionalism for the Surgical Technologist (6)*Prerequisite: SURG 200*

Provides the student with theory and practice related to the dynamic role of the surgical technologist in classroom, laboratory, and clinical settings. Precepted clinical experiences focus on participation during complex surgical procedures, advancement of skill level, and critical thinking. This course focuses on preparation for NBSTSA certification exam including practice certification exams and skill-building for professionalism in the workforce.

Tactical Strength and Conditioning (TSAC)

TSAC 231 - Tactical Fitness Instruction and Application (3)*Prerequisite or Co-requisite: EXSC 227*

Applies scientific knowledge to physically train the military, fire and rescue, law enforcement, protective services, and other emergency personnel to improve performance, promote wellness, and decrease injury risk across the career. Emphasis will be on the application of strength and conditioning techniques in small to large group settings, occupational and physiological issues related to tactical populations, wellness interventions, exercise considerations across the career, exercise science topics, and program organization and administration.

*This course is only offered in the Spring.***TSAC 241 - Psychological Resilience in Tactical Populations (3)***Prerequisites or Co-requisites: (BSCI 107 or BSCI 117 or BSCI 201) and TSAC 231*

Examines the role and repercussions of stress, and the process by which individuals cope and can build resilience in military, fire and rescue, law enforcement, protective services, and other emergency personnel. There will be an in-depth exploration and understanding of psychological and physiological reactions to stress and negative life events. This course will address concepts, theories, and empirical research related to resiliency factors, coping, and well-being in tactical populations.

*This course is only offered in the Summer.***TSAC 251 - Essentials of Tactical Strength and Conditioning (3)***Prerequisites: TSAC 231, EXSC 227, and EXSC 240*

Explores the field of tactical strength and conditioning. The course will focus on tactical strength and conditioning professionals and their role and responsibilities working within tactical organizations. Emphasis will be placed on understanding human performance including testing and evaluation, exercise technique, program design, basic nutrition, coaching and communication skills, and human performance training in different tactical settings. This course prepares students to take the National Strength and Conditioning Association's Tactical Strength and Conditioning Facilitator Exam.

This course is only offered in the Summer.

Theater (THEA)

THEA 100 - Introduction to Theatre (3)

Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

Introduces the history of drama and the theatre through reading, viewing and discussing plays.

THEA 107 - Improvisation I (3)

(formerly THR 107) Provides students with a basic overview of modern improvisation techniques. Emphasis will be placed on techniques used to build confidence, creativity, critical thinking, and learn team building skills. Course offers an introduction of improvisation as a tool for professional auditions and performances.

THEA 108 - Theatre Ensemble I (3)

(formerly THR 108) Explores performance, design, direction, and technical aspects of theatre as students work together to build theatre from the common interest of the class group. The course begins with an overview of the history of devised theatre and examines the socio-cultural-political context for developing approaches to the process of devising and performing genres.

THEA 110 - Musical Theatre Dance Styles (3)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 100 or appropriate score on placement test

Explores Musical Theatre dance history, technique, and terminology including jazz, ballet, and tap. Through observation, practice, and demonstration, students will choreograph and stage musical theatre dance pieces.

THEA 112 - Introduction to Acting (3)

Gen Ed Arts

Prerequisite or Co-requisite: ENGL 75 or ESOL 100; Students who previously earned credit for THEA 102 cannot enroll in THEA 112

Offers a basic study of acting, through both a historical perspective and in-depth exercises. Students cannot receive credit for both THEA 102 and THEA 112.

THEA 121 - Stagecraft (3)

(formerly THR 121) Explores all technical aspects of play production, with emphasis on set construction, scene painting, properties and stage lighting. Provides laboratory experience in conjunction with campus theater productions.

This course is only offered in the Fall.

THEA 202 - Advanced Acting (3)

Prerequisite: THEA 112 or THEA 102

(formerly THR 206) Explores an intermediate study of acting, through both an historical perspective and in-depth exercises. Students explore scene-work through modern American texts.

This course is only offered in the Spring.

THEA 203 - Fundamentals of Directing (3)

Prerequisite or Co-requisite: THEA 101

(formerly THR 203) Explores the fundamentals of play directing through exercises, directional play analysis, and projects in directing short scenes.

THEA 204 - Production Survey (1)

Prerequisite: Permission of instructor (formerly THR 204) Provides experience in a campus theater production as a member of the production crew. This course may be taken for credit up to three times for a total of 3 credits.

THEA 205 - Acting Survey (1)

Prerequisite: Permission of instructor (formerly THR 205) Provides experience in a campus theater production as a member of the cast. This course may be taken for credit up to three times for a total of 3 credits.

THEA 207 - Improvisation II (3)

Prerequisite: THEA 107

(formerly THR 207) Explores advanced improvisation techniques for public presentation. Emphasis will be placed on advanced techniques used to build confidence, creativity, critical thinking, and learn team building skills. The class offers an in-depth exploration of improvisation as a tool for professional auditions, performance, and character building.

THEA 208 - Theatre Ensemble II (3)

Prerequisite: THEA 108

(formerly THR 208) Explores advanced methods and execution of creating, rehearsing, and producing a piece of theatre through creativity, critical thinking, and team building skills. The course will use advanced multi-disciplinary research skills on topics deemed socially relevant by the class and through improvisation, script writing, and other play creation techniques, the class will present a vibrant theatre piece with a strong community focus.

THEA 212 - Theatre Internship (3)

Prerequisite: Permission of instructor (formerly THR 212) Offers an intensive study of theatrical performance, including both acting and stagecraft assignments. Students prepare a theatrical production through an internship with a professional theatre company in production, performance, business, or design.

World Languages: Arabic (ARBC)

ARBC 101 - Introductory Arabic I (3)

Gen Ed Humanities

(formerly LAR 101) Introduces the fundamentals of the Arabic language both written and spoken. Offers a strong foundation in the language through development of vocabulary, grammar, reading, and conversational skills. Offers insights into Arabic culture and customs.

ARBC 102 - Introductory Arabic II (3)

Gen Ed Humanities

Prerequisite: ARBC 101 or permission of program manager

(formerly LAR 102) Continues the fundamentals of the Arabic language, both written and spoken. Offers a strong foundation in the language through further development of vocabulary, grammar, reading, and conversational skills. Provides insights into Arabic culture and customs.

World Languages: Chinese (CHIN)

CHIN 101 - Introductory Chinese I (4)

Gen Ed Humanities

(formerly LC 101) Introduces the fundamentals of the Chinese language and culture. Develops communicative competence in the four basic language skills (speaking, listening, reading, and writing). The Pinyin phonetic system of Mandarin Chinese and the Chinese characters are introduced in this course.

World Languages: French (FREN)

FREN 101 - Introductory French I (3)

Gen Ed Humanities

(formerly LF 101)

Introduces the fundamentals of French grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogues, students gain insight into French culture, thought, and expression.

FREN 102 - Introductory French II (3)

Gen Ed Humanities

Prerequisite: FREN 101

(formerly LF 102)

Continues to build upon the structures learned in FREN 101. Students will improve fluency as they learn new grammar and vocabulary with increased emphasis on literature and idiomatic speech. Through the reading of life-like dialogues, students gain insight into French culture, thought, and expression.

FREN 201 - Intermediate French I (3)

Gen Ed Humanities

Prerequisite: FREN 102

(formerly LF 201)

Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in French and increased emphasis on reading, writing, and intercultural competence.

FREN 202 - Intermediate French II (3)

Gen Ed Humanities

Prerequisite: FREN 201

(formerly LF 202)

Continues to build upon structures learned in FREN 201. Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in French and increased emphasis on reading, writing, and intercultural competence.

World Languages: German (GERM)

GERM 101 - Introductory German I (3)

Gen Ed Humanities

(formerly LG 101)

Introduces the fundamentals of German grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogs, students gain insight into German culture, thought, and expression.

GERM 102 - Introductory German II (3)

Gen Ed Humanities

Prerequisite: GERM 101

(formerly LG 102)

Continues to build upon the structures learned in GERM 101. Students will improve fluency as they learn new grammar and vocabulary. Through the reading of lifelike dialogues, students gain insight into aspects of life in German-speaking countries, thought, and expression.

GERM 201 - Intermediate German I (3)

Gen Ed Humanities

Prerequisite: GERM 102

(formerly LG 201)

Presents advanced grammar and composition with selected readings pertinent to the intermediate level. This course will further develop all four language skills (listening, speaking, reading, and writing) in a cultural context.

GERM 202 - Intermediate German II (3)

Gen Ed Humanities

Prerequisite: GERM 201

(formerly LG 202)

Continues to develop the main four language skills: reading, writing, listening, and speaking in a cultural context. Reviews and expands upon the basic grammar covered in previous courses. Students will broaden their active and passive vocabulary and learn to read texts of various genres.

World Languages: Italian (ITAL)

ITAL 101 - Introductory Italian I (3)

Gen Ed Humanities

(formerly LI 101)

Introduces the fundamentals of Italian grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogues, students gain insight into Italian culture, thought, and expression.

ITAL 102 - Introductory Italian II (3)

Gen Ed Humanities

Prerequisite: ITAL 101

(formerly LI 102)

Continues to build upon the structures learned in ITAL 101. Students will improve fluency as they learn new grammar and vocabulary. Through the reading of lifelike dialogues, students gain insight into Italian culture, thought, and expression.

ITAL 201 - Intermediate Italian I (3)

Gen Ed Humanities

Prerequisite: ITAL 102

(formerly LI 201)

Presents advanced grammar and composition with selected readings pertinent to intermediate level. Group discussions in Italian and increased emphasis in reading, writing, and intercultural competence.

World Languages: Latin (LATN)

LATN 101 - Introductory Latin I (3)

Gen Ed Humanities

(formerly LL 101)

Introduces classical Latin language. Presents the study of Latin grammar and vocabulary with the goal of developing reading skills in the language. Offers insight into Roman literature, thought and expression through the reading of Latin sentences and passages derived from ancient authors.

LATN 102 - Introductory Latin II (3)

Gen Ed Humanities

Prerequisite: LATN 101

(formerly LL 102)

Continues the fundamentals of LATN 101. Introduces elementary readings in Latin literature.

LATN 201 - Intermediate Latin I (3)

Gen Ed Humanities

Prerequisite: LATN 102

(formerly LL 201)

Presents Latin grammar through lecture, practice, review and the reading of ancient authors. Includes medieval Latin and the Vulgate Roman and Greek culture appropriate to the readings. Increases English vocabulary by recognition of English words derived through Latin.

LATN 202 - Intermediate Latin II (3)

Gen Ed Humanities

Prerequisite: LATN 201

(formerly LL 202)

Reviews Latin grammar. Presents Virgil's Aeneid, Books I, II, IV and VI. Includes Roman and Greek culture and mythology appropriate to the readings.

World Languages: Russian (RUSS)

RUSS 101 - Introductory Russian I (3)

Gen Ed Humanities

(formerly LR 101) Introduces the fundamentals of the Russian written and spoken language. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogues, students gain insight into Russian culture, thought, and expression.

RUSS 102 - Introductory Russian II (3)

Gen Ed Humanities

Prerequisite: RUSS 101

(formerly LR 102) Continues to build upon the structures learned in RUSS 101. Students will improve fluency as they learn new grammar and vocabulary. Through the reading of lifelike dialogues, students gain insight into Russian culture, thought, and expression.

RUSS 201 - Intermediate Russian I (3)

Gen Ed Humanities

Prerequisite: RUSS 102

(formerly LR 201) Presents advanced grammar and composition within selected readings pertinent to the intermediate level. Group discussions in Russian and increased emphasis on reading, writing, and intercultural competence.

World Languages: Spanish (SPAN)

SPAN 101 - Introductory Spanish I (3)

Gen Ed Humanities

(formerly LS 101)

Introduces the fundamentals of Spanish grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogues, students gain insight into Spanish culture, thought, and expression.

SPAN 102 - Introductory Spanish II (3)

Gen Ed Humanities

Prerequisite: SPAN 101 or permission of program manager

(formerly LS 102)

Continues to build upon the structures learned in SPAN 101. Students will improve fluency as they learn new grammar and vocabulary. Through the reading of lifelike dialogues, students gain insight into Spanish culture, thought, and expression.

SPAN 200 - Spanish for Heritage and Fluent Speakers (3)

Gen Ed Humanities, Cultural Competence

Prerequisite: Native or near native knowledge of oral Spanish regardless of formal education in Spanish, or program manager permission Develops students' competence and confidence in reading and writing and improves oral and grammar skills in Spanish. Designed for Spanish-speaking students who have had informal or formal exposure to the language throughout their lives, and for students who have reached an intermediate to advanced oral proficiency. Explores Hispanic cultural heritage in the United States.

SPAN 201 - Intermediate Spanish I (3)

Gen Ed Humanities

Prerequisite: SPAN 102 or permission of program manager

(formerly LS 201)

Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in Spanish and increased emphasis on reading, writing, and intercultural competence.

SPAN 202 - Intermediate Spanish II (3)

Gen Ed Humanities

Prerequisite: SPAN 201 or permission of program manager

(formerly LS 202)

Continues to build upon structures learned in SPAN 201. Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in Spanish and increased emphasis on reading, writing, and intercultural competence.

SPAN 211 - Spanish Conversation I (3)

Gen Ed Humanities, Cultural Competence

Prerequisite: SPAN 102 or permission of program manager

(formerly LS 211) Develops oral fluency and language skills through interpretation and discussion of select readings, videos, songs and cultural experiences.

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT OFFERINGS

The FCC Continuing Education & Workforce Development team provides programs that reflect the needs, interests and trends in business and industry, and programs that promote the personal and professional growth of the community.

A wide range of non-credit courses are offered in day, evening, weekend, and online formats that appeal to people of all ages with busy lifestyles. Continuing education courses represent leading-edge curricula, state-of-the-art equipment, and quality instruction. Instructors are generally field practitioners who bring firsthand knowledge to the classroom. In addition, all courses can be tailored to the needs of local businesses via customized contract training programming.

Workforce Development & Career Training

Success in today's workplace requires a diverse skill set and the ability to communicate effectively across teams and industries.

Workforce development courses are developed in partnership with professional organizations, local businesses, and industry leaders to ensure relevant, up-to-date training. Programs are designed to enhance existing skills or provide entry-level career preparation. Many courses prepare individuals for national certification and licensing exams, as well as recertification or relicensing. For more information, call 301.624.2888.

Business & Careers

Programs delivering new career skills, essential knowledge, and management techniques in Accounting & Finance, Project Management, and more.

Business Solutions

Business Solutions delivers fast, customized training programs designed to meet an organization's unique needs. Our professional-quality instruction is competitively priced and led by experienced local workforce development experts. For more information, call 301.624.2756.

Certification & Licensure

Courses provide essential knowledge and skills to prepare for industry recognized certification and state licensing exams. Programs include Child Care, Logistics & Production, Real Estate, and Home Inspection.

Computers and Technology

No matter your experience level—from beginner to seasoned IT professional—our flexible, cost-effective Computer Technology programs are designed for real-world success. Expert instructors prepare you for today's technology careers by teaching in-demand skills aligned with industry certifications, including CompTIA.

Healthcare Careers

With an ever-increasing demand for highly-qualified personnel, our proven and trusted career training programs include opportunities from initial introduction to advanced hands-on clinical experience. Career training programs include Certified Nursing Assistant, Clinical Medical Assistant, Dental Assisting & Radiography, Medical Billing & Coding, Patient Care

Technician, Phlebotomy Technician, Patient Care Technician, Sterile Processing, Veterinary Assistant, and CPR.

Culinary & Hospitality

Our Culinary and Hospitality classes build in-demand skills in customer service, teamwork, and operations—preparing students for careers in growing service and tourism industries. Choose from Baking & Pastry Arts, Culinary Arts, and Hospitality Management.

Logistics & Production

Courses provide in-depth knowledge and hands-on experience to prepare students for entry-level careers in Supply Chain, Manufacturing, and Biotechnology—high-growth, high-demand industries in Frederick County.

Trades & Vocational Training

Skilled and professionally-trained workers are in demand in our area—develop essential knowledge, skills, and experience in Automotive Technology, Electrical, HVAC, and Welding.

Adult Education Programs

GED Preparation

The college offers free classes to help prepare for the GED exam to earn a high school diploma or strengthen basic skills needed to enter post-secondary education, job training, or employment.

High school diploma courses include instruction in Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies to prepare for the GED exam. GED practice tests are provided for those who complete the course. Counseling and advising is provided for those who wish to continue with job training or a college education.

Non-credit reading and math courses prepare students to strengthen basic reading and writing or math skills to increase Accuplacer scores to transition into college classes. Students are eligible to re-take Accuplacer after successfully completing a course.

All classes are offered free of charge. For more information, call 240.629.7962 or fill out the interest survey at <https://form.jotform.com/fccmarketing/adult-ed-interestform>.

Community Based English as a Second Language

The college offers English courses that help students build their reading, writing, listening, and speaking skills and increase their knowledge of American culture and democracy. The Basic ESL program offers free integrated skills instruction to adults over 18. The Targeted ESL program offers fee-based focused skills instruction to adults over 16. Financial assistance is available for eligible students. All students are tested to determine class and program placement. For more information call 240.269.7962.

Community Education

FCC Music

The FCC music program is led by expert musicians with lessons and ensembles open to students of all ages and all levels, from beginner to advanced, in a variety of formats. Students may take individual lessons and beginner classes, work in an ensemble, or in a large group. Any instrument is available, as well as voice lessons, a choral experience, and even handbell choir.

To view options and schedule, go to frederick.edu/fccmusic (<https://frederick.augusoft.net/info/landing/music-lessons-ensembles/>).

Lifelong Learning

Lifelong Learning at Frederick Community College offers unique events and experiences for inquisitive minds with a focus on personal enrichment, artistic growth, and self-discovery. Classes are offered in creative arts & crafts, food & culinary adventures, digital photography, home & hobby, languages, motorcycle safety, music lessons, and more.

Check frederick.edu/lifelonglearning (<http://frederick.edu/lifelonglearning/>) for the latest list of courses.

Youth Programs

Our Youth Programs offer course selections for children and adolescents, ages 8-15. Courses build on existing skills while exploring interests and introducing new ideas. Courses during the school year focus on skill building in a fun and engaging way.

Kids on Campus, a Maryland Certified Youth Camp, offers full and half-day summer programs with adventures in science & technology, culinary & creative arts, theater production, the great outdoors, literature & language, and academics.

To learn more check out [frederick.edu/youth](https://frederick.augusoft.net/info/landing/youth-programs/) (<https://frederick.augusoft.net/info/landing/youth-programs/>).

Thrive

The Thrive program offers non-credit classes developed for adults with intellectual disabilities to support their ability to function more independently at home, at work, and in the community.

Visit [frederick.edu/Thrive](https://frederick.augusoft.net/?method=templates.CustomTemplatePreview&ContentID=270) (<https://frederick.augusoft.net/?method=templates.CustomTemplatePreview&ContentID=270>) to learn more about the program.

Institute for Learning in Retirement (ILR)

The ILR program at FCC offers a broad range of affordable courses and Learning on Location experiences designed for adults age 55 and older. There are no tests or grades in ILR, only stimulating ways to tickle the brain and indulge one's curiosity in the company of other lifelong learners.

To receive a course schedule for the Institute for Learning in Retirement, call 301.846.2561 or go to www.ilrfcc.org (<http://www.ilrfcc.org>) to view the list of current classes.

Motorcycle Safety Program

Our Motorcycle Safety programs are taught by Motor Vehicle Administration and Motorcycle Safety Foundation certified instructors. Basic Rider and Motorcycle Safety: Basic Rider Course 2-License Waiver (BRC2-LW) prepare students for a Class "M" license.

Riders are to provide their own riding gear, which includes a DOT certified helmet, eye protection, jacket, full-fingered gloves, long pants and sturdy over-the-ankle footwear. To complete a course, riders must pass a knowledge and skill test administered at the end of the course.

Check frederick.edu/Motorcycle (<http://frederick.edu/Motorcycle/>) or call 301.624.2727 for the most current schedules.

Scholarships and Financial Resources

FCC offers scholarship opportunities and financial assistance to eligible students in many Continuing Education & Workforce Development training programs. For more information, visit frederick.edu/CEWDScholarships, email CEInfo@frederick.edu, or call 301.624.2888.

The FCC Foundation has scholarships available for students who enroll in continuing education programs. While some scholarships are available for any program, others are tailored to students registering for a specific course. Email foundation@frederick.edu and include Continuing Education scholarships in the subject line to learn more.

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

The MACEM&PS provides professional development and continuing education, both as a department of Frederick Community College and in cooperation with the Federal Emergency Management Agency (FEMA) and the various state and local training initiatives. In partnership with FEMA, Lifelines, Logistics, and Supply Chain Awareness melds the principles of community partnership, supply chain logistics, and emergency management.

For more information, please call 240-629-7970 or visit www.macemps.org. (<http://www.macemps.org/>)

CONTINUING EDUCATION WORKFORCE TRAINING CERTIFICATES

A Workforce Training Certificate (<https://frederick.augusoft.net//info/landing/workforce-training-certificates/>) credential is comprised of a non-credit course or series of courses that focus on the skills you need to succeed in a specific industry. It demonstrates to employers that you have studied a specific body of knowledge or mastered a practice or new technology. Frederick Community College awards Workforce Training Certificates to students who successfully complete all of the specified certificate requirements as stated below per program.

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

1. Complete a course or series of courses identified as a Workforce Training Certificate program, as approved by the College.
2. Complete courses on the basis of competency.

Please note:

- No course substitutions are allowed.
- Students can request approval to transfer up to 25% of total Certificate contact hours of prior learning from an accredited institution for some Workforce Training Certificates.
- Workforce Training Certificates are issued each month.
- Workforce Training Certificate recipients do not take part in commencement ceremonies, unless they have also completed a degree or certificate.

Non-credit courses. Fee structure for courses is subject to change. Consult the current Continuing Education class schedule located at frederick.edu/QuickEnroll (<http://frederick.edu/QuickEnroll/>). Courses not eligible for federal financial aid.

- Career and Technical Training (p. 203)
 - Maryland Real Estate Workforce Training Certificate (p. 203)
 - Home Inspector Workforce Training Certificate (p. 203)
- Construction and Applied Technologies Institute (CATI) (p. 204)
 - Electrical Foundations Workforce Training Certificate (p. 204)
 - Electrical Advanced Workforce Training Certificate (p. 204)
 - HVAC Foundations Workforce Training Certificate (p. 204)
 - HVAC Advanced Workforce Training Certificate (p. 205)
 - Welding Foundations Workforce Training Certificate (p. 205)
 - Welding - GMAW Workforce Training Certificate (p. 205)
 - Welding - GTAW Workforce Training Certificate (p. 205)
 - Welding - SMAW Workforce Training Certificate (p. 206)
- Healthcare Careers (p. 206)
 - Certified Nursing Assistant Workforce Training Certificate (p. 206)
 - Clinical Medical Assistant Workforce Training Certificate (p. 206)
 - Dental Assisting Workforce Training Certificate (p. 207)
 - Oral Radiography Workforce Training Certificate (p. 207)
 - Medical Billing - AAPC Workforce Training Certificate (p. 207)
 - Medical Coding - AAPC Workforce Training Certificate (p. 208)

- Patient Care Technician Workforce Training Certificate (p. 208)
- Phlebotomy Technician Workforce Training Certificate (p. 208)
- Sterile Processing Technician Workforce Training Certificate (p. 208)
- Veterinary Assistant Workforce Training Certificate (p. 209)

Career and Technical Training

Program Contact: Elisabeth Lean

Email: elean@frederick.edu

Phone: 301.846.2682

- Maryland Real Estate Workforce Training Certificate (p. 203)
- Home Inspector Workforce Training Certificate (p. 203)

Maryland Real Estate Workforce Training Certificate

Program Manager: Elisabeth Lean

Email: elean@frederick.edu

Phone: 301.846.2682

Program Description

This course delivers what you need to know for the Maryland state licensing exam while providing essential business knowledge and a strong foundation for success as a real estate salesperson in Maryland. Designed especially for those preparing to take the Maryland Real Estate Licensing Examination, participants must attend all 60-hours¹ and receive a 70% or better on the final exam in order to receive an official certificate necessary to take the state level examination.

¹ The State of Maryland requires at least 60 hours of classroom instruction for students to sit for the Maryland Real Estate Commission Licensing Exam. There are no exceptions to this requirement.

Program Requirements

| Code | Title | Credits |
|---------|--|---------|
| REA 278 | Maryland Real Estate Licensing Preparation | 999 |

Home Inspector Workforce Training Certificate

Program Manager: Elisabeth Lean

Email: ELean@frederick.edu

Phone: 301.846.2682

Program Description

This course covers the basics of home inspection as required to work as a licensed home inspector in the state of Maryland. Topics include the following systems: structural, exterior, interior, roofing, plumbing, electrical, heating & air conditioning, insulation and ventilation, fireplace and solid burning, and kitchen appliances. Program meets the requirements for home inspection pre-licensure for the state of Maryland.

Program Requirements

| Code | Title | Credits |
|--------------------------|-------------------------------|---------|
| Required Course/s | | |
| CPD 323 | Home Inspection Pre-Licensure | |

Construction and Applied Technologies Institute (CATI)

Program Manager: Nick Morgan

Email: nmorgan@frederick.edu

Phone: 240.629.7902

- Electrical Foundations Workforce Training Certificate (p. 204)
- Electrical Advanced Workforce Training Certificate (p. 204)
- HVAC Foundations Workforce Training Certificate (p. 204)
- HVAC Advanced Workforce Training Certificate (p. 205)
- Welding Foundations Workforce Training Certificate (p. 205)
- Welding - GMAW Workforce Training Certificate (p. 205)
- Welding - GTAW Workforce Training Certificate (p. 205)
- Welding - SMAW Workforce Training Certificate (p. 206)

Electrical Foundations Workforce Training Certificate

Program Manager: Nick Morgan

Email: nmorgan@frederick.edu

Phone: 240.629.7902

Program Description

This series of courses prepares students for entry level opportunities in the residential electrical industry and covers the material, methods, regulations, and tools required to perform residential structural wiring installation and repair.

Program Requirements

| Code | Title | Credits |
|---|-----------------------------------|---------|
| Required Course/s | | |
| ELC 181 | Fundamentals of Structural Wiring | |
| ELC 182 | Residential Electric | |
| Prerequisites/Co-requisites | | |
| ENGL 70 OR appropriate score on placement test ^{1,2} | | |

- ¹ Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall
- ² To satisfy the English prerequisite for the program, students need to do one of the following:
 - Take placement test and score above the prerequisite course
 - Provide proof of completing college level English
 - Meet one or more of the listed exemptions

Electrical Advanced Workforce Training Certificate

Program Manager: Nick Morgan

Email: nmorgan@frederick.edu

Phone: 240.629.7902

Program Description

This series of courses prepares students for entry level opportunities in the electrical industry and covers the material, methods, regulations, and tools required to perform commercial or residential structural wiring installation and repair. Students are also introduced to data cabling, emergency generators, and solar photovoltaic technology.

Program Requirements

| Code | Title | Credits |
|---|-----------------------------------|---------|
| Required Course/s | | |
| ELC 181 | Fundamentals of Structural Wiring | |
| ELC 182 | Residential Electric | |
| ELC 166 | Commercial Electric | |
| ELC 183 | Specialized Systems | |
| Prerequisites/Co-requisites | | |
| ENGL 70 OR appropriate score on placement test ^{1,2} | | |

- ¹ Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall
- ² To satisfy the English prerequisite for the program, students need to do one of the following:
 - Take placement test and score above the prerequisite course
 - Provide proof of completing college level English
 - Meet one or more of the listed exemptions

HVAC Foundations Workforce Training Certificate

Program Manager: Nick Morgan

Email: nmorgan@frederick.edu

Phone: 240.629.7902

Program Description

Prepares students for entry level opportunities in the Heating, Ventilation, and Air Conditioning (HVAC) industry. This certificate introduces students to HVAC equipment components and functions, brazing, and electrical control circuits.

Program Requirements

| Code | Title | Credits |
|---|-----------------------|---------|
| Required Course/s | | |
| HVC 130 | Fundamentals of HVACR | |
| HVC 131 | Controls for HVACR | |
| Prerequisites/Co-requisites | | |
| ENGL 70 OR appropriate score on placement test ^{1,2} | | |

- ¹ Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall
- ² To satisfy the English prerequisite for the program, students need to do one of the following:
 - Take placement test and score above the prerequisite course
 - Provide proof of completing college level English
 - Meet one or more of the listed exemptions

HVAC Advanced Workforce Training Certificate

Program Manager: Nick Morgan
Email: nmorgan@frederick.edu
Phone: 240.629.7902

Program Description

Prepares students for entry level opportunities in the Heating, Ventilation, and Air Conditioning (HVAC) industry. This certificate covers HVAC equipment components and functions, installation practices, electrical control circuit troubleshooting and repair, and fossil fuel and hydronic heating equipment. Students have the opportunity to earn the EPA 608 Certification (CFC card) during this program.

Program Requirements

| Code | Title | Credits |
|---|---------------------------------------|---------|
| Required Course/s | | |
| HVC 130 | Fundamentals of HVACR | |
| HVC 131 | Controls for HVACR | |
| HVC 132 | Fossil Fuels & Hydronic Heating | |
| HVC 133 | HVAC Installation and Troubleshooting | |
| Prerequisites/Co-requisites | | |
| ENGL 70 OR appropriate score on placement test ^{1,2} | | |

¹ Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall

² To satisfy the English prerequisite for the program, students need to do one of the following:

- Take placement test and score above the prerequisite course
- Provide proof of completing college level English
- Meet one or more of the listed exemptions

Welding Foundations Workforce Training Certificate

Program Manager: Nick Morgan
Email: nmorgan@frederick.edu
Phone: 240.629.7902

Program Description

This series of courses provides students with a broad range of knowledge and skills needed for welding and cutting metal. Topics include basic metallurgy, welding symbols and blueprint reading, and an overview of welding processes.

Program Requirements

| Code | Title | Credits |
|---|---------------------------------------|---------|
| Required Course/s | | |
| WLD 160 | Introduction to Welding | |
| WLD 172 | Welding Symbols and Blueprint Reading | |
| Prerequisites/Co-requisites | | |
| ENGL 70 OR appropriate score on placement test ^{1,2} | | |

¹ Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall

² To satisfy the English prerequisite for the program, students need to do one of the following:

- Take placement test and score above the prerequisite course
- Provide proof of completing college level English
- Meet one or more of the listed exemptions

Welding - GMAW Workforce Training Certificate

Program Manager: Nick Morgan
Email: nmorgan@frederick.edu
Phone: 240.629.7902

Program Description

This series of courses provides students with a broad range of knowledge and skills needed for welding and cutting metal, with a focus on Gas Metal Arc Welding (GMAW). Topics include basic metallurgy, filler metal selection, welding symbols and blueprint reading, and setting equipment parameters.

Program Requirements

| Code | Title | Credits |
|---|---------------------------------------|---------|
| Required Course/s | | |
| WLD 160 | Introduction to Welding | |
| WLD 172 | Welding Symbols and Blueprint Reading | |
| WLD 174 | Advanced Welding: GMAW | |
| Prerequisites/Co-requisites | | |
| ENGL 70 OR appropriate score on placement test ^{1,2} | | |

¹ Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall

² To satisfy the English prerequisite for the program, students need to do one of the following:

- Take placement test and score above the prerequisite course
- Provide proof of completing college level English
- Meet one or more of the listed exemptions

Welding - GTAW Workforce Training Certificate

Program Manager: Nick Morgan
Email: nmorgan@frederick.edu
Phone: 240.629.7902

Program Description

Introduces Gas Tungsten Arc Welding (GTAW) on carbon steel, stainless steel, and aluminum. Topics include welding safety, basic machine maintenance, and welding techniques.

Program Requirements

| Code | Title | Credits |
|--------------------------|---------------------------------------|---------|
| Required Course/s | | |
| WLD 160 | Introduction to Welding | |
| WLD 172 | Welding Symbols and Blueprint Reading | |
| WLD 173 | Advanced Welding: GTAW | |

Prerequisites/Co-requisitesENGL 70 OR appropriate score on placement test ^{1,2}

- ¹ Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall
- ² To satisfy the English prerequisite for the program, students need to do one of the following:
- Take placement test and score above the prerequisite course
 - Provide proof of completing college level English
 - Meet one or more of the listed exemptions

Welding - SMAW Workforce Training Certificate

Program Manager: Nick Morgan
Email: nmorgan@frederick.edu
Phone: 240.629.7902

Program Description

This series of courses provides students with a broad range of knowledge and skills needed for welding and cutting metal, with a focus on Shielded Metal Arc Welding (SMAW). Topics include basic metallurgy, electrode selection, welding symbols and blueprint reading, and setting equipment parameters. Students will prepare for and test in the SMAW Qualification and Certification (Hobart #37), American Welding Society D1.1 test, and Structural Steel 2-G and 3-G tests.

Program Requirements

| Code | Title | Credits |
|---|---------------------------------------|---------|
| Required Course/s | | |
| WLD 160 | Introduction to Welding | |
| WLD 172 | Welding Symbols and Blueprint Reading | |
| WLD 175 | Advanced Welding: SMAW | |
| Prerequisites/Co-requisites | | |
| ENGL 70 OR appropriate score on placement test ^{1,2} | | |

- ¹ Accuplacer Next Gen minimum score: Reading 237 or (Reading 229 & Writing 237) or ESL Reading 102 or ESL 276 overall
- ² To satisfy the English prerequisite for the program, students need to do one of the following:
- Take placement test and score above the prerequisite course
 - Provide proof of completing college level English
 - Meet one or more of the listed exemptions

Healthcare Careers

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

- Certified Nursing Assistant Workforce Training Certificate (p. 206)
- Clinical Medical Assistant Workforce Training Certificate (p. 206)
- Dental Assisting Workforce Training Certificate (p. 207)
- Oral Radiography Workforce Training Certificate (p. 207)
- Medical Billing - AAPC Workforce Training Certificate (p. 207)
- Medical Coding - AAPC Workforce Training Certificate (p. 208)

- Patient Care Technician Workforce Training Certificate (p. 208)
- Phlebotomy Technician Workforce Training Certificate (p. 208)
- Sterile Processing Technician Workforce Training Certificate (p. 208)
- Veterinary Assistant Workforce Training Certificate (p. 209)

Certified Nursing Assistant Workforce Training Certificate

Program website (<https://www.frederick.edu/programs/healthcare/certified-nursing-assistant.aspx>)

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

Program Description

This series of courses teaches basic patient care skills, the student's role as a member of the healthcare team, disease processes, and infection control and safety issues. Combined with a clinical experience, this program meets all eligibility requirements for CNA certification in the state of Maryland and prepares students for the Geriatric Nursing Assistant test.

For this workforce training certificate program, students can request approval to transfer up to 25% of total certificate contact hours of prior learning of a Foundations related course from an accredited institution. Contact Program Manager for more details.

Program Requirements

| Code | Title | Credits |
|--------------------------|---|---------|
| Required Course/s | | |
| CAH 145 | Foundations for Healthcare Careers | |
| or ADE 646 | ESL Foundations for Healthcare Careers (90) | |
| CAH 132 | Certified Nursing Assistant, Part I | |
| CAH 133 | Certified Nursing Assistant, Part II | |
| CAH 190 | Certified Nursing Assistant-Clinicals | |

Prerequisites/Co-requisites

Prerequisites:

This program requires reading and listening in English. Not sure about your English skills? Visit frederick.edu/Testing to schedule a free Accuplacer test, then share your results with CEWD Registration at CEInfo@frederick.edu or 301.624.2888.

Provide proof of being 16+ years of age at time of registration.

Co-requisites:

Current American Heart Association Basic Life Support CPR card or

SAF 157 CPR: Basic Life Support for the Healthcare Provider

Clinical Medical Assistant Workforce Training Certificate

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

Program Description

This series of courses teaches direct patient care and preparation, ECG, phlebotomy, pharmacology, and patient safety and confidentiality. At the conclusion of an externship experience, students sit for the National

Certified Medical Assistant (NCMA) credential through the National Center for Competency Testing.

For this workforce training certificate program, students can request approval to transfer up to 25% of total certificate contact hours of prior learning of a Foundations and/or Medical Terminology related courses from an accredited institution. Contact Program Manager for more details.

Program Requirements

| Code | Title | Credits |
|---|---|---------|
| Required Course/s | | |
| CAH 145 | Foundations for Healthcare Careers | |
| or ADE 646 | ESL Foundations for Healthcare Careers (90) | |
| CAH 280 | Medical Terminology for Healthcare Careers | |
| CAH 281 | Clinical Medical Assistant I | |
| CAH 282 | Clinical Medical Assistant II | |
| CAH 283 | Clinical Medical Assistant Externship | |
| Prerequisites/Co-requisites | | |
| Prerequisites: | | |
| 1. This program requires reading and listening in English. Not sure about your English skills? Visit frederick.edu/Testing to schedule a free Accuplacer test, then share your results with CEWD Registration at CEInfo@frederick.edu or 301.624.2888. | | |
| 2. Provide proof of being 18+ years of age prior to start of CAH 283. | | |
| Co-requisites: | | |
| 1. Current American Heart Association Basic Life Support CPR card or SAF157-CPR: Basic Life Support for the Healthcare Provider | | |

Dental Assisting Workforce Training Certificate

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

Program Description

This series of courses introduces students to all aspects of entry level dental assisting knowledge and skills as well as oral radiography fundamentals and prepares students for the Dental Assisting National Board National Entry Level Dental Assistant Certification Exam.

Program Requirements

| Code | Title | Credits |
|--|---|---------|
| Required Course/s | | |
| CAH 145 | Foundations for Healthcare Careers | |
| or ADE 646 | ESL Foundations for Healthcare Careers (90) | |
| CAH 272 | Fundamentals of Dental Assisting | |
| Prerequisites/Co-requisites | | |
| Prerequisites: | | |
| This program requires reading and listening in English. Not sure about your English skills? Visit frederick.edu/Testing to schedule a free Accuplacer test, then share your results with CEWD Registration at CEInfo@frederick.edu or 301.624.2888. | | |
| Co-requisites: | | |
| Current American Heart Association Basic Life Support CPR card or SAF 157 CPR: Basic Life Support for the Healthcare Provider | | |

Oral Radiography Workforce Training Certificate

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu

Phone: 240.629.7971

Program Description

This course helps further students' dental assisting careers by introducing them to oral radiography fundamentals and prepares them to sit for the DANB Radiation Health and Safety exam. The course is approved by the Maryland State Board of Dental Examiners.

Program Requirements

| Code | Title | Credits |
|--|------------------|---------|
| Required Course/s | | |
| CAH 273 | Oral Radiography | |
| Prerequisites/Co-requisites | | |
| Prerequisite: | | |
| Requires entry level knowledge of dental assisting and dental anatomy and is intended for those with 0-6 months of dental assisting work experience or successful completion of a dental assisting program. If claiming successful completion of prior learning, a completion certificate or unofficial transcripts will be required. For those actively working in a dental office, an employer verified letter will be required prior to enrollment. Maryland requires state certified Dental Radiation Technologists be 18+ years old and hold a high school diploma or equivalent. | | |
| Co-requisite: | | |
| Current American Heart Association Basic Life Support CPR card or SAF 157 CPR: Basic Life Support for the Healthcare Provider | | |

Medical Billing - AAPC Workforce Training Certificate

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

Program Description

Work in healthcare (but not direct patient care) by training to become a Medical Biller. Medical Billers play an important part in the medical billing and reimbursement cycle. This course prepares candidates to site for the AAPC Certified Professional Biller (CPB) exam by covering topics such as preauthorization, charge entry, claims transmission, submitting appeals, payment posting, and insurance and patient follow-up. Course fees cover the cost of the AAPC learning platform, two attempts for the CPB exam, and a one-year membership to the AAPC.

For this workforce training certificate program, students can request approval to transfer up to 25% of total certificate contact hours of prior learning of a Medical Terminology related course from an accredited institution. Contact Program Manager for more details.

Program Requirements

| Code | Title | Credits |
|--|--|---------|
| Required Course/s | | |
| CAH 195 | Medical Terminology for Billing & Coding | |
| CAH 252 | Medical Billing - AAPC Certified Professional Biller (CPB) | |
| Prerequisites/Co-requisites | | |
| This program requires reading and listening in English. Not sure about your English skills? Visit frederick.edu/Testing to schedule a free Accuplacer test, then share your results with CEWD Registration at CEInfo@frederick.edu or 301.624.2888. | | |

Medical Coding - AAPC Workforce Training Certificate

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

Program Description

Would you like to translate the language of healthcare? This medical coding course trains you to review clinical reports and translate them into uniform medical codes used in the medical billing and reimbursement cycle. Upon successful completion you can sit for the AAPC Certified Professional Coder exam. Course fees cover the cost of the AAPC learning platform, two attempts for the CPC exam, and one year membership to AAPC.

For this workforce training certificate program, students can request approval to transfer up to 25% of total certificate contact hours of prior learning of a Medical Terminology or Intro to Anatomy & Physiology related course from an accredited institution. Contact Program Manager for more details.

Program Requirements

| Code | Title | Credits |
|--|--|---------|
| Required Course/s | | |
| CAH 195 | Medical Terminology for Billing & Coding | |
| CAH 185 | Anatomy & Physiology for Medical Coding | |
| CAH 253 | Medical Coding - AAPC Certified Professional Coder (CPC) | |
| Prerequisites/Co-requisites | | |
| This program requires reading and listening in English. Not sure about your English skills? Visit frederick.edu/Testing to schedule a free Accuplacer test, then share your results with CEWD Registration at CEInfo@frederick.edu or 301.624.2888. | | |

Patient Care Technician Workforce Training Certificate

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

Program Description

This course teaches Certified Nursing Assistants to perform advanced skills for complex care settings and situations, including sterile technique, phlebotomy, EKG, glucose monitoring, enteral nutrition, respiratory care, IV therapy, advanced wound care, urinary catheterization, pre/post surgical care, and pediatric patient care.

Program Requirements

| Code | Title | Credits |
|--------------------------|---|---------|
| Required Course/s | | |
| CAH 487 | Patient Care Technician/Advanced Patient Care | |

Phlebotomy Technician Workforce Training Certificate

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

Program Description

Phlebotomy technicians work in physician's offices, clinical labs, and blood donation sites. Become familiar with all aspects related to blood collection and develop comprehensive skills to perform venipunctures successfully and safely. This program offers clinical practice with experienced phlebotomists at local healthcare facilities to give you hands-on experience and prepares students to take several national certification exams.

For this workforce training certificate program, students can request approval to transfer up to 25% of total certificate contact hours of prior learning of a Foundations related course from an accredited institution. Contact Program Manager for more details.

Program Requirements

| Code | Title | Credits |
|--|---|---------|
| Required Course/s | | |
| CAH 145 | Foundations for Healthcare Careers | |
| or ADE 646 | ESL Foundations for Healthcare Careers (90) | |
| CAH 156 | Phlebotomy Technician Preparation I: Theoretical Applications | |
| CAH 157 | Phlebotomy Technician Preparation II: Practical Applications | |
| CAH 158 | Phlebotomy Technician Clinical | |
| Prerequisites/Co-requisites | | |
| Prerequisites: | | |
| This program requires reading and listening in English. Not sure about your English skills? Visit frederick.edu/Testing to schedule a free Accuplacer test, then share your results with CEWD Registration at CEInfo@frederick.edu or 301.624.2888. | | |
| Proof of 18+ years of age at start of CAH158 | | |
| Co-requisites: | | |
| Current American Heart Association Basic Life Support CPR card or | | |
| SAF 157 | CPR: Basic Life Support for the Healthcare Provider | |

Sterile Processing Technician Workforce Training Certificate

Program Manager: Robin Hovermale
Email: rhovermale@frederick.edu
Phone: 240.629.7971

Program Description

This series of courses teaches students to become competent sterile processing technicians and prepare for industry certification. Series covers anatomy and physiology, microbiology, instrument identification, handling and preparation, safety standards, cleaning, decontamination and disinfection, infection control, sterile storage and distribution, inventory management, documentations and ethics and standards.

Program Requirements

| Code | Title | Credits |
|--|--|---------|
| Required Course/s | | |
| CAH 145 | Foundations for Healthcare Careers | |
| or ADE 646 | ESL Foundations for Healthcare Careers (90) | |
| CAH 333 | Sterile Processing Technician Training: Fundamentals | |
| Prerequisites/Co-requisites | | |
| Prerequisites: | | |
| This program requires reading and listening in English. Not sure about your English skills? Visit frederick.edu/Testing to schedule a free Accuplacer test, then share your results with CEWD Registration at CEInfo@frederick.edu or 301.624.2888. | | |
| Co-requisites: | | |

Current American Heart Association Basic Life Support CPR card or

SAF 157

CPR: Basic Life Support for the Healthcare Provider

Veterinary Assistant Workforce Training Certificate

Program Manager: Robin Hovermale

Email: rhovermale@frederick.edu

Phone: 240.629.7971

Program Description

Introduces animal care concepts and administrative procedures for supporting veterinarians in clinic and animal hospital settings. Provides essential instruction, professional skills, and hands-on experience to perform the responsibilities of an entry-level employee in the field.

For this workforce training certificate program, students can request approval to transfer up to 25% of total certificate contact hours of prior learning of a Foundations related course from an accredited institution. Contact Program Manager for more details.

Program Requirements

| Code | Title | Credits |
|--------------------------|---|---------|
| Required Course/s | | |
| CAH 145 | Foundations for Healthcare Careers | |
| or ADE 646 | ESL Foundations for Healthcare Careers (90) | |
| VET 130 | Veterinary Assistant 1 | |
| VET 131 | Veterinary Assistant 2 | |

Prerequisites/Co-requisites

This program requires academic readiness in Math- students can show readiness in any one of the following ways:

Score 237 or higher in the QAS section or earn a B or better in MATH 80, MATH 50, or ADB 490 at FCC

Grades from recent high school or college courses

Scores from TOEFL, ACT, AP, CLEP, DSST, GED, PARCC/MCAP or SAT exams

This program requires reading and listening in English. Not sure about your English skills? Visit frederick.edu/Testing to schedule a free Accuplacer test, then share your results with CEWD Registration at CEInfo@frederick.edu or 301.624.2888.

WORKFORCE TRAINING CERTIFICATE COURSE DESCRIPTIONS

A

- Adult ESL (ADE) (p. 210)
- Allied Health Professional Courses (CAH) (p. 210)

E

- Electrical Technology (ELC) (p. 212)

H

- HVAC Technology (HVC) (p. 212)

O

- Online Courses (ONL) (p. 212)

P

- Professional Education (CPD) (p. 212)

R

- Real Estate (REA) (p. 212)

V

- Veterinary Assistant (VET) (p. 213)

W

- Welding Technology (WLD) (p. 213)

Adult ESL (ADE)

ADE 646 - ESL Foundations for Healthcare Careers (90)

This course introduces English as a Second Language students to important healthcare concepts and professional career development skills to prepare students for working in a healthcare setting. Students are introduced to medical terminology in English, the current healthcare system structure and essential concepts such as the Health Insurance Portability and Accountability Act (HIPAA), documentation and medical records, patient rights, cultural competency, workplace professionalism, healthcare ethics and legal responsibilities, environmental safety, infection control, and medical terminology. Communication skills are practiced with special focus on customer service, interpersonal communication concepts, and English language development. Students will also gain professional development skills in successful resume and application writing, interviewing, and gaining and maintaining employment.

Allied Health Professional Courses (CAH)

CAH 145 - Foundations for Healthcare Careers

This course introduces students to important healthcare concepts and professional career development skills to prepare students for working in a healthcare setting. Students are introduced to medical terminology, the current healthcare system structure and essential concepts such as HIPAA, documentation and medical records, patient rights, cultural competency, workplace professionalism, healthcare ethics and legal responsibilities, environmental safety, infection control and medical terminology. Communication skills are practiced with special focus on customer service and interpersonal communication concepts. Students will also gain professional development skills in successful resume and application writing, interviewing, and gaining and maintaining employment.

CAH 156 - Phlebotomy Technician Preparation I: Theoretical Applications

In Phlebotomy Technician Preparation I, Theoretical Applications, students learn basic phlebotomy technical background and professional preparation for working as a phlebotomist. Topics covered include basic anatomy and physiology of main body systems with emphasis on cardiovascular and lymphatic systems; medical terminology and overview of healthcare settings where phlebotomy services are performed; professional ethics and behavior, interpersonal and written communications, including cultural competency; systems of documentation; and safety and infection control. Students will develop knowledge and comprehensive skills to prepare them to perform venipunctures completely and safely when they progress to Part 2: Practical Applications. The full program includes classroom and on-site clinical practice with experienced phlebotomists at local health care. The program also prepares students to take several national certification exams.

CAH 158 - Phlebotomy Technician Clinical

This course provides students hands on work experience and practice to successfully perform the role and responsibilities of a phlebotomist technician in a professional setting. Students complete 100 hours and a minimum of 100 successful venipunctures under the supervision of an experienced phlebotomist. Student progress is evaluated during each clinical shift.

CAH 185 - Anatomy & Physiology for Medical Coding

This course is designed to teach medical coding students the basics of human anatomy and physiology and how it relates to medical records and coding. Students will learn about the structure and function of the body, various body systems, and anatomical terms. This course is a prerequisite of Medical Coding and is not intended for a clinical provider.

CAH 190 - Certified Nursing Assistant--Clinicals

This course fulfills the Maryland Board of Nursing requirements for a certified nursing assistant clinical experience. Students participate in supervised clinical rotations with experienced nursing faculty in local health care facilities. Students will interact with residents performing all duties and responsibilities of a nursing assistant with daily evaluation and feedback provided to support student development and improvement.

CAH 195 - Medical Terminology for Billing & Coding

Learn the language of healthcare to prepare for success in AAPC medical coding and/or billing certification classes. You will learn how to interpret medical terms by recognizing root words, prefixes, and suffixes, and will explore how this terminology relates to specific human body systems and conditions.

CAH 250 - Medical Coding for the Physician's Office-AAPC

Prepare for the American Academy of Professional Coders (AAPC) national certification exam. Learn medical terminology and how to use the coding manuals for CPT, ICD-10 and HCPCS to describe and document medical services. Cost includes first year's membership in AAPC, textbooks and certification exam. The certification exam will be scheduled 2 weeks following the last class

CAH 252 - Medical Billing - AAPC Certified Professional Biller (CPB)

This continuing education course prepares students to sit for the AAPC Certified Professional Biller (CPB) exam. By covering topics such as preauthorization, charge entry, claims transmission, submitting appeals, payment posting, and insurance and patient follow-up, students will gain the expertise to understand the medical billing and reimbursement cycle.

CAH 253 - Medical Coding - AAPC Certified Professional Coder (CPC)

This continuing education course prepares students for a career in medical coding and to sit for the AAPC Certified Professional Coder (CPC) exam. Topics covered include overview and application of ICD-10, CPT and HCPCS code books for proper coding of various systems and procedures.

CAH 272 - Fundamentals of Dental Assisting

Dental assistants serve as an integral member of the dental professional team working with the dentist chairside, in the dental lab and in the business office. This course introduces students to all aspects of entry-level dental assisting knowledge and skills and prepares students for the Dental Association National Board National Entry Level Dental Assistant (NELDA) Certification Exam. Topics include: dental terminology, roles of the dental assistant and dental team, legal and ethical responsibilities, anatomy and physiology, dental care delivery including oral health and hygiene, prevention, clinical dentistry, chairside assisting, charting, instruments and accessories, dental lab materials and procedures, infection control, sterilization and OSHA regulations. Oral radiography is introduced in preparation for Oral Radiography class. This hands-on course provides practice on equipment in a dental lab setting.

CAH 273 - Oral Radiography

Further your dental assisting career and prepare to sit for the DANB Radiation Health and Safety (RHS) exam and apply to become a Maryland state certified Dental Radiation Technologist. This course is approved by the Maryland State Board of Dental Examiners. Students in this course should be actively employed as a dental assistant. Completion of a hands-on clinical practicum is expected to be completed at your place of employment. Course includes an online component, internet access required. In addition to online work, students will meet during scheduled class times either in-classroom or in a live virtual format.

CAH 275 - Oral Radiography with Clinical

Further your dental assisting career and prepare to sit for the DANB Radiation Health and Safety (RHS) exam and apply to become a Maryland state certified Dental Radiation Technologist. This course is approved by the Maryland State Board of Dental Examiners. Completion of a three-hour, hands-on clinical practicum at the Maryland State Dental Association is included as part of this course. Course includes an online component, internet access required. In addition to online work, students will meet during scheduled class times either in-classroom or in a live virtual format.

CAH 280 - Medical Terminology for Healthcare Careers

This course introduces the language of medicine as a foundation for success in healthcare professions. Students will learn to build, analyze, and understand medical terms by studying prefixes, suffixes, word roots and combining forms, along with learning terms related to body systems, diseases, and orientation.

CAH 281 - Clinical Medical Assistant I

This course introduces students to the medical assistant occupation. Students are introduced to the responsibilities of a medical assistant, including supporting healthcare professionals by streamlining clinical and administrative tasks within medical facilities. Other topics covered include managing patient records, scheduling appointments, and facilitating communication between patients and healthcare providers.

CAH 282 - Clinical Medical Assistant II

Expands upon Clinical Medical Assistant I by focusing on advanced clinical procedures, such as medication administration, electrocardiograms or EKGs, assisting with minor surgical procedures, lab testing, and emergency response. Emphasis is placed on accuracy, efficiency and critical thinking in patient care.

CAH 283 - Clinical Medical Assistant Externship

The Clinical Medical Assistant Externship is a supervised, hands-on learning experience that allows students to apply their classroom knowledge and laboratory skills in a real healthcare setting. This externship provides students with the opportunity to practice clinical and administrative competencies, gain professional workplace experience, and develop confidence as future healthcare professionals.

CAH 333 - Sterile Processing Technician Training: Fundamentals

This course trains individuals to become competent sterile processing technicians and prepares participants for sterile processing technician certification. Upon completion of training, students are prepared to take the Certified Registered Central Service Technician (CRCST) certification exam offered by the International Association of Healthcare Central Service Materiel Management (IAHCSMM). The course will cover the following topics: anatomy and physiology, microbiology, instrumentation (identification of and handling of), safety standards, cleaning, decontamination, disinfection, preparation, infection control, sterilization process, packaging, wrapping, processing patient care equipment, sterile storage, distribution and inventory management, documentation and record management, ethics and standards. This course has both a lecture and interactive lab component in the classroom where students will receive hands-on experience with instruments and wrapping techniques.

CAH 487 - Patient Care Technician/Advanced Patient Care

This course is designed for certified nursing assistants (CNAs) to learn more advanced care skills within the CNA scope of practice or work as a Patient Care Technician in hospitals and other health care settings. Patient care technicians are part of a multidisciplinary team, caring for patients who require both acute and chronic care. Students will learn to perform advanced skills for complex care settings and situations. Practiced skills include sterile technique, phlebotomy, Electrocardiograms (EKG), glucose monitoring, enteral nutrition, respiratory care, Intravenous therapy, advanced wound care, urinary catheterization, pre/post-surgical care and pediatric patient care. Students successfully completing this course fulfill the PCT educational requirements for the National Healthcareer Association Patient Care Technician Certification Exam.

CAH 520 - Fundamentals of Dental Assisting

This course introduces students to all aspects of entry-level dental assisting knowledge and skills and prepares students for the Dental Association National Board National Entry Level Dental Assistant (NELDA) Certification Exam. Topics include: dental terminology, roles of the dental assistant and dental team, legal and ethical responsibilities, anatomy and physiology, dental care delivery including oral health and hygiene, prevention, clinical dentistry, chairside assisting, charting, instruments and accessories, dental lab materials and procedures, infection control, sterilization and OSHA regulations. Oral radiography is introduced in preparation for Oral Radiography class. This hands-on course provides practice on equipment in a dental lab setting.

Electrical Technology (ELC)

ELC 166 - Commercial Electric

Continues concepts and skills covered in the first two courses of the electrical building trades program. This course covers wiring methods mainly used in commercial construction. Topics covered to include: conduit (bending, installation), commercial lighting (fluorescent, HID), and transformers. Students will also have an overview of the applicable sections of the National Electrical Code (NEC), including box/conduit fill, and load calculations.

ELC 181 - Fundamentals of Structural Wiring

Covers basic principles and fundamentals of electricity and electrical work. Course will include components of schematics and blueprints, importance and role of the National Electrical Code, and safety. Students will receive hands-on experience with tools of the trade, wiring, and installing components of accessory terminations.

ELC 182 - Residential Electric

This course will advance student knowledge in the National Electric Code (NEC) and its application. Topics covered will include NEC calculations; as well as print reading, circuitry, schematics, materials, and circuit testing. Hands-on applications will be conducted in a lab setting.

ELC 183 - Specialized Systems

Covers topics in the electrical field such as CAT5, CAT6, CATV, fiber optics, fire alarms, photovoltaic, and electric controls. Students will receive hands on experience working with materials and components in a lab setting. Students will also be introduced to the National Electrical Code (NEC) codes governing these various sub-fields of the electrical industry.

HVAC Technology (HVC)

HVC 121 - Fundamentals of HVACR

This course will cover the fundamentals of heating, cooling, ventilation, humidity control and basic refrigeration. Course includes EPA CFC certification. Students will receive hands on experience in a lab setting. First in a four course series. Upon successful completion of all four courses students will receive a Continuing Education Certification of Completion.

HVC 126 - Controls for HVACR

Covers the topics of controls in HVACR with respect to thermostats; pressure, safety and temperature devices; and valves. In a lab environment students will be able to identify and apply usage of these components.

HVC 127 - Fossil Fuels & Hydronic Heating

Covers fossil fuel heating devices, hydronic and forced air equipment. Students will apply troubleshooting, installation, service, and preventative maintenance techniques on these systems in a lab setting.

HVC 128 - HVAC Installation & Troubleshooting

Teaches students basics of troubleshooting, installation, service and preventative maintenance techniques HVAC equipment. Course includes EPA CFC certification. Hands-on experience will be conducted in a lab setting where students will demonstrate and apply these techniques.

HVC 130 - Fundamentals of HVACR

Covers fundamentals of heating, cooling, ventilation, humidity control and basic refrigeration. Students will receive hands on experience in a lab setting.

HVC 131 - Controls for HVACR

Covers the topics of controls in HVACR with respect to thermostats; pressure, safety and temperature devices; and valves. In a lab environment students will be able to identify and apply usage of these components.

HVC 132 - Fossil Fuels & Hydronic Heating

Covers fossil fuel heating devices, hydronic and forced air equipment. Students will apply troubleshooting, installation, service, and preventative maintenance techniques on these systems in a lab setting.

HVC 133 - HVAC Installation and Troubleshooting

Teaches students basics of troubleshooting, installation, service and preventative maintenance techniques HVAC equipment. Course includes EPA CFC certification. Hands-on experience will be conducted in a lab setting where students will demonstrate and apply these techniques.

Online Courses (ONL)

ONL 526 - Human Anatomy and Physiology

This course is designed to provide an overview of basic anatomy and physiology to students preparing for the medical coding AAPC certification class. The course begins with an explanation of the nature of matter and principles of chemistry, cell anatomy and physiology and principles of genetics. The anatomy and physiology of the 11 organ systems and their structure and functions are introduced. Lessons include information about specific disorders and conditions and recent advances in medicine.

Professional Education (CPD)

CPD 323 - Home Inspection Pre-Licensure

This course meets the requirements for home inspection pre-licensure for the State of Maryland as a provision of law under the Business Occupational and Professions Article, Annotated Code of Maryland, § 16-3A-03(1). The home inspection profession has grown rapidly over the last several years. More and more homebuyers use home inspectors to evaluate the condition of their prospective purchases. This course covers the basics of home inspection as required to be a licensed home inspector in the State of Maryland. The topics include the following systems: structural, exterior, interior, roofing, plumbing, electrical, air conditioning, insulation and ventilation, fireplace and solid burning, and heating.

Real Estate (REA)

REA 203 - Principles and Practices of Real Estate In Maryland

This course prepares students to take the Maryland Real Estate Licensing Examination. Students that attend all of the classes and receive a 70% or better on the final examination will receive a certificate that enables them take the state examination.

REA 278 - Maryland Real Estate Licensing Preparation

This course is designed to prepare individuals to take the Maryland Real Estate Salesperson Licensing Exam. Students will gain practical skills in preparing real estate documents, applying knowledge of real estate finance and calculations, navigating agency relationships, advising clients on market conditions and pricing, adhering to legal and ethical standards, conducting effective property marketing and showings, and negotiating and closing transactions. Topics covered include Maryland real estate law, contracts, agency relationships, property ownership and transfer, financing, valuation, and ethics.

Veterinary Assistant (VET)

VET 130 - Veterinary Assistant 1

In part 1 of the veterinary assistant course series students will be introduced to veterinary office and hospital administrative procedures, communication and client relations. Students also learn Veterinary Pharmacy and Pharmacology, including filling medications, inventory control and vaccinations and Examination room procedures including small animal restraint, and basic clinical procedures to include, medical history documentation, vital signs recording, exam room grooming, dog and cat breed and gender recognition, basic nutritional requirements and topical medication application.

VET 131 - Veterinary Assistant 2

In part 2 of the veterinary assistant course series students will be introduced to small animal nursing safety and care procedures, surgical preparation and assisting, veterinary laboratory procedures and radiology and ultrasound imaging processes. Students learn about quality nursing techniques and practices, the surgical process, from instrument identification and preparation, anesthesia, pre/post op care, and emergency and critical care. Students are introduced to Laboratory procedures include blood, urine and fecal sample collection and testing procedures and technique. Students review the vet assistant's role in imaging procedures, imaging safety, quality control, and equipment and image care and maintenance.

Welding Technology (WLD)

WLD 160 - Introduction to Welding

Introduces the students to the basic processes in the welding field. Emphasizes welding safety. Introduces the various types of welding equipment, identification and selection of electrodes, types of welds, and the different welding positions. Explores basic metallurgy (weldability), and welding defects and problems.

WLD 172 - Welding Symbols and Blueprint Reading

Introduces students to interpret various types of prints used in the welding industry. Topics include: print reading, measurements, metallurgy, types of welds and joints, and welding symbols.

WLD 173 - Advanced Welding: GTAW

Introduces Gas Tungsten Arc Welding (GTAW) on carbon steel, stainless steel, and aluminum. Topics include welding safety, basic machine maintenance, and welding techniques.

WLD 174 - Advanced Welding: GMAW

Focuses on Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and oxyfuel cutting on carbon steel. Students will develop skills to weld groove welds in multiple positions. Students will perform GMAW and FCAW welder performance qualification tests on limited thickness test plates on carbon steel in accordance with American Welding Society D1.1 structural Welding Code.

WLD 175 - Advanced Welding: SMAW

This course introduces more advanced welding topics and projects in Oxy-Acetylene cutting, cutting, and Shielded Metal Arc Welding, SMAW. Students will develop skills to weld v-groove, butt joints in the horizontal and vertical positions, and perform root and face U-bend tests on the welds. Students will prepare for and test in the SMAW Qualification and Certification Hobart #37, American Welding Society D1.1 test, and Structural Steel 2-G and 3-G tests.

ACADEMIC REGULATIONS

Check the college website, [frederick.edu \(https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx\)](https://www.frederick.edu/current-students/required-communications/student-policies-procedures.aspx), for the most up-to-date student policies and procedures.

For a list of course related terminology and definitions to supplement this policy, please visit [frederick.edu \(https://www.frederick.edu/student-resources/course-related-definitions.aspx\)](https://www.frederick.edu/student-resources/course-related-definitions.aspx).

Academic Standards Policy

Responsible Official: Provost and Vice President of Teaching, Learning, and Student Success

Purpose

Frederick Community College ("FCC" or the "College") is committed to academic excellence. This policy identifies the standards by which academic excellence is measured and the personnel responsible for setting and maintaining those standards.

Scope

This policy applies to all FCC current and prospective students, as well as FCC faculty, staff, and administrators.

Definitions

See the Policy Glossary for definitions of hyperlinked terms in this policy.

Policy

The Provost and Vice President of Teaching, Learning, and Student Success (Chief Academic Officer) leads the College community in implementing the educational goals of the institution and developing and upholding the academic standards and procedures of the institution to ensure excellence in instruction.

The College establishes academic standards in accordance with, but not limited to, the Code of Maryland Regulations (COMAR), the Maryland Higher Education Commission (MHEC), the Middle States Commission on Higher Education (MSCHE), and other state and federal statutes or regulations.

To uphold academic excellence and ensure consistency in the application of the College and regulatory requirements, FCC establishes the following as academic standards, which are further delineated in the Academic Standards Procedures.

1. Awarding of Credit and Definition of Credit Hour

FCC awards academic credit in accordance with State, federal, and accreditation standards. The College recognizes that students acquire college-level learning through multiple pathways and may award credit for coursework completed at accredited institutions, as well as for demonstrated mastery gained through other means.

FCC defines the credit hour in alignment with the U.S. Department of Education and COMAR standards.

B. Registration and Change of Schedule

FCC maintains consistent registration practices with clearly established timelines that allow students with opportunities to register and adjust

their academic schedules. The College publishes registration periods and related academic deadlines to support access and transparency.

C. Classification of Full-time Student Status

FCC establishes full-time enrollment status in alignment with state, federal, and accreditation expectations. This designation supports consistent application of financial aid regulations, academic standing guidelines, and reporting requirements.

D. Attendance Reporting

FCC maintains attendance reporting practices that comply with federal financial aid requirements and ensure the accuracy of student enrollment records. Faculty must verify student academic attendance within established timelines.

E. Grading

FCC maintains grading practices that reflect student achievement of course learning outcomes and uphold the academic standards of the College.

F. Academic Progress

The College reviews the academic progress of students at the end of each semester to identify their appropriate academic standing.

G. Change in Major

FCC supports students in selecting academic pathways that align with their goals. Students may request a change of major in accordance with published College standards and timelines.

H. Course Repetition

FCC permits students to repeat courses in accordance with established criteria.

I. Graduation Requirements

FCC awards associate degrees, certificates, and letters of recognition to students who complete the prescribed curriculum and meet the College's academic standards in accordance relevant regulations governing program length, general education, and credit hour standards.

FCC maintains standards for awarding subsequent degrees to ensure completion of additional, distinct academic requirements beyond those applied to a previously earned degree.

Requirements for workforce training certificates, digital badges, and other short-term credentials are established in alignment with workforce needs and in compliance with state regulations.

Program development, modification, and discontinuance are carried out in accordance with regulations and academic governance processes to ensure that credentials remain current, coherent, and aligned with student and community needs.

The College recognizes outstanding academic achievement through established honors designations.

J. Course Substitutions

FCC may approve limited course substitutions within degree and certificate programs to support timely completion while upholding academic integrity and complying with degree requirements.

K. **Academic Clemency**

FCC offers Academic Clemency to eligible returning students as a one-time opportunity to exclude a limited number of previously earned “D” or failing grades from GPA calculations.

Academic Standards Procedure

Related Policy: Academic Placement, Admissions, Satisfactory Academic Progress, Student Withdrawal

Responsible Official: Provost and Vice President of Teaching, Learning, and Student Success

I. Definitions for the Purpose of this Procedure

- A. **“Academic Catalog”** refers to an annual publication that serves as the official record of the requirements for admissions, registration, policies/procedures, and program content.
- B. **“Academic credit”** refers to the certification of a student’s successful completion of a unit of a course of study. Academic credit does not include credit associated with developmental education.
- C. **“Add/Drop period”** refers to the period of time in which a student can add or drop a class from their schedule as published in the schedule of classes.
- D. **“Audit”** refers to an enrollment option chosen by the student in which they may attend the class and participation must align with the course syllabus. No college credit is earned.
- E. **“Academic Clemency”** refers to the ability of returning students to expunge prior unsatisfactory academic performance (D-F grades only) from their transcript. Academic Clemency may only be approved one (1) time per student.
- F. **“Advanced Placement (AP)”** refers to a program created by College Board, which offers college-level curricula and examinations to high school students in the United States and Canada. Frederick Community College (FCC) grants college credit to students who obtain high scores on selected AP examinations. Accepted AP exams and required scores are listed in the Academic Catalog.
- G. **“Articulation Agreement”** refers to officially approved agreements that allow students to apply credits they have earned in specific programs toward advanced standing, entry, or transfer into a specific program at another institution. These agreements outline the specific courses that count for transfer credit at the other institution, as well as the grades a student must earn in order to receive these credits. Students may also earn credit for prior learning and experience to be used toward degree completion at FCC.
- H. **“Associate of Applied Science (A.A.S.)”** refers to programs designed for immediate employment and career advancement within a particular area of study. An A.A.S. does not preclude the student from transferring to a relevant bachelor’s degree program.
- I. **“Associate of Arts (A.A.)”** refers to a program of study with a concentration in arts, humanities, social sciences, and other disciplines not represented in the A.S., A.A.S., or A.A.T degree which parallels the first two (2) years of study toward a bachelor’s degree and is designed to transfer to four-year colleges and universities or may be used as a stand-alone degree for employment.
- J. **“Associate of Arts in Teaching (A.A.T.)”** refers to a program of study that provides the first two (2) years of courses and related qualifications needed to meet the entrance requirements to colleges of education in the state of Maryland.
- K. **“Associate of Science (A.S.)”** refers to a program of study with a concentration in science, technology, engineering, or math which parallels the first two (2) years of study toward a bachelor’s degree and is designed to transfer to four-year colleges and universities or may be used as a stand-alone degree for employment.
- L. **“Catalog Year”** begins with the summer term and continues through the spring semester. Student program requirements are based on the catalog year in effect at the time they are admitted to FCC, readmitted to FCC, or at the term for which a change of major request becomes effective.
- M. **“Census date”** refers to the officially designated calendar date on which an institution records and certifies final student enrollment for a given academic term. Enrollment status as of the census date is used as the authoritative basis for institutional reporting, funding calculations, academic records, and compliance with internal and external requirements.
- N. **“Certificate”** refers to an undergraduate program of study requiring a minimum of twelve (12) credits in a prescribed curriculum approved by the College. Courses required in certificate programs may be applied to the degree program in that area of study.
- O. **“Certification”** refers to a credential granted by an external entity confirming that an individual has specific skills in a certain area. FCC offers programs and/or courses that prepare students for certifications, but FCC does not directly grant these certifications.
- P. **“Class”** refers to a specific section of a course in which a student may enroll that has a beginning and ending date, a syllabus, and participation expectations.
- Q. **“College Level Examination Program (CLEP)”** refers to a group of standardized tests offered by the College Board which assesses college-level knowledge in several subjects and offers students the opportunity to receive credit for certain coursework after demonstrating their proficiency. A full listing of CLEP exams and the required scores to earn credit at FCC are listed in the Academic Catalog.
- R. **“Commencement”** refers to the ceremony each May which celebrates the conferring of the undergraduate degrees and certificates awarded that academic year.
- S. **“Continuously Enrolled”** refers to the requirement that a student be enrolled continuously with breaks no longer than four (4) consecutive full academic semesters (fall or spring semesters).
- T. **“Course”** refers to a unit of study identified in the College catalog that is defined by a specific title, course number, and description, and for which credit may or may not be awarded.
- U. **“Credit Hour”** refers to a unit of measure applied toward the total number of hours needed for completing the requirements of a degree, certificate, or other formal award, which represents:
 1. A minimum of 37.5 hours of instruction per credit delivered online or by other electronic media. This may include a combination of virtual sessions, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented.
 2. A minimum of 45 hours (50 minutes each) of instructional situations such as practica, internships, and cooperative educational placements;
 3. A minimum of 30 hours (50 minutes each) of supervised laboratory or studio time;

4. A minimum of 15 hours (50 minutes each) of lecture, seminar, or discussion class time;
- V. **“Degree Plan/Degree Audit/Academic Advising Report (AARPT)”** refers to the plan that tracks all courses and requirements needed for a student’s degree/certificate in the Degree Audit System. It lists courses that are completed, in progress and remaining. The AARPT does not include developmental coursework that may be part of the student’s academic pathway. It is recommended that students meet with an academic advisor when making course selections or future planning.
- W. **“DSST Credit-By-Exam Program (Defense Standardized Subject Tests)”** formerly DANTES (Defense Activity for Non-Traditional Education Support) owned and administered by Prometric” refers to a national credit-by examination program providing students the opportunity to receive credit for college-level achievement.
- X. **“Developmental Education”** refers to both developmental courses that prepare a student for credit level courses and developmental supplements that are embedded in a credit course.
- Y. **“Digital Badge”** A digital badge is a visual representation of a skill, learning achievement, competency, or experience. Badges can be relevant to an academic objective, professional goal, area of interest, or national credential. Embedded in each badge is information about when and where the badge was earned, criteria for earning the badge, and verification that the earner met all requirements.
- Z. **“Enrolled”** refers to the process by which students are added to a class roster and are officially taking the class. This is used interchangeably with registered.
- AA. **“General Education CORE Requirements”** refers to general education courses that are required for all students to earn a college degree. Based on program, there are specific general education CORE requirements.
- BB. **“Grade Point Average (GPA)”** refers to a numerical measurement of a student’s overall academic achievement which is calculated by multiplying the number value of the grade (or quality points) by the number of semester hours attempted, and then dividing the number of quality points by the number of credits attempted.
- CC. **“Graduation”** refers to the receiving or conferring of an academic degree or certificate. Degrees and certificates are conferred three (3) times per year.
- DD. **“Graduation Application”** refers to the formal application process for all students planning to receive a certificate or degree. Students must complete and submit a graduation application by the designated deadlines published by the College for a certificate or degree. Letters of Recognition will be conferred automatically.
- EE. **“Institutional Departmental Exam”** refers to a comprehensive departmental examination which allows students to earn credit by examination in subject areas where no CLEP exam is available. Students pay an assessment fee for the exam to be scored prior to taking the exam. Upon successful completion of the departmental exam, credit is awarded.
- FF. **“International Baccalaureate (IB)”** refers to an international educational foundation providing education to primary, middle and high school students. Award of credit by FCC for IB participation is not automatic.
- GG. **“Letter(s) of Recognition”** refers to a program of study available in selected programs and requiring fewer, more specialized courses than a Certificate.
- HH. **“Major”** refers to a student’s chosen field of study, which requires the successful completion of a specified number of credit hours and coursework requirements as defined in the Academic Catalog.
- II. **“Placement tests”** refers to a series of computer-based assessments that measure the reading, writing, and math skills needed for college-level coursework. Placement test scores help to determine what courses are appropriate for students. Placement test scores expire after 2 years.
- JJ. **“Portfolio Assessment”** refers to a process that enables students to effectively document prior learning acquired through employment, training, self-study, volunteer work, civic activities, etc. Students must demonstrate that they have acquired college-level skills directly related to the core learning outcomes of their program of study.
- KK. **“Program”** refers to a structured and coherent course of study with clearly defined objectives and intended student learning outcomes, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to the award of a certificate or degree. All programs must be approved by MHEC.
- LL. **“Quality Points”** refers to the numerical designation assigned to each grade. Quality points are used to generate a grade point average (GPA).
- MM. **“Registered”** refers to the process by which students are added to a class roster and are officially taking the class. This is used interchangeably with enrolled.
- NN. **“Reverse Transfer”** refers to when students who attended FCC and transferred to another institution prior to earning a credential may transfer courses earned back to FCC in order to complete that credential.
- OO. **“Satisfactory Academic Progress”** refers to the Federal Student Aid Requirement that students are making progress in their academic pursuit. Progress is measured by GPA and rate of completion of courses. FCC measures and tracks academic progress, as well as Satisfactory Academic Progress for students receiving Federal Student Aid.
- PP. **“Student”** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees.
- QQ. **“Transcript”** refers to a student’s academic record.
- RR. **“Transfer Credit”** refers to coursework completed at another college or university, provided that the other institution is accredited or recognized by the U.S. Department of Education, for which FCC awards credit. Transfer credit is also awarded through other FCC approved non-college programs, education, and training.
- SS. **“Withdrawal Period”** refers to the period of time in which students can withdraw from a course, which occurs after the Add/Drop period and concludes on a specific date as published in the schedule of classes.
- TT. **“Workforce Training Certificate”** refers to a non-credit course or series of courses that qualifies individuals for identifiable occupations, or that provides a comprehensive body of knowledge leading to career advancement. These specialized courses may not be substituted.

II. Procedure

A. Awarding of Credit

1. Institutional Credit

Institutional credit refers to academic credit earned through successful enrollment and completion of courses offered by FCC. Credit hours are recorded on the official transcript and may be

applied toward degree, certificate, and residency requirements in accordance with policy.

2. Transfer Credit

- a. For an associate degree or certificate, no more than 75% of the total credits needed may be applied in transfer. For example, for a 60-credit associate degree, up to forty-five (45) transfer credits may be applied. If the previous institution was under the quarter system, credits must be converted to semester hours; quarter hours are multiplied by two-thirds (2/3) to equal semester hour credits. If the previous institution operated in clock hours, FCC divides the total number of clock hours by 37.5 (37.5 clock hours is equal to 1 semester hour credit).
- b. Students who have earned an associate degree or higher from an accredited and U.S. Department of Education approved college or university may be deemed to have met the general education core in their new program of study. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites.
- c. Courses and credits are transferred into the College but corresponding grades are not calculated into the GPA. Students submitting a grade of Pass from another institution must show that the equivalent of a grade of "C" or better was attained to have transfer credit awarded. Spring 2020 is an exception due to global pandemic, grades of P (Pass) equivalent to a D or higher accepted.
- d. Program requirements satisfied by either transfer or institutional credit may not be removed within the degree audit.
- e. Transfer evaluations will only be conducted for current credit students.
- f. All transfer documents, including official transcripts, should be sent to Registration and Records for evaluation.

3. College and University Transfer Credit

- a. Credits may be granted for coursework completed at accredited colleges and universities as recognized by the U.S. Department of Education.
- b. The College follows the MHEC General Education and Transfer Policies. In general, courses will be evaluated to determine equivalency to FCC courses. Courses not equivalent to FCC coursework may be transferred as elective credit. If a course has no FCC equivalency but is a General Education course at the sending institution, FCC will honor the General Education status and apply to the major's requirements where applicable. Credits will be awarded based on the following standards:
 - i. For students transferring from any University System of Maryland (USM) college, all transferable coursework with a grade of "D" or above will be accepted in transfer. Grades of "D," however, will not be accepted for any course within a program of study that requires a grade of "C" or higher. A grade of "D" can be used to fulfill a prerequisite unless the prerequisite requires a grade of "C" or higher. Transfers from private Maryland and out-of-state institutions will be handled in the same manner.
 - ii. Credit may be granted for coursework completed at foreign colleges and universities based upon evaluation by credentialing services. The College accepts evaluations from the National Association of

Credential Evaluation Services (NACES), the American Association of Collegiate Registrars and Admissions Officer's (AACRAO), and the Association of International Credential Evaluators, Inc (AICE). The only exception to this is for students earning the CPA Exam Qualification Certificate. For this program, the College will only accept transcript evaluations from the National Association of State Boards of Accountancy (NASBA), as the CPA exam requires applicants to provide evaluations done by NASBA only.

4. Non-Collegiate Course Offerings

Credit may be granted for educational programs, which apply to students' FCC program of study, that were successfully completed at non-collegiate organizations. The College uses *A Guide to Education Programs in Non-Collegiate Organizations*, compiled by the Commission of Education Credit of the American Council on Education (ACE) as guidelines in awarding such credits. FCC may accept credit recommendations made by ACE or the National College Credit Recommendation Service (NCCRS).

5. Military Education and Training

Credits may be granted for a variety of formal military and educational programs. Training reflected on a Joint Services Transcript (JST) must be described with credit recommendations in the ACE Guide to the Evaluation of Educational Experience in the Armed Services. Members of the Air Force must send their official Community College of the Air Force and/or Air University transcripts.

6. National Examinations

- a. The standards for awarding credit by examination are reviewed annually by the College to determine equivalencies.
- b. FCC complies with House Bill (HB) 966, Academic Credit for Prior Learning Examinations. Lists of approved exams, scores required, and FCC course equivalencies are listed in the Academic Catalog. Those planning to transfer need to consult with potential transfer institutions regarding each institution's policy on required scores and credits awarded. The national examination programs for which the College awards credit are:
 - i. AP exams are subject matter examinations sponsored by the College Board and Educational Testing Services (ETS) and generally administered through high schools at the culmination of AP course offerings. The program provides an opportunity for high school students to receive advanced standing credit in college for college-level courses completed in high schools.
 - ii. IB exams are subject-matter examinations administered in high school international baccalaureate programs.
 - iii. The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study.
 - iv. College-Level Examination Program (CLEP) are national credit-by-examination programs providing individuals the opportunity to earn credit for college-level achievement acquired in a wide variety of ways. Examinations are available in many different disciplines. FCC also administers CLEP examinations to current

and prospective students by appointment in the FCC Testing Center. Additional information can be obtained by contacting the FCC Testing Center.

- v. DSST formerly DANES Subject Standardized Tests are national credit-by-examination programs providing individuals with the opportunity to earn credit for college-level achievement acquired in a wide variety of ways. Examinations are available in many different disciplines. FCC also administers DSST examinations to current and prospective students by appointment in the FCC Testing Center. Additional information can be obtained by contacting the FCC Testing Center.

7. Institutional Departmental Examination

- a. If a CLEP or DSST exam is not available for a subject in which a student is knowledgeable or skilled, the student may be eligible in some cases to receive credit for the equivalent course by examination. Courses for which an examination is not appropriate (laboratory, experiential, or interactive courses) are excluded.
- b. A departmental examination may be taken only once. Students pay an assessment fee before taking the exam. Students who pass a departmental examination with a grade of "C" or better, will earn the stipulated number of credits for the course. A transcript will show credit for the specific courses that were taken on a credit-by-examination basis; however, no grade will be recorded.
- c. No more than fifteen (15) credits total may be earned through departmental examinations. Refer to the Prior Learning Assessment - Frederick Community College (<https://www.frederick.edu/admissions/prior-learning-assessment.aspx>) page for more information.

8. Credit through Credential Assessment

Credits through credential assessment may be awarded for national and/or state certification or licensure. To earn credit through this option, the student must contact the appropriate administrator for that area. Credentials must be current and demonstrate that the student is in good standing with the certification and/or licensing agency.

9. High School Articulation Credit

- a. FCC may develop articulation agreements with secondary school systems to award college credit for selected secondary coursework. To receive credit for these courses, students may be required to earn a specific grade and/or provide evidence of other supporting materials as stipulated in the agreement. Articulation agreements are reviewed and updated annually by the Articulation and Transfer Success (ATS) Coordinator and authorized by the Provost and Vice President for Teaching, Learning, and Student Success.
- b. To request articulated high school credit, students must initiate the request for credit within two (2) years of their graduation from high school. Students must be degree or certificate seeking at FCC, enrolled in an academic FCC class, and submit an official high school transcript documenting the date of high school graduation and the stipulated grade in the articulated course and any other required supporting materials to Registration and Records.

10. Portfolio Assessment

- a. The portfolio development process provides students an opportunity to document college-level knowledge

acquired from work, independent reading, training programs, volunteer activities, and other life experiences.

- b. The portfolio documents student-generated evidence of learning that satisfies an FCC degree requirement. Students pay an assessment fee for the portfolio to be reviewed by faculty or staff trained in prior learning assessment.
- c. No more than fifteen (15) credits total may be earned through portfolio assessment. Students must enroll in Prior Learning Assessment Course (PLAC 101) and pay an assessment fee for the portfolio to be reviewed. Upon successful completion of the portfolio review, credit may be awarded.

11. Reverse Transfer

- a. Through reverse transfer, students who attended FCC and transferred to another public 4-year institution prior to completing a credential may transfer courses/credits earned back to FCC in order to complete that credential. Students applying for reverse transfer within two years of their last semester of attendance may stay under their original catalog year. Students applying for reverse transfer after two years since their last semester at FCC will need to reapply to the College and follow the current catalog year requirements.
- b. To be eligible for reverse transfer, students must complete a minimum of fifteen (15) credits at FCC, obtain a cumulative 2.00 GPA, submit an official transcript from the institution attended, and submit an FCC graduation application.

B. Registration and Change of Schedule

1. Credit Registration

- a. Students may add, drop, or withdraw from credit classes by using PeopleSoft Campus Solutions (<https://cs.frederick.edu/psp/csprd/?cmd=logon&languageCd=ENG&>) and following the deadlines published in the Schedule of Classes.
 - i. For a student to be added to a fully enrolled class, the appropriate academic administrator must approve the addition in writing.
 - ii. The drop period ends with the last day for a 100% refund for the session in which the course is scheduled; no grade is recorded on the academic transcript.
 - iii. The withdrawal period begins after the last day for 100% refund for the session in which the course is scheduled up until the deadline as published in the Schedule of Classes. A designation of "W" is recorded on the transcript and no earned credit or quality points are assigned. Students who withdraw or cease attendance in all courses may be subject to a reduction in financial aid awards due to a Return of Title IV calculation. VA Education Beneficiaries who withdraw from a class or classes may incur a debt with the VA, FCC, or both, depending on the benefit. For further details and exceptions, see the Student Absence and Withdrawal Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/student-withdrawal.aspx>).
 - iv. Under extenuating circumstances, students who wish to enroll in a class after the last day to add, or switch sections of the same course within the same session, prior to the Census date may do so by submitting a

request to the Registration and Records office along with permission from the instructor and appropriate academic dean. Courses added after financial aid's lock date may not qualify for Title IV aid. Exceptions after the Census date are only granted by approval of the Provost in consultation with the Registrar.

- v. Students who wish to enroll in a class with a prerequisite and/or corequisite they have not met require the permission of their appropriate academic administrator to enroll. Waiving a prerequisite for a particular course does not mean a requirement has been met.
- b. A student in a co-listed Credit/CEWD class may change from Credit to CEWD or CEWD to Credit during the session's Add/Drop period. Students changing from CEWD to Credit must do so during the session's Add/Drop period and must meet all prerequisites. To complete this process, students can contact registration@frederick.edu.
- c. Priority registration is available for the following:
 - i. Active duty, Reservists, and National Guard members; to participate in priority registration students must provide a copy of their military ID or a copy of their current orders to veterans@frederick.edu or via the Priority Registration for Military and Veteran Students form.
 - ii. Veterans who have received an honorable discharge or a certificate of satisfactory completion of military service (eligibility applies only within 15 years after last active-duty date). In order to participate in priority registration, veterans may provide a copy of their DD214 showing an honorable discharge or a certificate of satisfactory completion to veterans@frederick.edu or via the Priority Registration for Military and Veteran Students form.
 - iii. Parenting students; to participate student parents must be verified by the Student Success Programs department through approved documentation.
- d. For refund information, refer to the Tuition and Fees Policy and Procedure (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduresdocuments/tuition-fees.aspx>).

2. Continuing Education & Workforce Development Registration (non-credit)

- a. Students may register for classes beginning the day registration opens until the Registration Close date indicated on the Continuing Education and Workforce Development registration website located at frederick.edu/QuickEnroll (<https://frederick.augusoft.net/?fuseaction=1010>).
- b. Students wishing to register for fully enrolled classes or classes in which the registration close date has passed should contact appropriate academic administrator or the Continuing Education Registration team to request permission to enroll.
- c. Students who have not met a class prerequisite should discuss options with the CE Registration team. Students who wish to have the prerequisite waived should reach out to the appropriate academic administrator. If a prerequisite or corequisite is waived, it this does not mean that credit will be granted for the waived course.

C. Classification of Full-time Student Status

- 1. Fall Semester:
 - a. A course load of at least twelve (12) credit hours in the fall semester constitutes full-time status at FCC. Students wishing to carry more than eighteen (18) credit hours in the fall must receive approval from an assigned academic advisor within Student Experience.
- 2. Spring Semester:
 - a. A course load of at least twelve (12) credit hours in the spring semester constitutes full-time status at FCC. Students wishing to carry more than eighteen (18) credit hours in the spring must receive approval from an assigned academic advisor within Student Experience.
 - b. Students are limited to 5 credits in the January 3 week session, 6 credits in the January 5 week session, or 8 credits between the two January sessions. Students wishing to exceed the January session credit limits must receive approval from an assigned academic advisor within Student Experience. January session classes count towards the spring full-time status.
- 3. Summer Term:
 - a. A course load of twelve (12) credit hours in the summer term constitutes full-time status at FCC. Students carrying more than twelve (12) credit hours in the summer term are required to obtain approval from an assigned academic advisor within Student Experience.
- 4. Audited Courses: Audited courses do not apply toward enrollment status, prerequisites or corequisites, or to fulfill degree requirements.

D. Attendance Reporting

- 1. Attendance Reporting
 - a. The federal Government mandates that institutions identify students who are receiving financial aid and are not attending class. Students whose attendance is not confirmed are not eligible for Federal Student Aid.
 - b. Faculty members are required to report the student's attendance at the beginning of the session and report no later than the day after the published 100% refund date. This is required for all course formats. FCC does not disburse federal funds to students until attendance is confirmed by the instructor. Faculty who do not report attendance on time, will cause a delay in students receiving their financial aid awards.
 - c. The U.S. Department of Education definition of "Attendance," which should be used for both the initial attendance reporting by faculty and for the "Last Date Attended (LDA)" with unsuccessful grade postings, is as follows:

"Academic Attendance" is determined by a student's "academically-related activity." Academically-related activities include but are not limited to the following:

 - i. attending a class where there is an opportunity for direct interaction between the instructor and students;
 - ii. submitting an academic assignment;
 - iii. taking an exam, an interactive tutorial, or computer-assisted instruction;
 - iv. attending a study group that is assigned by the school;
 - v. participating in an online discussion about academic matters;

- vi. initiating contact with a faculty member to ask a question about the academic subject studied in the course.

NOTE: Logging into an online course and not engaging in academic activity *does not* constitute attendance. If a student has only logged into the online course by the date that attendance is due and not engaged in any course activities, then faculty should report this student as “never attending.”

- d. Faculty must also report the last date of attendance for students assigned “F,” “AU,” and “I” grades. When submitting final grades for a student who has never attended, a student should be given an “F” grade and faculty should indicate the Last Date Attended as one day before the start of the course session.

- a. I – A grade of “I” may be issued in the case of extenuating circumstances at the discretion of the instructor. This grade is issued only to the student whose work has been satisfactory but because of circumstances beyond the student’s control, full requirements of the course remain unfulfilled at the time of grading.
 - i. Student should complete course requirements within the period of time prescribed by the instructor but no later than
 - a. Eight (8) weeks following the fall or spring semesters
 - b. Four (4) weeks following the summer term
 - ii. Faculty must submit a Grade Change form by the grade lapse deadline as published in the schedule of classes to Registration and Records to update a student’s Incomplete grade to a letter grade.
 - iii. In the event that the incomplete grade has not been changed by the instructor in the allotted time frame in section i. above, the Incomplete will automatically convert to an “F.” An “F” may be changed to a grade by the faculty, even after the deadline has passed with the approval of the appropriate Associate Vice President/Dean.
 - iv. In case of extenuating circumstances preventing a student from completing the course requirements within a prescribed period, the student and/or faculty member may make a request to their appropriate Associate Vice President/Dean for additional time to complete their coursework.

E. Grading

1. Assignment of Grades

Assessment methods resulting in the assignment of a grade are determined by the Core Learning Outcomes of the course, learner characteristics, and setting. The number and types of assessments and the value assigned to each and grading scale must be included on the course syllabus. Faculty members are required to assign a letter grade to each student according to the following table and adhere to the final grade submission deadline for each session as published in the schedule of classes.

The following table includes all grades that may be found on a student record:

| Grade | Evaluation | Quality Points |
|-------|---|----------------|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Average | 2 |
| D | Passing | 1 |
| F | Failing* | 0 |
| I | Incomplete* | 0 |
| W | Withdrawal | 0 |
| AU | Audit* | 0 |
| S | Satisfactory | 0 |
| U | Unsatisfactory | 0 |
| Z | In Progress | 0 |
| P | Pass (Equivalent to a grade of "C" or better) | 0 |
| DX | Clemency/Passing | 0 |
| FX | Clemency/Failing | 0 |
| TA | Transfer equivalent to an A | 0 |
| TB | Transfer equivalent to a B or higher | 0 |
| TC | Transfer equivalent to a C or higher | 0 |
| TR | Transfer equivalent to a D | 0 |

*Faculty are required to provide last date of attendance when assigning these grades.

- b. P – A grade of “P” is equivalent to a grade of “C” or better. A few select courses are offered on a pass basis. Students taking courses on a pass/fail basis are allowed a maximum of nine (9) such credits to be counted toward their degrees. Pass/fail course credits are not computed in the student’s cumulative GPA.
- c. DX – A grade of “DX” is recorded for a student who has been granted academic clemency for a “D” grade. The grade carries no quality points and is not included in the GPA calculation.
- d. FX – A grade of “FX” is recorded for a student who has been granted academic clemency for an “F” grade. The grade carries no quality points and is not included in the GPA calculation.
- e. AU – Courses taken for audit do not satisfy course or program prerequisites or graduation requirements. Regular tuition and fees are charged when auditing a course. A student registering as an audit student must meet all the required prerequisites. Audited courses do not count towards a student’s enrollment status. A student may change from audit to grade basis (credit) through the last day of the Add/Drop period for that session. A change from grade basis (credit) to audit may be made up until the last day to withdraw for each session. Students registered as audit participate in the course; however, are not required to take part in assessments. A final grade designation of “AU” will appear on the student’s academic transcript next to audited courses. AU grades may not be changed to letter grades (A, B, C, D, F, P, S) after an AU grade has been posted. Students can email the Credit

Registration Form to registration@frederick.edu to change their grading status to or from audit.

WD Student withdrawn from class No award given

2. Assigning Final Grades Where Last Date Attended (LDA) is Reported:

- a. The LDA date should be based on the student’s last date of academic activity according to the student’s course records, and cannot be a date during a College break or Holiday, when no courses were in session.
- b. If a student attended through the end of the course, then the LDA should be the last date of the session (as listed in the published course schedule).
- c. If a student has “never attended”/did not perform any academic activity, the LDA should be listed as one day prior to the start of the course session, which will denote “never attended.”
- d. An instructor may request a change of an assigned grade for a student until the last day of the next full semester (fall or spring) by completing the change of grade form. After this time frame, the grade change must be approved by the appropriate Associate Vice President/Dean.

3. Grading in Continuing Education & Workforce Development (CEWD) Courses

- a. CEWD courses apply assessments and grading based on the course type. Assessment methods resulting in the assignment of a CEWD grade are determined by the learning outcomes of the course. The number and types of assessments and the value assigned to each and grading scale must be shared with students via course syllabus or topical outline. CEWD Adjuncts are required to assign a grade to each student, in applicable courses, according to the following table and adhere to the final grade submission deadline for each session. CEWD grades do not carry quality points, and are not factored into a student’s grade point average (GPA).

| Grade Basis | Grade | Criteria | Outcome |
|-------------|-------|---|----------------|
| CEU | CC | Successful completion based upon competency (learning is assessed) and is equivalent to a Satisfactory grade of "S" | CEU awarded |
| CEU | AC | Successful completion based upon attendance (80% minimum attendance) and is equivalent to a Satisfactory grade of "S" | CEU awarded |
| CEGrade | SC | Successful completion based upon competency and is equivalent to a Satisfactory grade of "S" | No CEU awarded |
| CEGrade | SA | Successful completion based upon attendance and is equivalent to a Satisfactory grade of "S" | No CEU awarded |
| | UC | Unsuccessful completion based upon competency | No award given |
| | NA | Unsuccessful completion based upon attendance | No award given |

- b. A grade of WD is recorded for students who withdraw after the census date of a course as approved by the Associate Vice President for Continuing Education & Workforce Development.

4. Computation of Grade Point Averages (GPA)

- a. The semester GPA is determined by multiplying the number of credit hours in each course attempted by the number of points corresponding to the final grade for the course. The total is then divided by the number of credit hours attempted during that semester. The semester GPA is computed only on college-level courses attempted at FCC. The grades of “I,” “AU,” “S,” “U,” “P,” “Z,” “DX,” “FX,” and “W” are not used in calculating the GPA.
- b. In the case of repeated courses, courses with the “RP” designation are excluded from the semester GPA calculation; courses with the “RI” designation are included in the semester GPA calculation.
- c. The Cumulative Grade Point Average (GPA) includes all college-level courses and grades attempted at FCC and is determined in the same manner as the semester GPA.
- d. In the case of repeated courses, courses with the “RP” designation are excluded from the cumulative GPA calculation; courses with the “RI” designation are included in the cumulative GPA calculation. Only the highest grade earned will be used in cumulative GPA calculations. The course included in GPA calculations is indicated on the student’s transcript with the “RI” (Repeat Grade Included) designation. All repeated courses excluded from GPA calculations remain on the transcript indicated as “RP” (Repeat Grade Excluded). If the two (2) grades are the same, the most recent grade will be used in GPA calculations.
- e. A student who successfully repeats a course for which transfer credit has been granted will have the transfer credits removed from the transcript.
- f. Students may receive transfer credits for an FCC equivalent course for which they have received an “F” grade at FCC. The “F” grade will remain on the transcript, but does not factor into the GPA calculation.
- g. Hours attempted are the total number of credit hours in all college-level courses for which a student receives one of the letter grades listed under Grades and Quality Points (<http://www.cecil.edu/Catalog/Pages/Academic-Information-and-Standards.aspx#Quality>).
- h. Hours earned are the total number of credit hours in college-level courses for which a student receives a letter grade of “A,” “B,” “C,” “D,” or “P.”

5. Posting of Grades

Final grades for an academic session are due from the faculty within three (3) business days after the end of the session as is listed in the schedule of classes.

F. Academic Progress

FCC is committed to assisting students in the pursuit of their academic goals. While students at the College are expected to take responsibility for their own progress, the College reviews the

academic progress students are making at the end of each semester and identifies their appropriate academic standing.

1. Academic Standing Review

- Students are expected to maintain minimum standards of academic achievement as indicated by both GPA and percentage of successfully completed credits.
- Academic standing is assessed after the student has attempted a total of six (6) cumulative credits.
- All students enrolled as degree seeking, certificate seeking, and all Dual Enrollment programs are subject to Academic Standing Review. Students who are enrolled under the admission classification of Courses of Interest are not subject to Academic Standing Review.

2. Definitions

- Successfully completed credits – The following grades represent successful completion of credit: "A," "B," "C," "D," "DX," "S," "P." A grade of "D" may or may not fulfill a discipline or course requirement.
- Unsuccessfully completed credits – The following grades represent unsuccessful completion of credit: "W," "F," "FX," "AU," "I," "Z," or "U."
- Credits attempted – Includes all credits attempted (including developmental courses) and courses in which a grade of withdraw, audit, incomplete, or in progress is recorded.

3. FCC Academic Standing Definitions

- Good Standing – Students will be considered to be in good academic standing when their cumulative GPA is 2.000 or higher, and when they have successfully completed at least 50% of their cumulative credits attempted.
- Academic Warning – Students are placed on Academic Warning when their cumulative GPA is less than 2.000, and/or they have not successfully completed at least 50% of their cumulative credits attempted.
 - While on Academic Warning, students will be required to complete the online academic standing module or attend an academic standing workshop prior to registering for courses.
 - Students who demonstrate academic progress while on Academic Warning, as evidenced by achievement of a minimum 2.000 semester GPA, and successful completion of at least 50% of semester credits attempted will be allowed to continue even if their cumulative GPA has not reached the required 2.000 and/or they have not completed 50% of their attempted cumulative credits. Students will be assigned a standing of Academic Warning with Progress.
 - While on Academic Warning, students can register for up to eighteen (18) credits.
- Academic Warning with Progress – Students who demonstrate academic progress while on Academic Warning, as evidenced by achievement of a minimum 2.000 semester GPA, and successful completion of at least 50% of semester credits attempted will be allowed to continue even though their cumulative GPA is less than 2.000, and/or they have successfully completed less than 50% of their cumulative credits attempted.
 - There is no credit restriction while on Academic Warning with Progress.
- Academic Restriction – Students on Academic Warning or Academic Warning with Progress who fail to achieve a 2.000

semester GPA, and/or who fail to successfully complete at least 50% of semester credits attempted are placed on Academic Restriction.

- While on Academic Restriction, students will be required to meet with an assigned academic advisor within Student Experience to develop an Academic Success Plan designed to provide students with academic support to facilitate their success.
 - Students who are on Academic Restriction must have their registration approved by an assigned academic advisor within Student Experience and will be limited to enrollment in seven (7) credits.
 - Students who are on Academic Restriction are required to meet with their assigned academic advisor for approval prior to registration. Once final grades for the current semester are posted, if a student has not been academically successful, they will be administratively dropped from all of their pre-registered classes.
 - Students who demonstrate academic progress while on Academic Restriction, as evidenced by achievement of a minimum 2.000 semester GPA, and successful completion of at least 50% of semester credits attempted will be allowed to continue even if their cumulative GPA has not reached the required 2.000 and/or they have not completed 50% their attempted cumulative credits. These students will be assigned a standing of Academic Warning with Progress.
 - Academic Suspension – Students on Academic Restriction who fail to achieve a 2.000 semester GPA, and/or who fail to successfully complete at least 50% of semester credits attempted will be academically suspended for one fall or spring semester, and any preceding summer term. Students who have compelling circumstances may appeal the enrollment restrictions by contacting the Associate Vice President of Student Financial and Support Services or their designee.
 - Academic Dismissal – Students who are subject to Academic Dismissal will be dismissed for a period of two (2) semesters, and any preceding summer term. Students who have compelling circumstances may appeal the enrollment restrictions by contacting the Associate Vice President of Student Financial and Support Services or their designee. Students are subject to Academic Dismissal when satisfactory progress is not made in the first semester upon their re-enrollment following Academic Suspension.
- ### 4. Re-admission Following Academic Suspension
- Prior to re-enrollment, students who have been academically suspended must meet with their assigned academic advisor within Student Experience to develop an Academic Success Plan. This plan will identify any academic requirements to be met which may include enrollment in developmental courses, appropriate academic support courses, registration options, or use of academic support services.
 - Students who demonstrate academic progress in their first semester upon return from Academic Suspension, as evidenced by achievement of a minimum 2.00 semester GPA, and successful completion of at least 50% of semester credits attempted will be allowed to continue even if their cumulative GPA has not reached the required 2.00 and/or they have not completed 50% of their attempted cumulative

credits. Students will be assigned a standing of Academic Warning with Progress.

- c. If academic progress is not made in the first semester upon their return, the student will be subject to Academic Dismissal.
- d. Students who are subject to suspension can appeal the enrollment restrictions. Appeals must be based on recent and extenuating circumstances that were beyond the control of the student. Appeals must be made in writing by contacting the Associate Vice President of Student Financial and Support Services or their designee. Students will receive notification of this process in their suspension notification.

5. Re-admission Following Academic Dismissal

- a. Prior to re-enrollment, students who have been academically dismissed must develop a plan to remediate their academic deficiencies and meet with the Associate Vice President of Student Financial and Support Services, or their designee. If approved, students meet with an assigned academic advisor within Student Experience to develop an Academic Success Plan and identify any academic conditions of re-enrollment including enrollment in developmental requirements, appropriate academic support courses, or use of academic support services.
- b. Students who demonstrate academic progress in their first semester upon return from Academic Dismissal, as evidenced by achievement of a minimum 2.00 semester GPA, and successful completion of at least 50% of semester credits attempted will be allowed to continue even if their cumulative GPA has not reached the required 2.00 and/or they have not completed 50% of their attempted cumulative credits. Students will be assigned a standing of Academic Warning with Progress.
- c. If academic progress is not made in the first semester upon their return, the student will again be subject to Academic Dismissal.
- d. Students who are subject to Academic Dismissal can appeal the enrollment restrictions. Appeals must be based on recent and extenuating circumstances that were beyond the control of the student. Students will receive notification of this process in their dismissal notification.

6. Satisfactory Academic Progress (SAP) Definitions for Federal Student Aid

FCC adheres to the Title IV Federal Student Aid regulations as defined by the Department of Education.

- a. Appeal refers to a process by which a student who is not meeting SAP standards petitions the FCC Financial Aid Office for reconsideration of eligibility for Federal Student Aid (FSA) funds.
- b. Academic Plan probation refers to a status assigned to a student who is failing to make satisfactory academic progress as defined by federal regulation and who successfully appeals. Eligibility is reviewed after each term while a student is on an academic plan. Maximum timeframe for receiving Federal Student Aid may be no longer than 150% of the published number of degree credits for the declared program; however, an appeal for this timeframe is possible.

7. Request for Withdrawal After the Deadline Due to Extenuating Circumstances

Students with extenuating medical/emergency/military circumstances which prevent them from withdrawing before the

published deadline or that arise after the last day to withdraw and prevent them from being able to successfully complete a class may request a retroactive withdrawal. Students who wish to request a retroactive withdrawal for extenuating circumstances should follow the procedure outlined in the Student Absence and Withdrawal Policy and Procedures (<http://www.frederick.edu/student-withdrawal/>).

G. Change of Major

1. Students declare their major at the time of application and may request to change their major at any time per stipulations referenced below in item 3. Depending on date of the request, the change of major may not take effect until the following semester. Only one major may be declared at a time; however, students may apply to be awarded multiple degrees and certificates using the online Graduation Application Form.
2. Students who wish to change their major must obtain permission from and submit the Change of Major Form (<https://app.perfectforms.com/PresentationServer/App.aspx/Play/C6TmgAUm/?f=C6TmgAUm>) to an assigned academic advisor within Student Experience or Veteran & Military Services Advisor (if applicable) to help clarify their new educational goals. Students will be advised that changing majors could result in completed courses not applying to their new major.
3. In order for a change of major to be effective for a particular term, the change of major request must be submitted by the last day to add for 15-week sessions for fall and spring semesters, and by the last day to add for the 8-week session for summer. Change of major requests submitted after the last day to add will be made effective for the next term.
4. Students changing their major will be assigned to the current catalog year.
 - a. Students requesting an exception to the assignment to the current catalog year need a written recommendation signed by an assigned academic advisor within Student Experience, faculty lead, or appropriate academic administrator with written justification for the request. This request must be submitted to the Registrar, or designee. The Registrar, or designee, will review the request and make a determination based on the continuous enrollment status of the student.
 - b. To ensure compliance with accreditation and licensing requirements, the student's clinical portion of an allied health program will be assigned to the current catalog year.
 - c. Students will not be assigned to a catalog more than five (5) years old.

H. Course Repetition

1. The right to repeat courses in some programs is not automatic. Individual program requirements may limit course repeatability. Students failing to successfully complete a course in some programs may be denied the opportunity to continue in those programs.
2. A student should consult with an assigned academic advisor within Student Experience before attempting the course for the second time. No student may attempt the same course a third time without the approval of the appropriate academic administrator or designee. The fourth and any subsequent attempts of the same course will require the approval of the Provost and Vice President of Teaching, Learning, and Student Success or designee. If it has been identified that a student has enrolled in a course without getting the necessary approval, they

will be required to meet with an assigned academic advisor or may be removed from the course.

3. Course repetition restrictions do not apply to courses which are identified in the FCC Academic Catalog as repeatable for additional credit. These courses may be repeated up to the maximum number specified unless otherwise exempted.
4. When a student repeats a course at FCC, the highest grade and corresponding credits awarded will be used in computing the GPA. If the two grades are the same, the last grade will count. All courses taken become part of the student's academic record and appear on the student's transcript. If a student receives an "F" in a course at FCC, and successfully completes the course at another institution, transfer credit may be awarded; however, the "F" grade received at FCC remains on the transcript but does not factor into the GPA calculation.
5. Students should be aware that Federal Student Aid regulations limit the number of times a student can receive Federal Student Aid for a graded course.

I. Graduation Requirements

1. Awarding of Degrees

- a. FCC awards Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Arts in Teaching (A.A.T.), and Associate of Applied Science (A.A.S.) degrees, certificates, and Letters of Recognition (LORs) to those students who complete a prescribed curriculum and achieve a cumulative 2.00 grade point average or better.
- b. Students enrolled in the Associate of Arts in Teaching (A.A.T.) programs, are required to complete the prescribed curriculum and achieve a cumulative 2.75 grade point average or better. Degrees, certificates, and LORs are awarded or conferred three (3) times a year: August, December, and May.
- c. The standard number of credits for an Associate degree from a public community college is sixty (60) credit hours.
- d. The standard number of credits required for an Associate degree (i.e. 60) does not apply if 1) the degree program is defined as more than a two-year Associate degree; 2) professional accreditation requires a higher number of credit hours or requires coursework that cannot be completed in 60 credits; or 3) certification requirements result in a need for credit hours in excess of 60. MHEC approval is required for exceptions in excess of 60 credits.

2. Associate of Arts Degree (A.A.), Associate of Science Degree (A.S.) and Area of Concentration within the Associate of Arts Degree (A.A.) or the Associate of Science Degree (A.S.)

To be eligible to receive the Associate of Arts degree, Associate of Science degree, or an area of concentration within it, students must:

- a. Successfully complete a prescribed curriculum as approved by the College with at least 60 credits.
- b. Complete a core of at least 31 general education credits that will include the following:
 1. English Composition (ENGL 101 English Composition): 3 credits.
 - Beginning in Summer 2017, students who are degree-seeking and have taken ENGL 101 English Composition must have a C grade or better to receive their degree. Students who are degree-seeking, have been *continuously enrolled*, and have taken ENGL 101 English Composition prior to Summer 2017 will be allowed to graduate with a D in ENGL 101 English

Composition. Although the D grade will enable a student to complete the Associate degree at FCC, it does not guarantee that English composition will transfer to another institution.

2. Arts, Humanities, Communications: 9 credits, three courses, one selected from each area.
 3. Social and Behavioral Science: 6 credits, two courses, selected from different disciplines.
 4. Biological and Physical Science: 7-8 credits, two courses, one must be a lab science.
 5. Mathematics: 3-4 credits, one course.
 6. Interdisciplinary or Emerging Issues is an optional category that can fulfill an open general education elective requirement.
 7. Open General Education Elective: 3 credits selected from any category of General Education courses above.
- c. Complete the Cultural Competence Requirement: At least one course must be designated as meeting the College cultural competence requirement.
- d. Complete the Physical Education, Health, or Nutrition requirement, if required by the program: 1-3 credits.
- e. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a minimum grade in designated courses).
- f. Complete at least 25% of academic degree credits at Frederick Community College.
- g. Complete a graduation application and submit to Registration and Records.
- ### 3. Associate of Applied Science Degree (A.A.S.) and Area of Concentration within the Associate of Applied Science Degree (A.A.S.)
- To be eligible to receive the Associate of Applied Science degree, or an area of concentration within it, students must:
- a. Successfully complete a prescribed curriculum as approved by the College with at least 60 credits.
 - b. Complete a core of at least 20 credit hours of general education courses that will include the following:
 1. English Composition (ENGL 101 English Composition): 3 credits.
 - Beginning in Summer 2017, students who are degree-seeking and have taken ENGL 101 English Composition must have a C grade or better to receive their degree. Students who are degree-seeking, have been continuously enrolled, and have taken ENGL 101 English Composition prior to Summer 2017 will be allowed to graduate with a D in ENGL 101 English Composition. Although the D grade will enable a student to complete the Associate degree at FCC, it does not guarantee that English composition will transfer to another institution.
 2. Arts, Humanities, Communications: 3 credits, one course.
 3. Social and Behavioral Sciences: 3 credits, one course.
 4. Biological and Physical Sciences: 3-4 credits, one course.
 5. Mathematics: 3-4 credits, one course.
 6. Interdisciplinary or Emerging Issues is an optional category that can fulfill an open general education elective requirement.

- 7. Open General Education Elective: remaining credits selected from any category of general education courses above.
- c. Complete the Cultural Competence Requirement: At least one course must be designated as meeting the College cultural competence requirement.
- d. Complete the Physical Education, Health, or Nutrition requirement, if required by the program: 1-3 credits.
- e. Obtain a minimum grade point average of 2.000. (In addition, certain programs of study may require a minimum grade in designated courses.)
- f. Complete at least 25% of academic degree credits at Frederick Community College.
- g. Complete a graduate application and submit to Registration and Records.

4. Associate of Arts in Teaching (A.A.T.)

To be eligible to receive the Associate of Arts in Teaching degree, students must:

- a. Successfully complete a prescribed curriculum as approved by the College.
- b. Complete a core of at least 31 credit hours of general education courses as described in the program of study and meet all state requirements.
 - 1. English Composition (ENGL 101 English Composition): 3 credits.
 - 2. Students who are degree-seeking and have taken ENGL 101 English Composition must have a C grade or better to receive their degree.
 - 3. Arts, Humanities, Communications: 9 credits, three courses, one selected from each area.
 - 4. Social and Behavioral Science: 6 credits, two courses selected from different disciplines.
 - 5. Biological and Physical Science: ELEM/SPED and ECE/SPED, 12 credits of lab science. For all other AATs, 7-8 credits, two courses, one must be a lab science.
 - 6. Mathematics: 3-4 credits, one course.
 - 7. Interdisciplinary or Emerging Issues is an optional category that can fulfill the Open General Education elective requirement.
 - 8. Open General Education Elective: 3 credits selected from any category of General Education courses above.
- c. Complete the Cultural Competence requirement: At least one course must be designated as meeting the College cultural competence requirement.
- d. Complete a Wellness course, if required by the program: 3 credits.
- e. Obtain a minimum cumulative grade point average of 2.750, submit to Registration and Records official qualifying scores on any MSDE approved basic skills test, such as the SAT/ACT/ Praxis Core and earn a "C" or better in all courses used to satisfy the A.A.T. program of study. OR, obtain a minimum grade point average of 3.0 at the time of graduation, and earn a "C" or better in all courses used to satisfy the A.A.T. program of study.
- f. Qualifying scores are established by Maryland State Department of Education for all Maryland institutions of higher education.

- g. Complete at least 25% of academic degree credits at Frederick Community College.

Students are strongly urged to consult with the Education Program Coordinator and/or their assigned academic advisor as early as possible and should be aware that some transfer colleges and universities may require a higher grade point average as a condition of admission than that required to earn the A.A.T. degree.

- h. Complete a graduation application and submit to Registration and Records.

5. Certificate

To be eligible to receive a certificate, students must:

- a. Complete a prescribed curriculum of at least twelve (12) credits as approved by the College.
- b. Obtain a minimum grade point average of 2.000.
- c. Complete at least 25% of the certificate credits at FCC. For the CPA Exam Qualification Certificate, only one (1) course required for the certificate must be taken at FCC.
- d. Complete an application for graduation and submit to Registration and Records.

6. Letter of Recognition

The following are the requirements to be eligible to receive a letter of recognition:

- a. Complete a prescribed curriculum of at least six (6) credits as approved by the College.
- b. Obtain a minimum grade point average of 2.000 in the courses required by the Letter of Recognition.
- c. Complete at least 25% of the LOR credits at FCC.
- d. No course substitutions are allowed.
- e. Students must be currently enrolled and will be reviewed for eligibility under the current Catalog requirements for the LOR.
- f. Students will receive a Digital Badge on completion of approved LORs.

7. Workforce Training Certificate

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

- a. Complete a course or series of courses identified as Workforce Training Certificate, as approved by the College.
- b. Complete all courses on the basis of competency.

Please note:

- No course substitutions are allowed.
- Students can request approval to transfer up to 25% of total Certificate contact hours of prior learning from an accredited institution for some Workforce Training Certificates.
- Workforce Training Certificates are issued each month.

- Workforce Training Certificate recipients do not take part in commencement ceremonies, unless they have also completed a degree or certificate.

8. Digital Badge

To be eligible to receive a Digital Badge, students must:

- Complete a course or series of courses identified as a Digital Badge Course, as approved by the College.
- Successfully complete all required competencies outlined in the course/series of courses.
- Set up a free account in the Credly system.
- Claim the Digital Badge in Credly.

9. Program Discontinuance

Students actively enrolled in a program that is discontinued will be provided with the opportunity to complete their studies through the teach-out plan or equivalent educational alternative appropriate to the degree or certificate.

A teach-out period is determined at the time of program discontinuance and reflects the timeframe in which courses required for the program may still be offered to support degree completion. Teach out periods are determined in consultation with the Registrar or designee, recommendation of the College's Curriculum Committee, and approval by the Provost/Vice President of Teaching, Learning, and Student Success.

Following the discontinuation of a degree or certificate program, application to graduate under that degree or certificate will be honored for four (4) years from the effective date of the program's discontinuance. Students must be continuously enrolled, as defined by the College, while completing the program requirements.

10. Additional Associate Degrees or Certificates

- Students may earn additional associates degrees at the College in accordance with the following requirements for each subsequent degree:
 - Complete all requirements for the degree program of study including any general education requirements.
 - Earn a minimum of 15 credit hours at the College in the degree of study beyond those required for the initial degree. If the new degree does not have enough new credits to meet this requirement, elective courses may be taken to satisfy the 15-credit hour requirement.
 - The A.A. degree program in General Studies is not allowed as a second degree.
 - Declaration of additional areas of concentration under a previously awarded degree does not constitute a second degree.
- Students may earn more than one certificate by fulfilling all program requirements for each certificate in accordance with college requirements.
- At the time of application for graduation, students must declare the catalog year under which they are requesting to be evaluated for degree completion. Students must select a catalog of an academic year during which they were registered and attended classes at the College and have had no break of four full semesters. Students who have not been in attendance in the last four full semesters will be evaluated based on the current catalog year.

11. Dean's List

Students who have earned twelve (12) or more credits at the College are eligible to be considered for the Dean's List. At the end of the fall and spring semesters, the Provost and Vice President for Teaching, Learning, and Student Success will publish a list of those full-time and part-time students who have completed at least six credits during the semester and have earned a semester grade point average of 3.500 or better.

12. Graduate with Honors

Students who have a cumulative grade point average of 3.500-3.7490 are awarded a degree with "Honors." A degree with "High Honors" is awarded to those students who have a cumulative grade point average of 3.750 or better. A Certificate will be awarded with "Distinction" to those students with a cumulative grade point average of 3.750 or higher.

13. Honors College

Students who complete twelve (12) honors credits with an overall cumulative grade point average GPA of 3.250 or higher are eligible to graduate from the Honors College. Graduates receive a notation on their transcripts recognizing this achievement.

14. Commencement

Commencement is conducted each year in the month of May, but credentials are awarded with conferral dates of August, December, and May. Credentials may also be awarded at additional times for special programs at the discretion of the Registrar, or designee. Students completing degree and graduation requirements within the academic calendar year may participate in the Ceremony.

J. Course Substitutions

- Substitutions of course requirements within degree and certificate programs may be considered under special circumstances; however, no substitutions of course requirements within letters of recognition are allowed.
- Examples of circumstances which may warrant a course substitution include those instances when:
 - a required course is no longer offered at the College;
 - a student has taken a course so similar to a required course that completing the required course would be redundant; or
 - a required course has been cancelled or is not scheduled to be offered soon enough so that a student's ability to graduate in a timely manner is compromised.
- A non-general education course may not be approved as a course substitute for a general education requirement. In all cases, students must meet the minimum requirements for graduation as determined by the MHEC and as approved by the College in the catalog year in which the student was assigned their major.
- The number of course substitutions should be limited in order to maintain the academic integrity of the program. In no case may course substitutions constitute more than 33% of the program as this constitutes a substantial change in the curriculum as defined by MHEC.
- The appropriate academic administrator must complete a Course Substitution form identifying the recommended course substitution which is submitted to the Registrar, or designee for review and final approval.

6. Once a course has been used as an approved course substitution, it may not be requested for use for a different requirement. In the event that the recommended substitution does not fall within the course substitution guidelines, the Registrar, or designee, will consult with the appropriate academic administrator.
 7. Students requesting a course substitution based on the presence of a disability must do so through the Disability Access Services office. Information on the course substitution protocol is available from the Disability Access Services office.
 8. Approved course substitutions are stored in students' PeopleSoft records and are reflected in the appropriate curricular requirement in students' degree audits.
 9. Course substitutions should be requested, approved, and recorded prior to the last date to apply for graduation.
- b. An assigned academic advisor within Student Experience will sign the completed Request for Academic Clemency form and forward it to the Registrar for final review and approval.
 - c. All course attempts will remain on the transcript. Courses that have been approved for Academic Clemency will be designated with the grade of "FX" or "DX."

Revisions effective 6/1/2026

The College's official version of the Academic Standards Policy and Procedures is located on frederick.edu (<https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx>) and may be revised annually.

For a list of course related terminology and definitions to supplement this policy, please visit frederick.edu (<https://www.frederick.edu/student-resources/course-related-definitions.aspx>).

Previous versions of this policy are archived on frederick.edu (<https://www.frederick.edu/about-fcc/archived-policies.aspx>).

K. Academic Clemency

1. Academic Clemency provides students returning to the College an opportunity to address prior unsatisfactory academic performance. Academic Clemency expunges a limited number of "D" or "F" grades previously earned at FCC. Students will be made aware of the Academic Clemency procedure through the re-admission letter provided to them upon re-application to the College. Students who wish to apply for Academic Clemency will meet with a member of Career and Academic Planning Services (CAPS) to discuss the procedure. The following are conditions for requesting Academic Clemency:
 - a. An application for Academic Clemency may be granted only once.
 - b. Students who have been awarded a degree are not eligible for Academic Clemency.
 - c. A student must not have attended FCC for at least two (2) years before they are eligible to request Academic Clemency.
 - d. A student must demonstrate that they have the ability to benefit from college. Therefore, upon re-admission to the College, a student must achieve a minimum 2.000 GPA in all courses attempted by the end of the semester in which the student reaches at least twelve (12) attempted credits (6 of which must be general education credits) before being eligible to apply for Academic Clemency. Exceptions to this provision may be granted by the Provost.
 - e. Only courses in which a grade of "D" or "F" has been earned will be considered for Academic Clemency.
 - f. Developmental courses will not be considered for Academic Clemency.
 - g. Courses that are required for the student's major are not eligible for consideration under the Academic Clemency procedure; therefore, students must repeat those courses. In accordance with the College procedure on repeating courses, the higher grade will be used in the calculation of GPA.
2. When student has met the conditions of Academic Clemency, they will meet with an assigned academic advisor within Student Experience to develop an Academic Clemency plan and complete the Request for Academic Clemency form.
 - a. The number of credits that may be considered for Academic Clemency will be determined on a case-by-case basis by an assigned academic advisor within Student Experience working with the student. In no case can the number of credits exceed twenty-four (24).

STUDENT SUPPORT SERVICES

Alumni Services

Alumni services are housed in the Institutional Advancement office. The office maintains a database of active alums. The Alumni Association sponsors events for alumni and friends. For more information, call 301.846.2438.

Athletics

Mission Statement

The Department of Athletics promotes the academic and athletic growth of student athletes by offering opportunities to participate at a competitive level as part of a balanced intercollegiate athletics program. We serve the community by offering camps, clinics, and partnerships with outside groups. The department operates under the highest standards of integrity, equality, and sportsmanship.

Department Overview

Student-athletes may compete in men's and women's soccer, men's and women's lacrosse, women's volleyball and softball, men's and women's basketball, and baseball. Frederick Community College athletic teams compete in two conferences, Maryland Junior College Conference (MD JUCO) and Region XX Conference of the National Junior College Athletic Association (NJCAA). The Maryland JUCO encompasses the seventeen Maryland community colleges, while Region XX of the NJCAA is comprised of Maryland, Western Pennsylvania and eastern West Virginia. Athletes have the opportunity to compete for All-JUCO, All-Region XX and All-American honors. Teams that win the regional tournament may participate in national competition. Information on graduation/transfer rates of student athletes is available online under Student Right to Know (<https://www.frederick.edu/current-students/required-communications/student-right-to-know.aspx>).

Eligibility

Students who are interested in sports should check with the Department of Athletics before completing registration to discuss establishing eligibility. Under NJCAA rules, developmental courses can be used to establish and retain athletic eligibility. All passing grades in developmental courses such as 'S' and 'Z' will be calculated as a 'C' and will carry the number of credits that were paid at registration. A passing letter grade of A, B, C, D in a developmental class will be calculated as the grade earned and will carry the number of credits that were paid for at registration on your athletic transcript for athletic eligibility purposes only. For further information, contact the athletics office at 301.846.2500.

Wellness

FCC promotes wellness in both its students and staff through on-going programming and access to healthy exercise programs. The weight room is open day and evening hours for all registered students, faculty and staff. Assistance in developing programs to help with cardiovascular and muscular functions is also available. FCC offers courses in yoga, aerobics, weight training, tennis, golf, volleyball, and fencing, along with fitness for living and health education theory courses.

Center for Teaching & Learning

The Center for Teaching and Learning (CTL) supports and enhances high-quality instruction and responds to the individual learning, teaching, and support needs of students, faculty, and staff. CTL encourages exploration and innovation in a variety of learning environments by

sharing knowledge and providing tools and resources. The following programs and departments are coordinated within CTL: Faculty Professional Development, Gladhill Learning Commons, Library Services, Tutoring and Writing Center, STEM Learning Center, Testing Center, and Online Learning and Instructional Innovation.

Faculty Professional Development

Frederick Community College provides adjunct and full-time faculty a responsive, innovative system of professional development of teaching and learning reflecting the characteristics and needs of the FCC student and faculty.

For more information, contact 301.846.2521 or visit the FCC Faculty and Staff web page.

Bess & Frank Gladhill Learning Commons

The Bess & Frank Gladhill Learning Commons, the main campus hub for student academic support services, centralizes tutoring, academic support, and library services in one location, while also providing online access to tutoring and research resources to support student learning. In this welcoming learning environment, students and faculty will find Library Services, the Tutoring and Writing Center, computers, study spaces, learning technologies, and academic success workshops. The Gladhill Learning Commons has been recognized for its innovation, and campus leaders have presented at conferences, conducted tours, and shared information with national and international higher education administrators, faculty, and political leaders. For more information, visit the college website.

Library

Located in the Gladhill Learning Commons, Library Services supports the research and information literacy needs of the College by partnering with departments to offer collections, instruction, and services for students, faculty, and staff. The print and digital collection supports the curriculum, and provides a variety of resources in various formats to meet teaching and learning needs. Research help is available in-person, by live chat, and through a series of online resource guides and FAQs. Information literacy instruction, available in-person and online, fosters critical thinking and develops research skills.

For more information on hours, collections, and services, call 301.846.2444 or visit the Library website.

Tutoring and Writing Center

The Tutoring & Writing Center (TWC) is a dynamic study space within the Gladhill Learning Commons (L-226) staffed by trained learning assistants and faculty who support current students in developing foundational skills and knowledge to successfully achieve their academic goals. Services include face-to-face and online tutoring, online paper review, academic coaching and study skills advice, success workshops, and technology access and assistance. Students taking introductory courses in English, ESOL, communications, social sciences, education, business, arts, Spanish, and American Sign Language can drop-in and work with a learning assistant individually or in small groups, or for certain courses, connect online. For more information, visit [frederick.edu/tutoring](https://www.frederick.edu/tutoring) (<https://www.frederick.edu/tutoring/>).

Science, Technology, Engineering, and Math (STEM) Learning Center

The STEM Learning Center (SLC) is a dynamic study space in Braddock Hall (B-212) staffed by trained learning assistants and faculty who support current students in developing foundational skills and knowledge

to successfully achieve their academic goals. Services include face-to-face and online tutoring, academic coaching and study skills advice, success workshops, and technology access and assistance. Students taking introductory courses in science, engineering, computer science, and mathematics can drop-in and work with a learning assistant individually or in small groups, or for certain courses, connect online. For more information, visit [frederick.edu/tutoring](https://www.frederick.edu/tutoring/) (<https://www.frederick.edu/tutoring/>).

Testing Center

The FCC Testing Center, in the Langanore Hall (L-204), is the central hub for campus-wide testing needs. Appointments for On Campus Tests are available via self-service registration at www.frederick.edu/testing (<http://www.frederick.edu/testing/>). For more information, email testingcenter@frederick.edu or call 301.846.2522. Testing Center services include:

Placement Testing—All students, new or returning, who have not taken college-level English or math courses take placement tests in the Testing Center, unless exempted. See the list of exemptions or download a Study Plan from <https://guides.frederick.edu/testing> (<https://guides.frederick.edu/testing/>).

ESL Placement Testing—All students whose native (first) language is not English and have not completed a college-level English course in the United States take the ESL placement tests. Practice tests are available at <https://guides.frederick.edu/testing/esl> (<https://guides.frederick.edu/testing/esl/>).

Departmental Make-up Exams—In the event of a missed test, the Testing Center provides proctoring for departmental make-up exams by arrangement with the instructor.

Online Learning Exams—Some Online Learning course modes require proctored, ID-verified exams to be administered at the Testing Center. This requirement varies by instructor but will be communicated in the course's syllabus and arranged with the Testing Center.

Accommodated Testing—The Testing Center has provisions for ADA accommodations. Students seeking placement testing accommodations should coordinate with Disability Access Services (DAS) at 301.846.2408 or disabilityservices@frederick.edu before testing. Students registered at DAS with testing accommodations outlined in their Student Success Plan may make an appointment for testing services using the self-serve registration link found at www.frederick.edu/testing (<https://www.frederick.edu/testing/>).

CLEP and DSST—Credit-by-Examination services are available to FCC students and external members of the community. CLEP tickets must be purchased in advance. Make an appointment using self-registration online at www.frederick.edu/testing (<https://www.frederick.edu/testing/>) under "On Campus Tests." In addition to assessment fees, administration fees apply and will be collected prior to administration.

Community Proctoring Services—Non-FCC students from the community enrolled in external distance learning programs and local employees seeking critical employment certifications may contact the Testing Center to arrange for professional proctoring services. This is a fee-based service and requires advanced arrangements. Please email testingcenter@frederick.edu for more information.

Online Learning and Instructional Innovation

Online and Hybrid Courses provide distance learning options for students. All course sections, including face to face courses, require access to the Learning Management System, Blackboard. Students are expected to be able to access Blackboard both on and off campus.

Career and Academic Planning Services

Mission Statement

Career and Academic Planning Services strives to empower all students to achieve their personal, academic, and career goals by providing tools and resources to encourage self-directed learning. The office offers innovative, student-centered programs and services to meet the diverse and ever-changing needs of the community.

Department Overview

The Career and Academic Planning Services Office has a wide range of services and resources to assist students with their career, academic, and transfer planning to 4-year colleges and universities. Advisors help students identify and explore major and career options, assist with reviewing academic requirements and degree plans, plan strategies for transfer to a four-year college, and provide guidance for the preparation and implementation of action plans. For more information, call 301.846.2471 or visit the website at frederick.edu/caps (<https://www.frederick.edu/student-resources/career-academic-planning-services.aspx>).

Career Planning Services

The College offers various types of career planning assistance to help students with exploration of options and decision-making. Students who are not sure where to begin their career and college major exploration are encouraged to make an individual appointment with an advisor in Career Services, located in Jefferson Hall. This personal approach to career and major exploration is recommended to begin in the student's first semester at the college. To make an appointment with an advisor, call 301.846.2471 or schedule an appointment online through Navigate (<https://frederick.navigate.eab.com/app/#/authentication/remote/>). Prior to the career advising appointment, students may want to take the online career assessment, Focus2 (<https://www.frederick.edu/student-resources/career-academic-planning-services-resources/transfer-resources/focus2.aspx>), that can be found on the Career Services website under Explore Skills, Majors, and Careers.

Students may also be interested in a structured approach to career planning through the classroom and enroll in courses such as ACCE 130 Career Assessment and Planning or ACCE 107 Choosing a Major or Career. A planned approach to career development is facilitated by the instructor and students have the opportunity to reflect on their experiences with other students who are going through the same process.

There are numerous online career resources to assist students. This is an option for students who want to begin career exploration on their own as a starting point. On the Career Services website at frederick.edu/careers (<https://www.frederick.edu/careers/>) there is a specific section to Explore Skills, Majors, and Careers where students can begin to evaluate their skills, interests, values, and personality. Focus 2 is a comprehensive online platform that guides students through the process of assessing all of these areas and generate possible career options and major programs of study at FCC. Students can also begin to explore what they can do with their major in various careers and then research careers

through a number of comprehensive resources. Career Communities (<https://www.frederick.edu/student-resources/career-services/career-communities.aspx>) are hosted on the Career Services website and allow students to explore areas of interest and industries, find out about career options, learn about internship and job search sites specific to industries, and how to network for information and experiences. The career services website also includes information on the Job Search, Experiential Learning, and a link to the Library's Resource Guide on Careers and Jobs (<https://guides.frederick.edu/careers/>).

Career Services hosts a robust recruiting program with a diverse pool of employers. Throughout the academic year, employers schedule recruitment tables and information sessions either on-campus or virtually to talk with students about part-time jobs, internships, and full-time career opportunities. A full list of employers participating in the recruiting program can be found on the college events calendar, in addition to the Student Portal and Handshake. Handshake (<https://frederick.joinhandshake.com/login/>) is the online recruiting platform where students can search for part-time jobs, internships, and full-time jobs. The platform lists Career Fairs, Recruitment Events, Employer Information Sessions, and contacts of FCC alumni and recruiters at various companies. Handshake has a customized Resource Library for FCC that includes information to help students with resume development, interviewing, the job search, networking, cover letters, and internships.

Networking with employers is very beneficial for students to help explore options in the workplace and gain experience. Students are encouraged to meet employers during information sessions and at recruiting tables throughout the academic year, as well as attend Career Fairs and Career Seminars. Career Fairs and Seminars are usually organized by industry and planned in collaboration with academic departments. Career programs, events, and recruitment days can be found on Handshake, the college website under Events, and the student portal.

Students are encouraged to utilize the various career resources available to them during their time at Frederick Community College. Alumni are also able to access career services. For more information, visit the Career Services website at [frederick.edu/careers](https://www.frederick.edu/careers/) (<https://www.frederick.edu/careers/>).

Career Planning Courses

The three-credit course ACCE 130 Career Assessment and Planning is beneficial to students who need a comprehensive, structured approach to career planning. In this elective course, students will first assess their skills, interests, personality and values. Not only will they uncover many hidden talents, they will also identify what they need to be satisfied in a job. After completing this self-assessment, they will explore the occupational world for careers that match their attributes. In addition to developing decision-making skills, students will learn how to develop objectives and action plans to help achieve their goals.

Transfer Planning Services

From the time students select their first course, they are making decisions that greatly affect their transfer plans. For this reason, it is important that students work closely with an advisor for course scheduling and transfer planning.

The Career and Academic Planning Services Office has a variety of print and electronic resources available to help with transfer planning. ARTSYS, a computerized articulation system created especially to help community college students transfer to Maryland four-year institutions, is available, as well as College Board and College Scorecard, which are online resources that enable students to conduct a college search using

criteria such as major, size of enrollment, geographic location, cost and available student activities.

Transfer guides outlining transfer admission information and requirements of the colleges to which our students most frequently transfer are maintained in the Career and Academic Planning Services Office.

Transfer sessions covering topics such as the transfer and application process, and transfer scholarships are offered throughout the year. Transfer counselors are also available to meet individually with students to help develop individualized transfer plans.

Throughout the year, opportunities are available for students to meet with representatives of four-year schools who visit the FCC campus. Some of these college reps will also meet with students for individual pre-transfer advising appointments here on the FCC campus. Some colleges also provide Instant Decision Days where students can bring their transcripts and meet with a college representative for instant admission. Transfer College Fairs, Transfer Scholarship Fairs, and the FCC-sponsored Frederick County College Night provide opportunities to explore potential transfer schools. A full list of college visits, instant decision days, transfer planning workshops, and Transfer Fairs can be found at the Transfer Events Calendar (<https://www.frederick.edu/student-resources/career-academic-planning-services/transfer-services.aspx#TransferEvents>).

The college makes every possible effort to provide access to the most current and accurate transfer information. However, students should always verify information with the intended transfer school. For more information, visit the FCC Transfer Services website at [frederick.edu/transfer](https://www.frederick.edu/transfer/) (<https://www.frederick.edu/transfer/>). To schedule an appointment for transfer call 301.846.2471 or schedule an appointment online through Navigate (<https://frederick.navigate.eab.com/app/#/authentication/remote/360>).

Academic Advising

The goal of FCC's academic advising framework is to assist students in developing academic plans consistent with their degree, transfer, and career objectives. Advisors are able to assist students in meeting requirements for degree programs both at FCC and transfer institutions, provide advice on good combinations of courses to take each semester to balance academic load, and make sure that students have the necessary prerequisites for courses to help ensure that students are successful.

All students are strongly encouraged to meet with an advisor prior to course registration each semester. Students who have been placed on probationary status are required to have an advisor's approval before registering for classes.

Students enrolling in college for the first time participate in the college's new student orientation program. New students should complete the online Go2Orientation for a comprehensive overview of the College, including how to get started with navigating technology platforms, placement testing, advising and registration, financial aid, and important dates. Information also includes transfer planning, tips for academic success, academic programs and guided pathways, academic support, student services, student life, college safety, and college policies. New to College students are strongly encouraged to participate in Compass Days where they will have the opportunity to learn more about the college's offerings and resources, learn strategies for academic success, meet other new students, tour the campus, and begin planning their academic pathway, and register for classes. During the orientation program,

students will meet representatives from their career community and their assigned advisor to plan their semester schedule and register for their classes. Compass Days provide a comprehensive Orientation experience and the opportunity to build new relationships with their Career Community, Student Experience, and Student Success. More information about Orientation and Compass Days can be found at FCC Student Orientation (<https://www.frederick.edu/studentorientation.aspx>).

Once classes begin, students are encouraged to meet individually with their assigned advisor to continue their career and transfer planning during the semester. This will help in successful transfer to another college or securing gainful employment. Students are highly encouraged to meet with their assigned advisor each semester to review career, academic and transfer goals.

Health Science Advising

Students interested in the college's health programs (respiratory care, health sciences, physical therapy assistant, associate degree nursing, transition-to-RN, or surgical technology program) are encouraged to meet with an Academic Advisor for Health Sciences. Individual appointments and information sessions are available.

Public Safety Advising

Students interested in FCC programs in Emergency Management, Criminal Justice, Fire Service Administration, Police Science, National Security and Intelligence, Paralegal, Public Safety or Geographic Information Systems are encouraged to request an advising session with the School of Public Service advisor.

Student and Advisor Responsibilities in the Advising Process

Knowing what is expected of students by their advisors and, in turn, knowing what they can expect from their advisors, will help both parties involved to have a successful experience.

Student Responsibilities

1. The student has the responsibility to meet with an advisor during the early registration period of each semester.
2. The student is an active participant in the advisor/advisee relationship. As such, the student communicates concerns, needs, and problems in an effort to keep the advisor apprised.
3. The student accepts responsibility for making decisions and the consequences of those decisions.
4. The student is knowledgeable about college policies, procedures, and regulations, as well as program and graduation requirements. Sources of information include the academic catalog, the student handbook, and the catalogs of the transfer colleges, if appropriate.
5. The student has prepared in advance for the advising appointment; has reviewed courses suggested on the program page of the catalog for his/her major; has read course descriptions of these suggested courses and has reviewed the general education course requirements appropriate for his/her major; has reviewed the catalogs or guides for transfer requirements; has thought about course selections; and has made a tentative outline of courses and class meeting times.
6. The student understands the advisor is an information source. (When appropriate, the advisor may serve as a referral agent, helping the student to obtain assistance in areas of concern.)

7. The student has the responsibility to maintain a personal advising file which includes program requirements, advising notes, and other information disseminated by the advisor.
8. The student knows the office hours and location of the advisor.
9. The student is responsible for developing a realistic schedule that allows adequate time for studying, reading, writing research papers, etc., and takes into consideration the student's work schedule, commuting time, family responsibilities, and other non college demands.

Advisor Responsibilities

1. The advisor meets students to help them formulate appropriate career, transfer, and educational plans.
2. The advisor creates a caring relationship conducive to open communication and trust.
3. The advisor assists students in identifying educational and career goals.
4. The advisor assists students in developing an academic plan which actualizes goals and objectives consistent with the students' abilities and interests.
5. The advisor is knowledgeable about college policies, procedures, prerequisites, and college regulations, as well as program and graduation requirements. The advisor is familiar with academic requirements of receiving institutions for transfer purposes.
6. The advisor encourages students to take an active role in planning their academic programs, and guides in the selection of courses which fulfill the liberal arts core requirements, major course of study requirements, and appropriate electives.
7. The advisor serves as a primary communication source for students, providing current information about academic policies, procedures, regulations, and programs.
8. The advisor has knowledge of college referral sources and services (such as tutoring, developmental support courses, study groups, or counseling) which may assist students in their educational, career, and/or personal development. When appropriate, the advisor may act as a referral agent.
9. The advisor listens and facilitates students' growth in the areas of academic, career, and personal concerns.
10. The advisor confronts students openly and honestly on issues of integrity, academic honesty, behaviors, rights, and responsibilities.
11. The advisor ensures that a record of the advising notes is kept.

Personal and Social Counseling

FCC offers counseling referral services to assist students with the many choices confronting them as they enter and progress through college. In addition, staff offer workshops on a variety of topics and serve as a resource for students and faculty.

Developmental Education

FCC offers a range of support services, as well as developmental courses in English, mathematics, and science. These courses are designed to help students who are identified through the college's assessment testing as needing additional preparation for college-level coursework

Disability Access Services

The Disability Access Services (DAS) office at Frederick Community College (FCC) is committed to ensuring that all students with disabilities have equal access to engage in all FCC programs, courses, activities, and

services. The DAS office determines reasonable accommodations for students on a case-by-case basis to foster an inclusive and supportive learning environment.

Frederick Community College is committed to full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and Amendments.

Students with disabilities are encouraged to contact Disability Services before beginning classes.

Students needing sign language interpreting should contact interpreting services as soon as possible before their class or activity.

Contact Information:

Disability Access Services Office
301.846.2408 or via email at DisabilityServices@frederick.edu

Interpreting Services
301.846.2476 (Voice), 240.575.1803 (VP), or via email
at Interpreting@frederick.edu

English for Speakers of other Languages (ESOL)

FCC offers a series of English courses that focus on listening, speaking, reading, writing, pronunciation, and grammar for speakers of other languages (ESOL). For more information about ESL programming and the registration process, call 240.629.7962 or email ESL@frederick.edu.

Job Search Assistance

Career Services at FCC offers job search assistance to students and graduates seeking part-time or full-time employment.

Students and graduates may access the online jobs platform, Handshake (<https://frederick.joinhandshake.com/login/>). (<http://www.collegecentral.com/frederick.html>) This platform lists part-time and full-time jobs, as well as internships. Handshake also has a robust Resource Library with information related to preparing for the job and internship search, including resume development and interviewing. A full employer recruitment calendar also lists career fairs, information tables, employer information sessions, and networking events. There are multiple career fairs hosted throughout the year.

Job search advice can also be found at <https://guides.frederick.edu/careers> (<https://guides.frederick.edu/careers/>) and the Career Services website at [frederick.edu/careers](https://www.frederick.edu/careers/) (<https://www.frederick.edu/careers/>). Students and alumni may make appointments with their assigned advisor for resume reviews, interviewing preparation, and personalized assistance with their job searches.

Student Success Programs

Student Success Programs provides beneficial support services such as personalized success coaching, alert outreach, workshops and events, and connection to college and community resources to holistically support student success, retention, and goal achievement.

All students have an assigned success coach who can assist students with building academic success skills, navigating the College environment, providing accountability to stay on track for success and connecting with on-campus and community resources. Students can

identify their success coach using Navigate360 to view their Success Team.

Specialized support programs provide a sense of belonging, intensive support, programming, and other resources to support student success, retention and goal achievement for specific student populations such as first-generation students, students of color, student parents, adult students, and students from traditionally underserved backgrounds.

Information Technology Services for Students

IT Help Desk

The IT Help Desk assist students with troubleshooting and navigating FCC systems including Blackboard, myFCC email, and PeopleSoft. Other services include account management, password resets, and Wi-Fi access.

The IT Help Desk is located at Gambrill Hall, room G122.

Hours of operation:

- Walk-in: Monday-Thursday, 8:00 a.m. - 7:00 p.m.
- Friday, 8:00 a.m. - 4:00 p.m.

Phone support available at 301.846.2509.

Online support available at frederick.edu/studentsupport (<https://www.frederick.edu/studentsupport/>).

Computer Labs

There are six open computer labs for student use around campus.

| Location | Room | Hours |
|---------------------------|---|--|
| Gladhill Learning Commons | Linganore Hall (2nd Floor) | See Library website for hours |
| MAC Lab | Visual & Performing Arts Center (F-107) | Mon-Wed 9:00am - 7:00pm Thu-Fri 9:00am - 4:30pm Sat/Sun Closed |
| STEM Learning Center | Braddock Hall (B-212) | Mon-Thu, 9:00am - 7:00pm Fri, 11:00am - 4:00pm Sat/Sun, Closed |
| Open Lab | Student Center (H-200) | Mon-Thu, 8:30am - 9:00pm Fri-Sat, Open daytime |

Bess & Frank Gladhill Learning Commons

The Gladhill Learning Commons, located on the second floor of Linganore Hall, has computers for student use. Computers at the Learning Commons are equipped with Windows 10 and Microsoft Office 365 Suite.

The Mac Lab

Located at Visual and Performing Arts Center, room F-107, is open to students enrolled in the Computer Graphics and Digital Photography classes. The lab offers color printing for a fee. Adobe's Creative Cloud software and other graphic design software is available. The open MAC Lab hours are only for students to conduct classwork.

Writing Requirements

FCC recognizes that the ability to write clearly and concisely is essential to the personal and professional success of all educated people. Therefore, the college is committed to providing instructional opportunities and services necessary to help achieve competence in writing.

Students can expect to write in any course offered by the college. Grades on papers in college courses will be influenced by the student's ability to meet minimal writing standards.

The minimal standards for written work submitted in all courses are as follows:

1. All written work must demonstrate skills in presenting material in a clear and logical manner.
2. All written work must demonstrate appropriate, college-level word choice.
3. All written work must demonstrate competence in grammar, punctuation and spelling.

Registration & Records

Mission Statement

As stewards of Frederick Community College's academic records, we ensure the accuracy, integrity, and security of those records. Our office provides efficient, convenient service to students, faculty, staff and visitors in a manner that is professional, ethical, and welcoming to all.

Department Overview

Registration & Records serves students, faculty, and staff by performing a wide range of functions relating to student records and academic administration. Services related to credit enrollment, records, transcripts, and graduation are available.

Registration & Records is located in Jefferson Hall.

Services available:

- Academic Clemency
- Adding a class
- Address changes
- Change of grade forms (for faculty)
- Course substitution forms (for faculty)
- Dropping/Withdrawing from a class
- Enrollment Verifications
- FERPA
- Graduation
- Name Changes
- Placement Test Exemptions
- Residency Changes
- Retroactive Withdrawal Appeal
- Transcripts (Out-going Official & Unofficial)
- Transfer Evaluation (Incoming transcripts)
- Tuition Refund Appeal
- Visiting Student Enrollment

FERPA

Students may choose, after careful consideration, to release (or rescind) their records to a third party. This process must be completed in-person by the student. Complete the following form to authorize the release of information contained in the student's record. This does not give authorization to act on behalf of the student. Form must be submitted by student; student must attach a copy of their photo ID at the time of submission. <https://app.perfectforms.com/PresentationServer/Form.aspx/Play/WplmAgUI?f=WplmAgUI> (<https://app.perfectforms.com/PresentationServer/Form.aspx/Play/WplmAgUI?f=WplmAgUI>)

Graduation

FCC awards Associate degrees, Certificates, and Letters of Recognition (LORs) to those students who meet graduation requirements defined by the State of Maryland and prescribed in their FCC Catalog year of major. All students must complete and submit a graduation application either online through their student PeopleSoft account or by the online graduation application form. Registration and Records is responsible for reviewing graduation applications and evaluating degree requirements to determine if a student meets graduation requirements. Degrees, Certificates, and LORs are awarded three (3) times a year with a conferral date of August, December, and May. The Registration and Records office post credentials to student records within 30 days after the conferral date. Printed diplomas are mailed to the home address of record in October, February, and July, after the credential is posted.

****Students must submit an Application for Graduation through their student PeopleSoft account or by the online graduation application form. If a student is submitting a graduation application for multiple credentials or a different major other than their current major, the online graduation application form must be completed and submitted.****

Directions to submit an online application:

1. MyFCC Student Portal
2. PeopleSoft Account
3. Student Homepage
4. Student Center tile
5. under Academics ~ "other academics" drop down menu
6. Select = Apply for Graduation
7. Complete PeopleSoft application and hit submit.

August 2026 Graduation

- Last day to apply: 8/1/2026
- Confer Date: 8/30/2026
- Posting date (showing on transcript): No later than 9/30/26
- Diplomas mailed directly to students: end of October 2026

December 2026 Graduation

- Last day to apply: 12/1/2026
- Confer Date: 12/30/2026
- Posting date (showing on transcript): No later than 1/30/27
- Diplomas mailed: end of February 2027

May 2027 Graduation

- Last day to apply: 4/01/2027
- Confer Date/Commencement: 5/20/2027

- Posting date (showing on transcript): No later than 6/30/2027
- Diplomas mailed: end of July 2027

Student Transcripts

Official Transcripts

Frederick Community College uses a third-party vendor to fulfill official transcript requests. FCC's third-party vendor provides students secure 24-hour, convenient access to a digital credential service that provides faster processing; a small fee is required. Transcripts are sent as secure and encrypted electronic documents or by mail if specified. To find out more information and sending options visit <https://www.frederick.edu/current-students/transcript-services.aspx>.

Unofficial Transcripts

Unofficial transcripts are available to current students through their PeopleSoft Student Portal, or an unofficial transcript may be issued in person at the Welcome Desk in Jefferson Hall. Students must show proof of identification to obtain an unofficial transcript in person. The unofficial transcript is printed on plain white paper and is not considered official for the purpose of transfer credit.

Transfer Evaluation

Students who earned credit at other institutions and/or in their military career should provide an official transcript to Registration & Records. Transcript evaluations to give placement test exemptions and/or transfer course credits are completed within 20 business days (longer during peak times). Students will receive an email to their MyFCC account when the evaluation is complete. For information related to the evaluation of incoming transcripts contact transferevaluation@frederick.edu.

Visiting Students

Take a class at FCC while you are on break to transfer back to your four-year college or university. Before applying for admission please review the steps online to ensure the classes you complete transfer back to your four-year college or university. Follow instructions at <https://www.frederick.edu/admissions/visiting-students.aspx>

Veteran and Military Services

Mission Statement

FCC Veteran and Military Services (VMS) is a one-stop resource to serve, support, and honor veterans, service members, and their families as they transition to and navigate through Frederick Community College in pursuit of their goals.

Department Overview

VMS helps veterans, service members (including National Guard and Reserve personnel), and their family members identify which Department of Veterans Affairs (VA) and/or military education benefit/s they may be eligible for as well as navigate benefit and college enrollment processes. In addition, VMS provides ongoing support, connects students with a variety of campus and community resources, and facilitates programs that support their transition to college and overall success. Lastly, VMS oversees the Veteran and Military Student Center, a dedicated campus space in Annapolis Hall (A-109), for all veterans and military-affiliated students.

FCC participates in a variety of education programs administered by the VA, including the GI Bill[®], Veteran Readiness and Employment, and Dependents' Educational Assistance, and is approved by the Maryland Higher Education Commission (MHEC) for the training of eligible veterans, their dependents, and active-duty personnel for approved programs of study. VMS is responsible for certifying qualifying student

enrollments with the VA. In addition, FCC maintains a memorandum of understanding with the Department of Defense that allows active-duty personnel from every service branch (including members of the National Guard and Reserve components) to use military tuition assistance at FCC.

GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>. (<https://benefits.va.gov/gibill/>)

For more information about VMS services and programs, go to Veterans Affairs and Military Education Programs (p. 53).

Contact Information:

veterans@frederick.edu

301-624-2836

Welcome & Information Centers

The Welcome & Information Centers are the first point of contact for in-person visits to the college. Staff at the centers provide campus directions, guidance on student services-related matters, and general college information.

Parking Stickers

Parking stickers are issued once registration is completed.

Student ID

All students will be assigned a student identification number when they are admitted to FCC. ID cards are issued at Jefferson Hall once a student has registered for credit courses. ID cards are required for library services, registration, and admission to college events.

STUDENT LEADERSHIP AND ENGAGEMENT

Mission Statement

Student Leadership and Engagement (SLE) at Frederick Community College fosters an inclusive and engaging campus environment where all members of the College community are encouraged to explore personal interests, develop leadership skills, and participate in meaningful co-curricular learning. Through diverse programming and supportive experiences, SLE promotes respect for self and others and affirms our shared responsibility to help create a community that supports academic success, personal growth, and lifelong learning.

Department Overview

Frederick Community College recognizes that learning extends beyond the classroom. Student Leadership and Engagement provides students with opportunities to connect with peers, cultivate leadership skills, and enrich their academic experiences through co-curricular involvement.

Student life encompasses a wide range of activities designed to support personal and professional development. Through participation in events, clubs, organizations, leadership programs, and service initiatives, students can deepen their understanding of academic disciplines, strengthen their sense of belonging, and contribute meaningfully to the campus community.

Student Clubs and Organizations

FCC supports a vibrant community of student-led clubs and organizations that enhance personal development and enrich campus life. With more than 30 recognized groups representing academic, social, cultural, and recreational interests, students have many opportunities to get involved, build community, and explore new interests.

All recognized clubs and organizations are student-initiated and student-run, with faculty or staff advisors to provide guidance. Students interested in starting a new club or organization may obtain information and support from Student Leadership and Engagement. A current list of active organizations is available in Student Leadership and Engagement and on the FCC website.

Service Learning and Volunteer Opportunities

As part of its commitment to community engagement, FCC offers opportunities for students to participate in service learning and volunteer activities. Student Leadership and Engagement houses the College's service learning program, which connects students with community partners and helps align volunteer experiences with academic or personal goals.

Co-curricular Learning Opportunities

FCC values the significant learning that occurs beyond the traditional classroom. Cocurricular programs, workshops, lectures, and special events are intentionally designed to complement academic coursework and encourage students to apply classroom concepts to real-world contexts.

Students play an active role in shaping program offerings by recommending topics, activities, and experiences that enhance academic learning. Many faculty members recognize the educational value of these programs and may offer extra credit for student participation. Information about co-curricular events is available on the FCC website and in campus event publications.

Student Leadership Development

FCC is committed to cultivating student leadership through opportunities for participation in shared governance, campus organizations, and leadership development programs. All enrolled students are members of the Student Government Association (SGA), which serves as the official representative body for student voices on campus.

SGA officers and committee representatives are elected annually and serve on College-wide committees, task forces, and governance groups. These leadership opportunities help students develop communication, organizational, and advocacy skills valued by transfer institutions and employers.

Recognition and Awards

Celebration of achievement is one of our core values. Each May, at our annual Spring Recognition and Awards Ceremony, students are publicly recognized and lauded for academic achievement, volunteer service, and campus leadership. Students may earn distinction for their contributions through faculty or staff nominations and may be eligible for nomination to several internationally recognized honors and awards programs such as Phi Theta Kappa International Honors Society; the USA Today Academic All Americans; and the United States Achievement Academy's Academic All American Scholars and Leaders. Specific criteria for national honors can be found in the Center for Student Engagement, in the student handbook, or on the FCC website under Student Life.

Leadership Awards

Recognizing student achievement is a core institutional value. Each spring, Student Leadership and Engagement hosts its annual Student Leadership Ceremony to honor students for excellence in service, leadership, and co-curricular involvement.

During Commencement week, Student Leadership and Engagement presents several awards in recognition of outstanding student leaders. Recent awards include:

- Dr. Lee J. and Marjorie Betts Student Leadership Award
- Marjorie Betts Citizenship and Family Award
- Drs. Henry P. and M. Page Laughlin Award
- Dr. Patricia Stanley Excellence in Leadership Award
- Campus Clubs and Student Organization Awards

Graduation Awards

During Commencement week, numerous additional awards are made by various organizations in recognition of outstanding achievement by the year's graduates. Among those of recent years have been the following:

- Phyllis Hamilton Award for Academic Excellence in English Literature
- Lindblad/Longman "We Are One" Award
- Award for Academic Excellence in the Business Transfer Curriculum
- Award for Academic Excellence in the Business Career Curriculum
- Career & Technology Awards

- Frederick Woman's Civic Club Award for Academic Excellence in History
- Martin Kalmar Award for Academic Excellence in Mathematics

Student Government Association (SGA)

The Student Government Association represents student interests and serves as the liaison between the student body and the College's governance structure. Leadership opportunities exist through elected officer positions and participation on committees and task forces.

The SGA Executive Committee typically includes the president, vice presidents for public relations, administration, communications, and finance as well as representatives to the College Senate Committee. All students who demonstrate interest, commitment, and enthusiasm are encouraged to participate, regardless of previous leadership experience.

Voter Registration

Frederick Community College encourages civic engagement by providing voter registration materials for all students, faculty, and staff. Registration forms for Maryland residents are available online at www.elections.maryland.gov, and in Student Leadership and Engagement, Student Center, H-101.

Contact Information

For more information about Student Leadership and Engagement programs and services, visit room H-101 in the Student Center or call 301-624-2793.

CAMPUS LIFE

Bookstore

The Bookstore at FCC is open year-round Monday through Friday. As hours may change, see our website (bookstore.frederick.edu (<https://bookstore.frederick.edu>)) for exact hours. The Bookstore is closed when the college is closed.

The Bookstore sells course materials, school and art supplies, lab attire, uniforms and equipment, clothing, gifts, greeting cards, snacks, and convenience items.

Order course materials online at bookstore.frederick.edu (<https://bookstore.frederick.edu>). Textbooks are not available for shopping on our shelves. The store offers in-store pickup during store hours, free delivery to Student Center Smart Lockers for pickup after hours, or shipping to your address for a fee. The Bookstore accepts cash, checks, VISA, MasterCard, Discover, American Express, and authorized charges to Student Financial Aid.

At the end of each semester an in person textbook buyback may be offered. Visit our website for dates and times of the next scheduled buyback opportunity. Online textbook buyback is available everyday through our website.

Campus Security

FCC places a high priority on maintaining a safe, secure learning and working environment. The security office (Student Center, H-116) is committed to the safety and welfare of all students, employees, and visitors. For safety and protection, security staff are on campus 24/7. Exterior emergency help phones are located adjacent to sidewalks of parking lots (#1–Bus stop, #2–lot 1, #3–lot 3, #4–lot 4, #5–lot 6, #6–lot 7 south, #7–lot 7 north, #8–lot 9, #9–lot 10, #10–lot 11 north, #11–lot 14 north, #12–lot 14 south).

Press the button and security will respond immediately. Help phones are throughout all buildings; they may be used to dial campus numbers only. Call 2453 for the security office.

Campus Crime Report

In compliance with Title II of the Crime Awareness and Campus Security Act of 1990, information related to crime statistics and security measures is posted throughout the college and is available to students in the most current Student Handbook and on the college's Internet website. Individuals may also request a paper copy of either the college safety and security policies or campus crime statistics at the college security office located in the Student Center 301.846.2453). The report contains information about campus security issues and ways students and staff can help ensure their personal safety. It also contains statistics on crime rates for the past three years.

College Closing

Note: In the absence of an announcement, Frederick Community College is open and operating under normal schedules. FCC does not follow the same schedule as Frederick County Public Schools or county government.

If and when FCC is closed due to inclement weather, hazardous road conditions, emergencies, or unforeseen circumstances, incidents, the

College is committed to notifying all students and employees as quickly as possible.

The best way to receive up-to-date information about College closings, delays, or emergencies is to subscribe to FCC Alerts. Users will receive a text message or email notification. Register at www.frederick.edu/fccalert (<http://www.frederick.edu/fccalert/>).

Communication of College Closings/Delays

- College Information Center: 301.846.2400
- FCC Alert text message (you must register at www.frederick.edu/fccalert/)
- FCC Web site: www.frederick.edu (<http://www.frederick.edu>)

Broadcast Media

Radio:

- WFMD (AM 930)
- WFRE (FM 99.9)
- WAFY (FM 103.1)
- WARX (FM 106.9)
- WTOP (FM 103.5)

Television:

- NEWS 4 (Ch. 4)
- News Channel 8
- ABC (Ch. 7)
- WBAL (Ch. 11)
- WUSA-TV (Ch. 9)
- WDVM-TV (Ch. 25)
- WJZ-TV (Ch. 13)
- WTTG FOX-5 (Ch. 5)

Social Media

- Twitter: www.twitter.com/frederickcc (<http://www.twitter.com/frederickcc/>)
- Facebook: www.facebook.com/frederickcommunitycollege (<http://www.facebook.com/frederickcommunitycollege/>)

College Information Center

The College Information Center supports all offices of the college by answering the switchboard and providing information to all callers and visitors to campus. In addition, the Information Center can assist students with applications to the college, registration activities, and transcript requests.

Dining Services

Dining Services is comprised of:

- Cougar Cafe
- FCC Catering

Dining services are open to students, faculty, staff, and the public. Suggestions and comments are always welcome.

The Cougar Cafe

The Cougar Cafe is located on the main floor of the Student Center/H-Building next to the information desk. The Cafe is your daily stop for breakfast and lunch, Grab-N-Go items, assorted desserts, snacks, and daily specials. Food is available for carry-out or dine-in with both indoor and outdoor seating (weather permitting).

FCC Catering

Cougar Cafe Catering is the College's on-site catering service for both internal and external groups using campus facilities. Cougar Cafe Catering offers everything from coffee service to boxed lunches to fully catered meals. Catering requests are customizable based upon the availability of products, supplies, staff, and catering budget. Internal catering requests require the use of the Request Form (<https://app.perfectforms.com/PresentationServer/Form.aspx/Play/ND1mgAMF/?f=ND1mgAMF>), and all others should email cafemanager@frederick.edu to request service.

Vending Machines

Snack and hot and cold vending machines on campus are serviced by Canteen Vending. Vending machines are conveniently located in all buildings, including the Student Center.

Contact Information:

Richard O'Keefe, Director

Richard.Keefe@compass-usa.com

301.624.2738

Photo ID and Parking

Photo ID

Students get their ID cards in Jefferson Hall. ID cards are used by dining services, library services, the Testing Center, and must be shown when doing business with the college (e.g., picking up transcripts, paying bills, etc.).

Parking

All enrolled students may get a parking sticker, at no cost, in Jefferson Hall. Students may park in any space not designated as staff parking or other unauthorized spaces such as handicapped or reserved spaces. Students parking in unauthorized spaces will be issued citations and vehicles parked illegally, disrupting traffic flow, or creating a safety hazard will be towed at the owner's expense. In addition to our many parking lots, FCC has a three-story, 350-space parking deck for students.

Student Publications

Frederick Community College has two major student publications. *The Commuter* is the college's student newspaper and the *Tuscarora Review* is the magazine of the creative arts.

The FCC Commuter is a student publication and is a designated forum for student voice and opinion on campus events and related issues. The FCC Commuter is also a co-curricular program working cooperatively with FCC journalism classes. However, all students are welcome to work on the paper regardless of previous experience. Working on the paper offers practical experience for writers, photographers, graphic designers, marketers and public relations students.

For more information, contact the advisor, Karen Gardner at kgardner@frederick.edu.

The *Tuscarora Review* consists of literary (poetry, fiction, essay, one-act plays) and fine arts (ceramics, mixed-media, 2D and 3D art, graphic design) contributions from students and staff. The *Tuscarora Review* has recently won several national awards. Student contributions are encouraged. For more information, contact Ramon Jones at rajones@frederick.edu.

FREDERICK COMMUNITY COLLEGE POLICIES AND PROCEDURES

The Board of Trustees is the governing body of Frederick Community College responsible for approving all College policies. The Board has the responsibility to guarantee the integrity of the College, ensure that effective policies are established, and to entrust the administration of those policies to the President.

The Board of Trustees approved policies listed below are reviewed annually and revised when necessary. Review and revision dates are noted on each policy. These policies help the College accomplish its mission, support equity and fairness, and maintain accountability.

The Academic Catalog includes the full text of certain policies and procedures that provide necessary context in the areas of admissions, academic assessment, academic standards, residency, and tuition and fees. Visit [frederick.edu](https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx) (<https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx>) for a full list of College Policies and Procedures, including those that are currently in place, those that are under review, and those that have been repealed.

Note: The College's official versions of the Policies and Procedures are located on [frederick.edu](https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx) (<https://www.frederick.edu/jobs-hr/policies-and-procedures.aspx>) and may be revised annually.

- Academic Assessment and Placement Policy and Procedures (p. 19)
- Academic Standards Policy and Procedures (p. 214)
- Admissions Policy and Procedures (p. 12)
- Alcohol, Tobacco, Opioids, and Other Drug Use and Awareness Policy and Procedures (https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/alcohol_tobacco_opioid_otherdruguse_awareness.aspx)
- Behavioral Evaluation and Response Team Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/bert.aspx>)
- Code of Conduct for Visitors, Guests, and Volunteers (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/visitor-code-of-conduct.aspx>)
- Code of Student Conduct Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/code-of-student-conduct.aspx>)
- College-Sponsored Student Publications Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/college-sponsored-student-publications.aspx>)
- College Travel and Transportation Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/college-travel-transportation-policy-procedures.aspx>)
- Complaint Policy and Procedure for Students (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/complaint-policy-procedure-for-students.aspx>)
- Determination of Residency for Tuition Purposes Policy and Procedures (p. 36)
- Inclement Weather/College Closing Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/inclement-weather.aspx>)
- Intellectual Property Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/intellectual-property.aspx>)
- International Travel Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/international-travel.aspx>)
- Name for Student Records (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/name-for-student-records.aspx>)
- Non-Discrimination Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/non-discrimination.aspx>)
- Privacy and Access to Education Records Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/ferpa.aspx>)
- Public Information Requests Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/public-information-requests.aspx>)
- Records Retention Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/records-retention.aspx>)
- Solicitation Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/solicitation.aspx>)
- Student Athlete Concerns about Athletic Programs and Activities (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/student-athlete-concerns.aspx>)
- Student Personal Electronic Account Privacy Policy (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/student-personal-account-privacy.aspx>)
- Student Withdrawal Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/student-withdrawal.aspx>)
- Technology Use Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/technology-use.aspx>)
- Title IX and Sex-Discrimination Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/titleix.aspx>)
- Tuition and Fees Policy and Procedures (p. 43)
- Use of Facilities Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/use-of-facilities.aspx>)
- Video Monitoring of College Premises Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/video-monitoring.aspx>)
- Weapons Policy and Procedures (<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/weapons-policy-and-procedures-final.aspx>)

Previous versions of certain student related policies and procedures are archived on [frederick.edu](https://www.frederick.edu/about-fcc/archived-policies.aspx) (<https://www.frederick.edu/about-fcc/archived-policies.aspx>).

MHEC TRANSFER POLICIES

Title 13B Maryland Higher Education Commission

Subtitle 06 General Education and Transfer, Chapter 02 Transfer Students and Transfer of Courses and Credits. Authority: Education Article, §11-105 and 11-207, Annotated Code of Maryland

COMAR 13B.06.02.01 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.01.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=DwWP20QFDL7BrAHe5N47rtLQDf1DmkSBE0b3TjFXAL4%3D&reserved=0>) (Purpose and Scope)

COMAR 13B.06.02.02 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.02.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=d%2BeVlObLPZf%2FTMLCKamSbxsok%2FAor%2FuQ6%2FR0H7U09u0%3D&reserved=0>) (Definitions)

COMAR 13B.06.02.03 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.03.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=RD8aMdiQlq3SHYuur2RtssAW6Zt2ejzVt2DkZhsuM%3D&reserved=0>) (Institutional Policies and Responsibilities)

COMAR 13B.06.02.04 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.04.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=K9lu45ZAJR9Wz3keXH2P0619ufh0UvbPmCW2TL0sxxM%3D&reserved=0>) (Coordination Between Institutions and Segments)

COMAR 13B.06.02.05 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.05.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=jynxOix817EMsPeMfcxxJqe4a%2F%2FgNZQX6gnYGVrWdds%3D&reserved=0>) (Information for Students)

COMAR 13B.06.02.06 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.06.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=2Zzlqo7UsRu8aehHLugjZ7h1WCi8v8Ld6kEnyKUC8bl%3D&reserved=0>) (Admission of Transfer Students)

COMAR 13B.06.02.07 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.07.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=fn99o5AdEUcbE16Q3YAYaU4W37Owcx9TtnDYE8AQnWI%3D&reserved=0>) (Transfer of Courses and Credits Generally)

COMAR 13B.06.02.08 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.08.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=euu5a2JjBbPJQMwXygyOAHUWJ4Uj5frK8Wk0Krp0S0%3D&reserved=0>) (Number of Credits Accepted for Transfer)

COMAR 13B.06.02.09 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.09.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bbMu6Ged%2FuFgJu6bHxyd%2Fawp830%2BG8oAlWJOvrx4zTo%3D&reserved=0>) (Transfer of General Education Courses)

COMAR 13B.06.02.10 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2Fpages%2F13B.06.02.10.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141041864%7CUnknown>)

%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=S1EG%2BBk8RMO41veQ1KMDncDhbA0NFexWwdaUBaSMX%2Bo%3D&reserved=0) (Evaluation of Individual Course Equivalencies)

COMAR 13B.06.02.11 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2FPages%2F13B.06.02.11.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141198097%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=iqfSn1%2F0pnzjDSnOq%2FH9V818N7FLwV804qMTQgQ5GBc%3D&reserved=0>) (Transfer of Previously Awarded Credit for Prior Learning)

COMAR 13B.06.02.12 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2FPages%2F13B.06.02.12.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141198097%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=L%2BbICBpn0h6AJexV99%2B1fbXARRp0cMvWKchy1tl73xg%3D&reserved=0>) (Establishment of Transferability)

COMAR 13B.06.02.13 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2FPages%2F13B.06.02.13.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141198097%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=v2GSStoZYJvcZ8NuMREkZtUwvY6Oaws%2BpcXlc6bQjXjk%3D&reserved=0>) (Program Transfer Agreements)

COMAR 13B.06.02.14 (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdsd.maryland.gov%2Fregulations%2FPages%2F13B.06.02.14.aspx&data=05%7C01%7CEPeterson%40frederick.edu%7Ce37e83c0793545d6ef7708db315173f6%7C8b7032fb3317485cbf225da314cf4762%7C0%7C0%7C638157998141198097%7CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=HQ2L5%2F%2Ffhr2Dc4Cu3WDGu846DL9kEMFKORMIeCc%2B%2BGc%3D&reserved=0>) (Evaluation and Review Process for Transfer of Courses and Credits)

STAFF LISTING

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- Faculty (p. 242)
- Center for Strategic Innovation and Foresight (p. 247)
- Finance (p. 247)
- Information Technology (p. 248)
- Operations (p. 249)
- Student Experience (p. 250)
- Talent and Culture (Human Resources) (p. 253)
- Teaching, Learning and Student Success (p. 253)

The listing of faculty and staff is for information purposes only and does not imply a contractual relationship. Ranks and titles were accurate as of the time of printing/posting the catalog pdf. Faculty and staff listing updates may be made to the online catalog version throughout the year but will not be updated in the catalog pdf.

President's Office

Annese "Annese Payne" Cheek (2022)

President

B.A., Tennessee State University. M.B.A., University of Dayton. Ed.D., University of Texas at Austin

Avis Boyd (2022)

Chief of Staff to the President

B.S., University of Notre Dame

Gerald Boyd (2010)

Special Assistant to the President for Special Projects

B.A., M.A., George Mason University

Theresa Dorsey (2014)

Administrative Coordinator, President's Office

Kari Melvin (2014)

Executive Associate to the President and Board of Trustees

Institutional Advancement

Gregory Enloe (2024)

Executive Director for Development and the FCC Foundation

B.A., University of the Pacific. M.A., John F. Kennedy University

John Quinn (2025)

Executive Associate, Development and the FCC Foundation

B.A., St. Louis University

Michael Thornton (2016)

Foundation Scholarship Manager

B.S., Virginia Polytechnic Institute and State University

Marketing and Communications

Christine Gilbert (2025)

Senior Director of Marketing and Communications

B.B.A., Marymount University

Angela Cochran (2015)

Art Director

B.S., Indiana Wesleyan University

Christina Eichelberger (2009)

Content Marketing and Social Media Manager

B.A., Salisbury University

Daniel Kaufman (2026)

Director of Communications

Ph.D., University of California San Diego

Jennifer Kline (2013)

Digital Marketing Manager

B.S., Salisbury University

Edwin Koester (2019)

Videographer/Producer

B.A., Pennsylvania State University

Charles Pham (2011)

Photographer/Producer

A.S., Everest University

Matthew Piersall (2023)

Graphic Designer/Production Coordinator

B.F.A., West Virginia University

Carolyn Tunney (2019)

Marketing Strategist

B.S., University of Maryland College Park

Laurie Younkens (2011)

Front-End Web Developer

A.A.S., Frederick Community College. B.S., University of Maryland University College

Faculty

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- R (p. 246)
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- T (p. 246)
- U
- V
- W (p. 246)
- X (p. 247)

- Y (p. 247)
- Z

A

Robin Abell (1999)

Associate Professor, English

B.A., Transylvania University. M.A., North Carolina State University

Larry Arthur (2023)

Assistant Professor, Biotechnology

B.S., Towson University. Ph.D., University of Maryland, Baltimore

B

Cynthia Baush (2013)

Associate Professor, Art

B.F.A., Corcoran School of Art. M.F.A., University of Maryland, College Park

Lauren Becker-Leiphart (2023)

Assistant Professor, Education

M.Ed., Towson University. Ed.D., Point Park University

Darrin Berkley (2020)

Associate Professor, Mathematics

Ph.D., Morgan State University

Sarah Bigham (2006)

Professor, Education

B.A., College of William & Mary. M.S., Cornell University. Ed.D., Northcentral University

Michele Blough (2005)

Associate Professor, Health Sciences

B.S., M.S., Thomas Jefferson University

Jennifer Boone (2025)

Assistant Professor, Nursing - Medical/Surgical

A.A.S., North Central State College. B.S., Franklin University. M.S., University of Phoenix. DNP, Capella University

Meredith Bramati (2023)

Assistant Professor, Mathematics

B.S., University of Maryland College Park. M.S., Hood College

Kathy Brooks (2008)

Professor, Communication

B.A., University of Maryland, Baltimore County. M.S., Morgan State University. Ph.D., Pennsylvania State University

Julia Busch (2022)

Assistant Professor, Medical Surgical Nursing

M.S.N., University of Maryland, Baltimore

C

Teresa Calzonetti (2014)

Professor, Biology STEM

B.S., Ph.D., University of Toronto

Todd Campbell (2020)

Associate Professor, Music and Audio Production

B.A., M.M., West Virginia University. Ph.D., Indiana University of Pennsylvania

Mark Causapin (2024)

Assistant Professor, Mathematics

M.A., Columbia University. Ph.D., Columbia University

Tiziana Cavinato (2017)

Assistant Professor, Biology

M.S., University of Pisa

Christina Ceary (2023)

Assistant Professor, Psychology

M.S., University of Baltimore. M.A., Indiana University of Pennsylvania

Ivy Chevers (2014)

Professor, Art

M.A., Ph.D., Ohio State University

Christine Chin Choy (2019)

Associate Professor, Chemistry

B.S., Columbia University. B.S., Fordham University. Ph.D., Stevens Institute of Technology

Arlene Chun (2017)

Associate Professor, Business

B.A., Michigan State University. M.B.A., Colorado State University. M.S., Johns Hopkins University. D.B.A., University of Maryland Global Campus

Teresa Clark (2007)

Associate Professor, English

B.S., Clarion State College. M.A., Pennsylvania State University. M.S. Ed., Shenandoah University

Aaron Clayton (2010)

Professor, English

A.A., Frederick Community College. B.A., Bryan College. M.A., Middlebury College. Ph.D., Binghamton University

Natasha Cleveland (2003)

Professor, Physical Science

B.S., Brigham Young University. M.S., University of Utah. M.S., Montana State University

Gregory Coldren (2012)

Professor, Mathematics

B.A., James Madison University. M.S., Ph.D., Northwestern University

Frederick Cope (2010)

Assistant Professor, English

B.A., M.A., University of Alabama

Laura Cordova (2012)

Professor, Foreign Language

B.A., North Dakota State University. M.A., M.S., Hood College

Martin Crabbs (1978)

Associate Professor, Business

A.A., Frederick Community College. B.S., M.B.A., Mount Saint Mary's University. CPA, State of Maryland

Kylena Cross (2011)

Associate Professor, Mathematics

B.S., University of Maryland, College Park. M.S., Johns Hopkins University

D

Chelsea Daggett (2022)

Assistant Professor, Communication

B.A., State University of New York College. M.A., Boston University. Ph.D., University of Colorado

Brian DeCesare (2016)

Assistant Professor, Construction & Applied Technologies
A.F.A., Montgomery College

Lawrence Devan (2014)

Assistant Professor, Business
B.B.A., M.B.A., Hood College

Lora Diaz (2014)

Assistant Professor, English
B.A., Converse College. M.A., Regent University

Ashley Dicks (2021)

Director of Clinical Education, Physical Therapist Assistant
D.P.T., University of Maryland, Baltimore

Lisa DiDonato (2017)

Professor, Psychology
B.A., University of California, Riverside. M.S., Ph.D., West Virginia University

Jennifer DiSandro (2026)

Assistant Professor, CATI/CAD
A.A., Frederick Community College. A.S., Westmoreland County Community College

Ashley Driggers (2025)

Assistant Professor, Nursing - Medical/Surgical
A.S., Frederick Community College. B.A., Salisbury University. B.S.N., M.S.N., Western Governors University

E**Debra Ellis (2004)**

Professor, Chemistry
B.A., Wellesley College. Ph.D., University of Maryland

Evan Evans (2007)

Professor, Mathematics
B.A., Lebanon Valley College. M.S., Towson University

G**Esayas Geleta (2022)**

Assistant Professor, Global Studies
M.A., University College Cork, Ireland. Ph.D., University College Cork, Ireland

Michael Gersten (2021)

Associate Professor, Music
D.A., University of Northern Colorado

Mahbanou Ghandiyazdi (2023)

Assistant Professor, Biology
MBBS, Gulf Medical University, Ajman UAE

Noah Gibson (2022)

Assistant Professor, Health Sciences
B.S., University of Wisconsin, Eau Claire. M.S., Salisbury University

Thecla Gibson (2023)

Assistant Professor, Biology

B.S., M.S., Southeast Missouri State

Marggie Gonzalez-Toledo (2020)

Associate Professor, Mathematics
B.S., M.S., University of Puerto Rico Mayaguez. M.S., Ph.D., North Carolina State University

Magin "Magin LaSov" Gregg (2012)

Professor, English
B.S., Syracuse University. M.A., Louisiana Tech University. M.F.A., Goucher College

Mary Guzman (2020)

Assistant Professor, Mathematics
B.S. Ed., Troy University. M.A. Ed., University of Phoenix

H**Rebekah Harriman (2025)**

Assistant Professor, Nursing - Medical/Surgical
A.S., Solano Community College. B.S., California State University. M.S.N., Samuel Merritt University

Josiah Hartley (2013)

Associate Professor, Mathematics
B.S., North Carolina State University. M.S., Wichita State University

James Hatch (2015)

Assistant Professor, Computer Information Sciences
A.A., Frederick Community College. B.S., University of Maryland. M.S., M.B.A., Hood College

Lisa Hawkins (2011)

Professor, Computer Information Sciences
A.A.S., Allegany College of Maryland. B.S., DeVry University. M.I.S.M., Keller Graduate School of Management. Ph.D., Capella University

Joseph Healey (2008)

Professor, English
B.A., University of Connecticut. M.A., University of Colorado. M.A., Shepherd University. M.A., Western New Mexico University

Bryan Hiatt (2006)

Assistant Professor, English
B.A., Weber State University. M.A., Oregon State University

Jocelyn Hirai (2016)

Associate Professor, English
B.A., Salisbury University. M.A., James Madison University. Ed.D., Frostburg State University

Anne Hofmann (2013)

Professor, English
B.A., Miami University. M.Ed., George Washington University. M.A., University of Texas at San Antonio. Ph.D., University of Maryland

Tiffany Holcomb-Brodock (2024)

Assistant Professor, Nursing - Medical/Surgical
B.S.N., University of North Carolina at Charlotte. M.S.N., Western Governors University

Emily Horn (2025)

Assistant Professor, Nursing - Medical/Surgical
B.S.N., Hood College. M.S.N., Western Governors University

Christine Hubbard (2014)

Associate Professor, English

A.A., Frederick Community College. B.S., Towson University. M.A., Loyola University

Gary Hull (2002)

Professor, Mathematics

B.S., Shepherd University. M.S., Shippensburg University

I

Amelia Iams (2020)

Director of Physical Therapist Assistant Education

M.P.T., D.P.T., Shenandoah University

J

Thomas "Tad" Janes (1998)

Professor, Theatre

B.F.A., West Virginia University. M.A., Goucher College

Austin Johnson (2026)

Assistant Professor, Physical Therapist Assistant Program

A.A.S., Carroll Community College

Susan Johnson (1999)

Professor, Computer Information Sciences

A.A., Frederick Community College. B.S., Towson State University. M.S., University of Colorado

Ramon Jones (2012)

Associate Professor, English

B.A., M.A., Miami University. M.F.A., Vermont College of Fine Arts

K

Marie "Dolly" Kemerer (2025)

Associate Professor, Nursing - Psychiatric & Mental Health

B.A., Frostburg State University. B.S.N., University of Maryland at Baltimore. M.S.N., Towson University

L

Amy Lee (2007)

Associate Professor, English

B.A., Antioch University. M.A., Georgetown University. M.A., University of Mississippi

Derek Lewis (2025)

Assistant Professor, Communication

A.A., Iowa Central Community College. B.S., Drake University. M.S., Colorado State University. Ph.D., Pennsylvania State University

Lauren Lippiello (2022)

Assistant Professor, Global Studies

B.A., The University of Arizona. M.A., Florida State University. M.Phil., Ph.D., Yale University

Douglas Little (2025)

Assistant Professor, Business/Economics

B.S., Mount St. Mary's University. M.B.A., Ph.D., The Catholic University of America

Matthew Lochman (2015)

Professor, Mathematics

B.S., Lebanon Valley College. Ph.D., Texas Tech University

Valiantsina "Val" Lochman (2013)

Professor, Mathematics

A.A., Wor-Wic Community College. B.S., Salisbury University. M.S., Texas Tech University. M.S., University of Delaware

Gengshi Lu (2007)

Professor, Biology

Ph.D., Indiana State University

M

Michael Martin (1986)

Professor, Accounting

A.A., Frederick Community College. B.S., M.B.A., Mount Saint Mary's University. CPA, State of Maryland

Susan McMaster (2014)

Professor, Business

B.S., Arizona State University. M.S., Ph.D., University of Illinois at Urbana-Champaign

Julia Moorer (2025)

Assistant Professor, Communication

B.A., University of Maryland Global Campus. M.A., Liberty University

Debra Morlier (2017)

Professor, Psychology

A.A.S., Harford Community College. B.A., University of Maryland University College. M.A., Towson University

N

Wen Nellis (2014)

Professor, Chemistry

Ph.D., University of Canterbury

Jessica Newnam-Baicy (2014)

Associate Professor, Biology

B.A., University of North Carolina at Chapel Hill. M.A., East Carolina University. Ph.D., University of Arkansas

O

Sunday Onagbiye (2022)

Assistant Professor, Health Sciences

M.A., Obafemi Awolowo University. Ph.D., North-West University

P

John Packard (2022)

Assistant Professor, MACEM&PS

B.S., M.S., Shippensburg University

Corwin Parker (2008)

Associate Professor, History

B.A., Syracuse University. M.A., Georgia State University

Tracy Parker (2001)

Professor, Paralegal

B.A., West Virginia Wesleyan College. J.D., West Virginia University College of Law

Ana Maria Pinzon (2004)

Associate Professor, Foreign Language

B.A., Universidad Externado de Colombia. M.A., M.B.A., West Virginia University

Wendell Poindexter (1988)

Professor, Art; Gallery Manager

B.F.A., Maryland Institute College of Art. M.A., University of Baltimore

Savita Prabhakar (2020)

Assistant Professor, Biotechnology

B.S., Delhi University. M.S., MS University. Ph.D., All India Institute of Medical Sciences

Leslie Puzio (2015)

Associate Professor, American Sign Language (ASL) & ASL Interpreting

B.A., M.P.A., Ashford University. Ed.D., Frostburg State University

R

Deepa Ramakrishnan (2022)

Assistant Professor, Mathematics

B.S., Annamalai University. M.S., National University of Singapore

S

Jason Santelli (2004)

Associate Professor, Film & Video Production

B.F.A., M.A., Savannah College of Art and Design

Christopher "Chris" Sasse (2023)

Assistant Professor, MACEM&PS

B.S., M.S., Johns Hopkins University

Jill Schultz (2001)

Professor, Social Science

B.A., M.A., California State University, Northridge. Ph.D., University of Maryland

Francis "Frank" Seidel (1992)

Professor, Computer Information Sciences

B.S., M.B.A., Mount Saint Mary's University. M.S.E., Johns Hopkins University

Shane Sellers (2006)

Assistant Professor, Art

B.F.A., Frostburg State University. M.F.A., University of Massachusetts, Amherst

Jerri Seremeth (2015)

Assistant Professor, American Sign Language

B.A., Mac Murray College. M.A., Gallaudet University

Julie Shattuck (1998)

Professor, English

B.A., Birmingham University, U.K.. M.A., Lancaster University, U.K.. Ed.D., Athabasca University

Crystal Shea (2017)

Director of Surgical Technology

A.A.S., Frederick Community College. B.A., University of Maryland Global Campus

Patricia Sheppard (2015)

Assistant Professor, Biology

B.S., New England College. M.S., Shippensburg University

Shemica Sheppard (2012)

Associate Professor, Developmental English

A.A., Frederick Community College. B.A., Johnson C. Smith University. M.Ed., West Chester University of Pennsylvania

Marie Singh (2022)

Assistant Professor, Nursing

B.S.N., Grand Canyon University. M.S.N., Grand Canyon University

Rebecca Sonn (2025)

Director of Clinical Education, Respiratory Care

B.A., Towson University

Jonathan Southard (2023)

Assistant Professor, Computer Information Sciences

B.S., Stanford University. M.S., University of California, Santa Barbara

T

Emily Taylor (2017)

Assistant Professor, Biology

B.A., McDaniel College. M.S.N., Vanderbilt University

Bruce Thompson (1996)

Professor, History; Coordinator, Honors College

B.A., M.A., Marshall University. Ph.D., University of Maryland

Christian Thompson (2017)

Associate Professor, Communication

B.S., Milligan College. M.A., East Tennessee State University. Ph.D., Bowling Green State University

Sara Toliver (2021)

Assistant Professor, Clinical Coordinator, Nursing

B.S.N., Towson University

W

Jessica "Jessi" Watson (2022)

Director of Clinical Education, Surgical Technology

A.A., Frederick Community College. B.S., M.S., University of Maryland Global Campus

Delaine Welch (1996)

Associate Professor, Early Childhood Development

B.S., Salisbury State University. M.A., Bowie State University

Kristen Wells (2019)

Associate Professor, Human Services

M.Ed., Ed.D., University of Virginia

Karen Wilson (2008)

Assistant Professor, Business Studies

B.S., University of Maryland Baltimore. M.S., Kennedy-Western University. M.B.A., Western Governors University. Ph.D., Warren National University

Jessica Wirtz (2023)

Director of Respiratory Care

B.S., SUNY Upstate Medical University. M.S., University of St. Francis

Perry Wood (2014)

Professor, Physical Science

B.A., Gettysburg College. M.S., Pennsylvania State University. Ph.D., University of Virginia

X

Diane Xu (2022)

Assistant Professor, Graphic Design

B.A., Northeastern University. M.A., Lynn University

Y

David Young (2025)

Assistant Professor, Health Sciences

B.S., University of Maryland. M.S., Georgia Southern University. Ph.D., University of Houston

Part-Time Faculty

There are also part-time/adjunct faculty members teaching classes during the academic year. Individuals are appointed on a semester-by-semester basis.

Center for Strategic Innovation and Foresight

Matthew Paushter (2023)

Chief Foresight and Decision Support Officer

Ed.D., Johns Hopkins University

Mari-Viola Bocchetto (2021)

Executive Associate to the Chief Foresight & Decision Support Officer

A.A.S., Mohawk Valley Community College

Mary "Angela" Coleman (2025)

Director of Organizational Assessment and Accreditation

Ph.D., University of Virginia Commonwealth

Cheoleon Lee (2014)

Senior Researcher, Institutional Research and Compliance

M.A., University of Florida. Ph.D., University of California, Riverside

Andrea Matthews (2001)

Research Analyst

B.A., York University

Shawn Peters (2025)

Director of Institutional Effectiveness

B.S., M.S., Indiana University

Laura Renninger (2024)

Director of Learning Assessment

M.A., Ph.D., University of Illinois Urbana - Champaign

Mariah Wilkerson (2025)

Data and Decision Support Specialist

M.S., University of Edinburg

Finance

Jeffrey "Scott" McVicker (2024)

Chief Financial Officer and Vice President for Administration

B.S., St. John Fisher University. M.B.A., Johns Hopkins University

Auxiliary Services

Frederick Hockenberry (2008)

Executive Director of Auxiliaries, Procurement and Special Projects

B.A., Pennsylvania State University

Trudy Lyles (1995)

College Store Financial Manager

A.A., Frederick Community College

Bradley Patenaude (2011)

College Store Course Materials Manager

B.A., University of Maine at Presque Isle. B.S., University of Maine at Augusta

Fiscal Services

Sonia Alvarado (2025)

Student Finance Associate, CEWD Registration

B.A., University of Maryland Global Campus

Jane Beatty (2006)

Executive Director for Student Finance/Bursar

A.A., Frederick Community College

Shawn Chesnutwood (2001)

Director for Finance

B.S., Johnson and Wales University. M.B.A., Frostburg State University. CPA, State of Maryland

Rosalinda "Linda" Chrisler (2022)

Senior Accountant for the Foundation

B.A., Hood College

Brenda Cunningham (2009)

Accounts Payable Associate

B.A., University of Maryland Baltimore County

Dolores Doherty (2025)

Grants Officer

M.S., Emmanuel College

Jacquelynn "Jacki" Folb

Executive Associate for Finance

Jennifer Frank (2010)

Assistant Director, Student Finance

Michelle Gooding (2025)

Associate Vice President for Grants and Sponsored Programs

B.S., Old Dominion University. M.S., Emmanuel College

Nancy Gunn (2022)

Student Finance Associate, CEWD

B.A., University of Maryland

Barbara Herald (2006)

Staff Accountant

A.A., Montgomery College

Kamaria Jackson (2025)

Procurement Administrator

B.S., Rhode Island College. M.S., University of Phoenix

Jeffrey Kotroba (2017)

Payroll Accountant

B.S., Towson University

Nathalie Mattson (2022)

Senior Accountant

B.A., M.B.A., Hood College

Tonyia McClellan (2008)

Accounts Payable Manager
A.S., Ashworth College. B.S., Ashworth College

Whitney Mellott-Hoch (2016)
Student Finance Associate
B.S., M.B.A., Frostburg State University

Matthew Miles (2024)
Senior Accountant - Grants and Sponsored Programs
B.A., Hood College

Luke Poe (2024)
Student Finance Associate
A.A., American Public University

Steven Puziss (2023)
Student Finance Business Associate
B.S., University of Maryland Global Campus

Mary Sawyer (2008)
Accounts Payable Coordinator

Fallon Seiler (2017)
Payroll Accountant
B.S., Shepherd University

Vanessa Smith (2016)
Student Finance Associate
B.A., Strayer University. M.S., Southern New Hampshire University

Amy Stake (2021)
Associate Vice President for Finance
B.S., University of Maryland Global Campus

Information Technology

Jerome DeSanto (2025)
Chief Information Officer/Vice President for Information Technology
B.S., M.B.A., University of Scranton. Ed.D., University of Pennsylvania

David Anderson, Jr. (2023)
Audio-Visual Support Technician
B.A., University of Maryland University College

Parker Anthony (2021)
Enterprise Applications Analyst/Programmer
B.S., Shepherd University

Kara Bennett (2008)
Applications Analyst/Administrator with Digital Focus
B.S., Shepherd University. M.B.A., Frostburg State University

Jon Borkman (2023)
IT Desktop Technician

Cathy Brown (2016)
Enterprise Applications Analyst/Programmer
A.A., Frederick Community College. B.A., M.S., Hood College

Thomas Dean (2019)
Senior Systems Administrator II
A.A., Frederick Community College

Kiran Ghising (2023)
IT Help Desk Technician

Dana Gibson (2018)
Systems Administrator
B.S., Virginia Polytechnic Institute and State University

Christopher Hairston (2024)
System Administrator

Eric Hall (2020)
Help Desk Manager
A.A.S., Frederick Community College. B.S., Appalachian State University

James "Jamie" Harris II (1999)
Enterprise Applications Analyst/Programmer
A.A.S., Frederick Community College. B.S., University of Maryland University College

Julia Hawkins (2022)
IT Desktop Technician

Cristina Kosonen (2019)
IT Desktop Technician
A.A., Frederick Community College. B.A., University of Maryland Global Campus

Michael Marshall (2012)
Director of IT Technical Support Services
A.A., Montgomery College

Sandra Marshall (2005)
IT Change Management Lead
A.A., Frederick Community College. B.S., University of Maryland University College

Gary Milihram (2015)
Copy Center Manager

Richard Moser (2016)
IT Desktop Technician

Daniela Noir (2022)
Enterprise Applications Analyst/Programmer
B.A., George Mason University

Timothy "Tim" O'Keeffe (2009)
Audio-Visual Support Technician
A.S., Frederick Community College

Ladylee Pineda (2024)
IT Help Desk Technician

Scott Reece (2017)
Chief Information Security Officer (CISO) and Associate CIO for Technology Infrastructure
A.A., Frederick Community College. M.A., Mount St. Mary's University

Adam Reno (2000)
Associate Chief Information Officer
B.S., Frostburg State University

Keith Rice (1996)
Senior Audio-Visual Support Technician

Houda Samih (2022)
IT Help Desk Technician
B.S., University of Maryland Global Campus

Michael Schlosser (2003)
Apple Systems Administrator
 A.A., University of Phoenix

Melissa "Missy" Smith-Rice (1999)
Office Manager

Lori Walker (2001)
Assistant Director, Enterprise Applications
 B.S., Shepherd University

Mezemir Wase (2025)
SharePoint Administrator
 B.A., Addis Ababa University

Sharon Woodfield (2012)
Telecomm/Network Administrator
 A.A., Frederick Community College

Joel Younkins (1994)
Assistant Director Network Infrastructure
 A.A., Frederick Community College. B.S., University of Maryland
 University College

Rui Zhang (2021)
PeopleSoft Database and Systems Administrator
 M.S., University College of Birmingham

Operations

Marvin Mills (2025)
Associate Vice President for Operations
 B.A., West Virginia State University

Autumn Rice (2026)
Administrative Assistant to the AVP for Operations

Capital Planning

Christopher Flaherty (2016)
Capital Project Manager II
 B.S., The Pennsylvania State University

Sharon Hammond (2013)
Administrative Associate II
 A.A., Frederick Community College

Brian Holt (2014)
Capital Project Manager I

Kristen Lushbaugh (2017)
Space Scheduling Coordinator
 A.S., Hagerstown Community College. B.S., Frostburg State University

Elizabeth Nichols (2013)
Space Scheduling Analyst
 B.S., Lake Superior State University

Karen Place (2018)
Capital Project Planner
 B.Arch., Roger Williams University. M.S., University of Maryland Global
 Campus

Plant Operations

Paul Barnes (2010)

Custodian

Carlos Barreto Uribe (2025)
Custodian

Beth Brown (2024)
Custodian

Jeffrey Buhrman (1989)
Custodian

Cameron Butler (2015)
Custodian

Michael Carter (2026)
Custodian

Lynn Clevenger (2023)
Plant Maintenance Technician - Electrician II

Thomas Crampton (2024)
Director of Plant Operations

Dennis Cupp (2008)
Custodian/Technician-(Monroe)

Reynaldo Delaluz (2008)
Custodian

David Eichelberger (2012)
Custodial 3rd Shift Lead

Jerome Ford, Jr. (2026)
Custodian

Roxana Escobar Mendoza (2013)
Custodian
 A.A.S., Frederick Community College

James Gibson (2022)
Groundskeeper

Kyran Gill (2026)
Plant Maintenance Technician - HVAC/R II

Michael Hedgepeth (2022)
Groundskeeper

Jenny Hill (2011)
Custodial 2nd Shift Lead

Darrell Jones (2023)
Plant Maintenance Technician - Painter

Mark Kirchman (2024)
Plant Maintenance Technician - Locksmith

Justin Koerting (2010)
Grounds Crew Foreman

Tonya Lewis (2003)
Plant Maintenance Technician - General

Christopher Lucas (2004)
Custodian

Michael Mathers (2026)

Plant Maintenance Technician - Plumber III

Merrick McDonald (2024)
Plant Maintenance Technician - General

Amparo Morales (2012)
Custodian

Jesse Morgan (2013)
Maintenance Technician - General

John Neal (2016)
Groundskeeper

Willy Ngiratraol (2021)
Custodian

Ryan Ridge (2016)
Plant Maintenance Manager
B.A., St. Mary's College of Maryland

Kennedy Roberts (2016)
Custodian

Darrell Rollins (1999)
Custodian

Austin Showe (2025)
Office Manager, Plant Operations

Larry Smith (1995)
Custodial Manager

Dyan Angelica Torres (2025)
Custodian

Elmer Torres (2024)
Custodian

April Williams-Ruth (2025)
Custodian

Kolyn Wood (2023)
Plant Maintenance Technician - HVAC/R II

Parker Young (2015)
Plant Maintenance - Building Manager

Public Safety and Campus Police

Robin Shusko (2013)
Chief of Campus Police and Director of Public Safety
B.S., Frostburg State University. M.A., Hood College. M.A., Marymount University. Ed.D., Frostburg State University

Daniel Berndt (2025)
Environmental Health & Safety/Emergency Management Specialist

Dakota Bostian (2025)
Public Safety Officer

Ryan Coleman (2026)
Deputy Chief of Campus and Public Safety

Elisha Fisher (2025)
Public Safety Officer

Melissa Hopkins (2023)

Administrative Associate II, Public Safety

Wayne Jarvis (2006)
Public Safety Officer

Robert Lang (2023)
Campus Police Sergeant

Scott Little (2025)
Public Safety Officer

Traci Morris (2021)
Public Safety Systems Technician
B.A., Montana State University

Nunzio Orlando (2025)
Public Safety Officer

Jonathan Pineda (2025)
Public Safety Officer
B.S., Berkeley College

Joel Ramirez (2025)
Public Safety Officer

Gurpreet Rattan (2018)
Campus Police Sergeant

Matthew Rodman (2025)
Public Safety Officer

Charles Steed (2022)
Public Safety Officer

Shane Summers (2023)
Campus Police Lieutenant/Operations Commander

Leonard "Randy" Waesche (2016)
Public Safety Communications Specialist
B.A., University of Maryland. M.B.A., Frostburg State University

Sean Wilber (2024)
Public Safety Officer

Timothy Wintermyer (2025)
Public Safety Officer

Receiving Operations

Gary Anderson (2009)
Receiving Operations Manager

Richard "Rick" Linton (2006)
Receiving Assistant
A.A., Frederick Community College

Catherine Summers (1998)
Mailroom Associate

Student Experience

Edmund "Ed" Cabellon (2025)
Interim Vice President for Student Experience

Yesenia Albright (2025)
Executive Associate to the Vice President for Student Experience
A.A., Montgomery College

Athletics

Rodney Bennett (2006)

Director of Athletics/Head Coach, Men's Baseball
B.S., Davis & Elkins College. M.S., California University of Pennsylvania

Kathryn Conti (2023)

Athletic Trainer
B.S., Towson University

Sean Dash (2022)

Head Athletic Trainer
B.S., Salisbury University

Daniel Gerjets (2024)

Athletics Facilities and Equipment Supervisor

Lisa Hildebrand (1989)

Special Assistant to the Director of Athletics
A.A., Frederick Community College

Michael Simone (2022)

Assistant Director of Athletics/Sports Information
B.A., Saint Vincent College. M.S., Ohio University

Natalia Woods (2024)

Athletic Academic Support Advisor/Compliance Assistant
B.A., M.A., Mount St. Mary's University

Enrollment Services

Michael Anderson (2022)

Associate Vice President for Enrollment Services
M.S., Canisius College

Hunter Ayers (2025)

Admissions Counselor
B.A., M.A., West Virginia University

Aimee Becker (2024)

Academic Advisor
B.A., Gettysburg College. M.Ed., Commonwealth University of Pennsylvania

Tina Berry (2017)

Associate Registrar
B.S., Shepherd University

Amy Coldren (2010)

Veteran and Military Services Coordinator
A.A., Frederick Community College. B.S., James Madison University. M.A., Ph.D., Northwestern University

Jane Dibble (2023)

Transfer Advisor
A.A., Montgomery College. B.A., St. Mary's College of Maryland. M.S., Johns Hopkins University

Kimberly Drain (2022)

Academic Advisor
B.S., University of Maryland College Park

Alex Dunlop (2023)

Enrollment Service Specialist

Melissa Ensminger (2006)

Associate Registrar for Transfer Services

A.A., Frederick Community College. B.S., Towson University

Doris "Jane" Filler (2007)

Assistant Director for Admissions
A.A., Frederick Community College. B.S., Shepherd University

Micah Forrest (2023)

Admissions Counselor
A.A., Frederick Community College

Ashley Fullerton (2024)

Enrollment Services Specialist

Zaadawon "Dawn" Garner (2022)

Coordinator, Employment Services and Career Events
B.S., University of Central Florida

Kathryn Grocki (2024)

Registrar and Director of Registration and Records
B.A., George Mason University. M.A., University of Maryland

Jonathan Hoffman (2016)

System Analyst, Student Affairs

Jonathan Hogan (2025)

Enrollment Services Specialist

Karen Huete Castrillo (2024)

Enrollment Service Specialist

Monica Hutchins (2014)

Academic Advisor
B.S., Morgan State University. M.A., Trinity University. M.A., West Virginia University. Ed.D., Morgan State University

Sandra Jacob (2022)

Assistant Director for Enrollment
B.S., Rowan University

Matthew Lee (2021)

Academic Advisor
A.A., Frederick Community College. B.A., Goucher College

Reginald Lushbaugh (2025)

Transfer Evaluator
B.S., M.Ed., Frostburg State University

Amany Madkour (2021)

Enrollment Service Specialist
B.A., Alexandria University

Jennifer McAninley (2015)

Academic Advisor
B.A., Goucher College. M.S., Johns Hopkins University

Nicholas McCombs (2025)

Registration and Records Associate
B.A., Towson University

Melanie Molesky (2006)

Transcript Services Coordinator
A.A., Frederick Community College

Agnes Nestor (2016)

Enrollment Specialist
B.A., University of Maryland

Amy Pearson (2007)*Assistant Registrar*

A.A., Frederick Community College

Margaret Recto (2022)*Admissions Processor*

A.A., Valley Forge Christian College

Sarah Rudy (2018)*Transfer Evaluator*

B.A., Asbury University. M.A., Messiah University

Karen Santelli (2007)*Academic Advisor*

A.A., Frederick Community College. B.A., University of Maryland Baltimore County

Anne Scholl-Fiedler (2017)*Director of Career & Academic Planning Services*

B.A., Temple University. M.A., Towson University

Jennifer Sealy (2019)*Director of Recruitment and Admissions*

B.A., Juniata College. M.B.A., Shepherd University

Brianna Stevens (2023)*Administrative Assistant to the Associate Vice President for Enrollment Services*

M.S., Stevenson University

Jasbir Thiara (2023)*Academic Advisor*

B.S., M.S., California State University - Sacramento

Scott Van Dermark (2025)*Manager, CAPS Operations***Cindy Vinson (2022)***Enrollment Recruiter-Transition*

B.A., Central University

Sarah Wagner (2017)*Senior Academic Advisor*

M.A., University of Massachusetts Boston. Ph.D., University of Texas at Austin

Jennifer Ward (2000)*Senior Academic Advisor*

A.A., Frederick Community College. B.A., American Public University

Edward Wangler (2018)*Degree Audit Specialist*

B.S., Grand Valley State University. J.D., Thomas M. Cooley Law School

Student Engagement & Wellness**Zachary Roberson (2023)***Associate Vice President for Student Engagement and Wellness*

M.Ed., University of South Carolina

Jacquelyn Bishop (2023)*Live Well Coordinator*

B.S., Frostburg State University

Shelby Carmon (2000)*Office Manager, Center for Student Engagement*

A.A., A.A.S., Frederick Community College

Emily Cronise (2025)*Coordinator of Student Leadership and Service*

B.S., York College of Pennsylvania. M.A., Hood College

Emily Gebhart (2022)*Counselor, Counseling and Wellness*

B.S.W., McDaniel College. M.S.W., University of Maryland, Baltimore

Kathryn Manwiller (2009)*Counselor, Behavioral Health and Wellness*

B.S., University of Maryland College Park. M.S.W., University of Maryland, Baltimore

Kristi Mills (1996)*Assistant Director, Office of Student Leadership & Engagement*

A.A., Frederick Community College. B.S., M.B.A., Mount Saint Mary's University

Student & Financial Services**Nichole Pollard-Alford (2022)***Associate Vice President for Student and Financial Support Services*

B.S., M.A., Rider University

Jessica Anders (2025)*Student Success/Retention Specialist*

B.A., Shepherd University

Maria Armas-Huerta (2024)*Financial Aid Systems Analyst*

M.S., University of Maryland Global Campus

Ian Astheimer (2023)*Administrative Specialist, Disability Access Services*

A.A., Frederick Community College. B.A., Hood College

Tameka Cruz (2024)*Associate Director of Financial Aid and State Compliance*

B.A., Salisbury University. M.P.A., Bowie State University

Iryna Dudko (2025)*Financial Aid Assistant*

B.A., Mykolayiv State Agrarian University

Danielle Duvall (2021)*Assistant Director of Financial Aid Processing & Verification*

B.A., West Virginia University

Heather Hinkle (2017)*Director of Disability Access Services*

A.A., Frederick Community College. B.A., Gettysburg College. M.Ed., University of Maryland, Eastern Shore

Anna Isner (2025)*Financial Aid Administrative Counselor*

B.A., Towson University

Kimberly Kellam (2025)*Financial Aid Administrative Counselor*

M.S., Grand Canyon University

Katelyn Keller (2025)*Disability Specialist*

B.S., Saint Joseph's University. M.Ed., George Washington University

Samantha Klein (2026)

Administrative Assistant to the AVP for Student and Financial Support Services

B.A., University of Maryland

David LaNore (2025)

Student Success/Retention Specialist

B.A., James Madison University

Jennifer Leonard (2018)

Adult and Parent Education Outreach Coordinator

B.A., Wake Forest University

Traci Lowrey (2009)

Coordinator, Interpreting Services

A.A.S., Community College of Baltimore County. B.A.S., Siena Heights University. M.A., Southern New Hampshire University

Aliya Merhi (2017)

EAB Navigate Coordinator

A.A., Frederick Community College. B.A., Washington College

Jose Moreno (2021)

Assistant Director of Student Success and Retention

B.A., Framingham State University

Amy Nichols (2025)

Student Success/Retention Specialist

M.B.A., Baruch College

Kaytlynn Nitos (2016)

Financial Aid Administrative Counselor

A.A., Frederick Community College. A.S., The Art Institute of Pittsburgh. B.A., Southern New Hampshire University

Jeanette Reed (2016)

Director of Financial Aid and Scholarships

B.A., Hood College

Michelle Ricketts (2022)

Director of Student Success and Retention

B.A., Penn State University. M.S., University of Memphis. M.S., Louisiana State University

Ari Trueswell (2026)

Disability Specialist

B.A., University of Pennsylvania

Melanie Turner (2024)

Financial Aid Administrative Counselor

B.A., Shepherd University

Elizabeth Witcher (2014)

Financial Aid Specialist

A.A.S., Plaza Business Institute

Hind Zaghdoud (2023)

Bilingual Financial Aid Assistant

M.B.A., Université de la Renaissance d'Haiti

Talent and Culture (Human Resources)

Bridgette Cofield (2023)

Vice President for Talent and Culture

B.A., J.D., The University of Memphis

Carli Cox (2025)

Talent Acquisition Lead

B.S., Salisbury University

Donna Gebhart (2018)

Executive Associate to the Vice President for Talent and Culture

Amy Mabey (2022)

Administrative Assistant to the AVP for Human Resources

B.A., The Ohio State University

Pamela Murphy (2022)

Labor Relations Specialist

M.B.A., Franklin Pierce University

Diana Oliver (2019)

Human Resources Manager

B.A., Hood College

Kathryn "Katie" Reed (2010)

Compensation and HRIS Specialist

A.S., Ashworth College

Jessica "Jessy" Stone (2025)

Talent Acquisition Coordinator

Susan Waddington (2016)

Senior Leave and Benefits Specialist

B.S., Virginia Polytechnic Institute and State University. M.S., Widener University

Klaire Williams (2022)

Interim Associate Vice President for Title IX and Accessibility Compliance

B.S., University of Maryland, Baltimore County. M.S., CUNY School of Professional Studies

Engagement and Belonging

Adriana Rojas (2025)

Interim AVP for Engagement and Belonging

Cody Rosenbarker (2022)

Manager for Engagement and Belonging

B.A., Messiah University. M.S., Shippensburg University

Thanh Thanh Saint-Johns (2011)

Administrative Assistant for Engagement and Belonging

B.A., Bang Tot Nghiep Dai Hoc University

Teaching, Learning and Student Success

Anne Davis (2023)

Provost and Vice President of Teaching, Learning, and Student Success

B.S., Virginia Polytechnic Institute and State University. M.S., Cornell University. D.M., University of Maryland Global Campus

Brenda Flores (2020)

Administrative Assistant, Office of the Provost/VP of TLSS

A.S., Frederick Community College

Carla Milan (2015)

Internship & Apprenticeship Coordinator

B.S., Western New England College

Amy Parks (2024)

Associate Provost for Strategic Operations
M.A., Johns Hopkins University. Ph.D., Kent State University

Erin Peterson (2000)

Director of Curriculum Systems and Scheduling
B.A., Washington College. M.B.A., Mount St. Mary's University

Esther Slack-Metellus (2021)

Executive Associate to the Provost/Vice President for Teaching, Learning, and Student Success
B.S., Johnson & Wales University

Amber Tobery (2022)

Articulation and Transfer Success Coordinator
A.A., Frederick Community College. B.A., University of Pittsburg. M.S., Kaplan University

Center for Teaching & Learning

Renee Davis (2016)

Associate Vice President/Dean, Center for Teaching & Learning
B.S., M.B.A., Ed.D., University of Phoenix

Sheri Bailey (2004)

Office Manager, Learning Commons
A.A., Frederick Community College. B.S., Frostburg State University

Carrie Dorman (2019)

Director, Online Learning and Instructional Innovation
B.S., University of Maryland University College

Caitlyn Duke (2024)

Library/Learning Commons Associate
B.A., Wheaton College

Harper Everett (2025)

STEM Academic Assistant Specialist
B.S., University of Maryland Global Campus

Ruth Flores (2019)

Office Manager, Testing Center
B.S., Bowie State University

Daniel Gallaher (2017)

Information Literacy Librarian
A.A., Frederick Community College. B.A., University of Maryland University College. M.L.S., University of Maryland, College Park

Jennifer Georg (2024)

Tutoring and Writing Center Coordinator
B.A., Evangel College. M.S., Johns Hopkins University

Reynea "Patty" Hude (2020)

Student Success Librarian
M.S., The Catholic University of America

Kimberly Jacob (2006)

Academic Office Manager
A.A., Baltimore City Community College

Alice Johansen (2025)

Learning Specialist
B.A., University of West Florida

Janet Kalinowski (2020)

Circulation and Desk Manager
B.A., The National University of Ireland, Maynooth. M.A., Hood College

Adriana Martinez (2025)

Learning Specialist
A.A., Frederick Community College. B.A., University of Maryland

Megan McIntosh (2024)

Library/Learning Commons Associate
B.A., University of Maryland, Baltimore County

Colleen McKnight (2011)

Director, Library Services
B.A., Otterbein University. M.L.S., University of Maryland, College Park

Rebecca Montgomery (2017)

Digital Resources Librarian
B.A., Morgan State University. M.L.S., University of Maryland, College Park

Jonathan Orellana (2018)

Administrative Associate to the Associate Vice President, Center for Teaching and Learning
A.A., Valencia College. B.S., University of Central Florida

Brian Penko (2017)

STEM Learning Center Coordinator
A.A.S., Frederick Community College. B.S., Hood College

Jonvieve Robinson (2024)

Testing Specialist
A.A., Frederick Community College

Alesha Rosen (2013)

Director, Testing Center Services
B.S., Towson University. M.Ed., George Mason University

Courtney Sloan (2016)

Director of Learning Center Services
B.S., J.D., Louisiana State University

Charles Small III (2017)

Testing Specialist
B.S., University of Maryland Global Campus

Erin Snyder (2025)

Learning Specialist
B.S., Sweet Briar College

Jill Steinberg (2025)

Learning Specialist, STEM Center
M.S., Johns Hopkins University

Bryan Valko (2005)

Instructional Support & Technology Specialist
B.A., University of Maryland, Baltimore County. M.S., Mississippi State University

Douglas Valentine (2017)

Instructional Designer
A.A., Frederick Community College. B.A., Mt. Sierra College. M.S., Southern New Hampshire University

Zachary Wiggins (2024)

Library/Learning Commons Associate

B.S., Southeast Missouri State University

Continuing Education & Workforce Development

Margaret "Molly" Carlson (2015)

Associate Vice President/Dean for Continuing Education and Workforce Development

B.S., Illinois State University. M.S., Northwestern University. Ph.D., University of Wisconsin

Kelli Ackiewicz (2016)

Program Manager, Community Education

B.S., Pennsylvania State University

Gustavo Barbosa (2022)

Adult Education and ESOL Program Coordinator

A.S., Hagerstown Community College

Cheryl Beard (2019)

Adult Education Language Lab and Family Literacy Coordinator

B.S., Waynesburg College

Chiuwah "Eran" Bosaz (2020)

Administrative Assistant to the AVP/Dean of CEWD

A.A., Hutchinson Community College. B.S., University of Kansas

Kimberly Clarke (2024)

Youth and Community Education Program Manager

B.S., Syracuse University

Jennifer Dennis (2022)

ESOL Program Manager

B.A., Laguna College of Art & Design. M.A., Northern Arizona University

Elizabeth DeRose (2016)

Institute Manager, Hospitality, Culinary & Tourism

A.O.S., Culinary Institute of America. B.S., University of Illinois, Urbana-Champaign

Mary Evans (2016)

Instructional Specialist, Culinary

A.O.S., Culinary Institute of America

Kerri Eyerl (2025)

Administrative Associate II, Healthcare Careers

A.A., Central Penn College

Richard Hawkins (2025)

Business Solutions Training Specialist

B.S., Argosy University

Cheryl Henman (1993)

Administrative Associate II, Community Education

A.A., Frederick Community College

Robin Hovermale (2023)

Program Manager, Healthcare Careers

B.S., Purdue University Global

Julia Hunter (2021)

Adult Education & ESOL Transition Specialist

B.S., University of Delaware

Faith Jackson (2025)

Medical Assisting & Phlebotomy Instructional Specialist

A.A.S., B.S., Kaplan University

Maggie Krzywicki (2016)

Administrative Associate II, Community Education

B.S., Shepherd University

Matthew Lambert (2023)

Director, Business Solutions

B.S., Kansas State University

Elisabeth Lean (2024)

Program Manager, Career and Technical Training

M.S.W., Ph.D., The Catholic University of America

Hope "Danielle" Manley (2021)

Administrative Associate II, Workforce Training

A.S., Northwestern Connecticut Community College

Abigail Matos-Martinez (2018)

Administrative Associate II, Adult Education & ESL

Katherine Miller (2017)

Coordinator, CEWD Operations

B.A., Shippensburg University

Nicholas Morgan (2024)

Institute Manager, Construction and Applied Technologies Institute

M.A., Virginia Polytechnic Institute and State University

Irene Nemitsas (2017)

Program Coordinator, Workforce Education

B.S., Syracuse University. M.P.A., University of Colorado, Denver

Mariana Santamaria Rivas (2023)

Assistant Director, CEWD Operations

B.S., Central University of Venezuela

Daniel Saunders (2023)

Director, Workforce and Community Education

B.S., Frostburg State University

Caleb Shank (2021)

ABE/ASE Instructional Specialist, Adult Education

B.A., Shippensburg University. M.A., Hood College

Brandon Spoor (2024)

Adult Education Intake and Assessment Specialist

A.A., Frederick Community College. B.A., University of Maryland Global Campus. M.A., Southern New Hampshire University

Lauren Standifer (2014)

Program Coordinator, Community Education

B.S., University of North Carolina at Greensboro

J "Jennifer" Szabo (2022)

Director for Adult Education & ESOL

B.A., University of Maryland, College Park. M.S., Shenandoah University

Michelle Wichman (2010)

Adult Education Intake/Assessment Specialist

B.A., Wartburg College

Elise Wendland (2022)

HCTI Lab Manager

B.A., University of South Florida

Dual Enrollment

Sarah Welker (2024)

Director for Dual Enrollment and High School Partnerships
B.S., Mount St. Mary's University. M.S., Boise State University

Enchantment Allen (2021)
Dual Enrollment and Early College Coordinator
B.A., John Jay College of Criminal Justice - City University of New York

Brooke Carey (2025)
Academic Advisor, Dual Enrollment Open Campus
M.S., McDaniel College

Jeffrey Wine (2023)
Dual Enrollment and Early College Coordinator
A.A., Hagerstown Community College. B.S., Ohio University. M.A., Shepherd University

School of Arts and Humanities

Brian Stipelman (2016)
Associate Vice President/Dean, School of Arts and Humanities
B.A., Bowdoin College. Ph.D., Rutgers University

Kristi Waters (2007)
Administrative Assistant to the AVP/Dean of Arts and Humanities
B.A., University of Maryland. M.S., Kansas State University

School of Arts and Humanities - English, Communication, and Languages Career Community

Robert Haberstroh (2025)
Assistant Dean for English, Communication, and Languages
B.A., M.A., Auburn University

Valerie Fox (2012)
Academic Office Manager
A.A., Frederick Community College. B.A., Salisbury University

School of Arts and Humanities - Visual & Performing Arts Career Community

Lori Moy (2026)
Academic Office Manager
B.A., Shepherd University

Samuel Martin (2015)
Art Program and Studio Manager
B.A., Bloomsburg University. M.F.A., University of New Mexico

David Norman (2010)
Senior Theater Technician
B.S., Minnesota State University, Mankato

Melissa Sly (2023)
Digital Media Lab Manager
B.A., Towson University

Tabetha White (2022)
Arts Center Director
B.F.A., West Virginia University

School of Biological, Physical, and Health Sciences

Sandra "Sandy" McCombe Waller (2019)
Associate Vice President/Dean, School of Biological, Physical, and Health Sciences
B.S., University of Maryland. M.S., Johns Hopkins University. Ph.D., University of Maryland

Ann Geyer (2009)
Academic Office Manager
B.A., Gustavus Adolphus College

Jeffrey Hawk (2019)
Director of Health Science Technology and Compliance
M.Ed., M.B.A., University of Maryland University College. M.P.T., University of Maryland, Baltimore

Kimberly Manley (2022)
Perkins and CTE Coordinator
B.S., Westminster College. M.S., Carnegie Mellon University

Brianna Rentz (2021)
Health Science Lab Technician
A.S., A.A.S., Frederick Community College

Abigail Sines (2022)
Admissions Coordinator, Health Sciences
A.A., Frederick Community College. B.A., University of Maryland

Elise Wetzel (2023)
Health Science Lab Technician
B.S., Susquehanna University

School of Biological, Physical, and Health Sciences - Health Professions Career Community

Timothy Coulbourn (2022)
Director of Health Professions Simulation
B.S.N., Drexel University. M.S.N., Stevenson University

Stephanie Harrison (2021)
Interim Director of Nursing Education
B.S., Towson University. M.S.N., University of Maryland School of Nursing

Earl "Dex" Manthey (2022)
Academic Office Manager
B.A., State University of New York at New Paltz

Michele Miller (2018)
Nursing Skills Lab Assistant
B.S., Salisbury University

School of Biological, Physical, and Health Sciences - Biological and Physical Sciences Career Community

Jordan Baker (2025)
Assistant Dean for Biological and Physical Sciences
M.S., East Tennessee State University

Sydney Hafler (2024)
Science Laboratory Technician
B.A., Hood College

Liliia Kril (2022)
Science Lab Manager
B.S., M.S., Yuriy Fedkovych Chernivtsi National University

Isis Lima Caetano (2025)
Science Lab Technician II
B.S., University of Sao Paulo. M.S., Cornell University

Jennifer Lipscomb-Huntley (2024)
Science Laboratory Technician

B.S., University of Maryland

Sharon Smith (1980)

Academic Office Manager

School of Public Service, Social Sciences, and Education

Vacant

Associate Vice President/Dean, School of Public Service, Social Sciences, and Education

School of Public Service, Social Sciences, and Education - Legal and Public Safety Career Community

Jason Deater (2022)

Assistant Dean for Legal and Public Safety

B.A., American Public University System. M.A., American Public University System

Emma Barr (2024)

Administrative Assistant

B.A., West Virginia University. M.B.A., Hood College

Kiersten Blache (2025)

Administrative Specialist, Remote Learning

B.S., University of Maryland Global Campus

Diana "Didi" Culp (2016)

Program Manager, Legal and Public Safety

B.A., Hiram College. M.A., Marymount University

Julie Hoyle (2014)

Academic Office Manager

B.S., University of Maryland, College Park

Lauren Weldon (2015)

Program Coordinator, Remote Learning

B.A., Hood College. M.S., University of Maryland Global Campus

School of Public Service, Social Sciences, and Education - MACEM & Public Safety

Stephen Carter (2014)

Special Projects Manager, MACEM & Public Safety

B.A., Thiel College. M.S., University of Maryland University College

Reshu Karki (2025)

Administrative Communications Specialist

M.A., University of South Wales

Alan Lyons (2018)

Instructional Specialist, MACEM & Public Safety

B.A., McDaniel College

Joseph Rafter (2020)

Instructional & Technical Designer, MACEM & Public Safety

B.A., Wilson College. M.Ed., Frostburg State University

School of Public Service, Social Sciences, and Education - Social Sciences and Education Career Community

Julian "Julie" Horton

Assistant Dean for Social Sciences and Education

B.A., Southwestern University. M.M., Northwestern University. Ph.D., New Mexico University

Nicole Welch (2013)

Academic Office Manager

B.S., Mount St. Mary's University

School of Technology, Trades, Business, and Hospitality

Christianne Aranguren (2025)

Assistant Vice President/Dean, School of Technology, Trades, Business, and Hospitality

M.S., University of Illinois Ubrana-Champaign

Raymond Maldo (2024)

Apprenticeship Recruiter

M.B.A., Tulane University

Joshua Paiz (2025)

Assistant Dean, School of Technology, Trades, Business, and Hospitality

B.A., M.A., University of Toledo. Ph.D., Purdue University

Ysabell Lopez-Alvarez (2018)

Academic Office Manager for HCTI & CATI

B.A., Strayer University

Matthew Miles (2018)

IT Systems Administrator for the School of Technology, Trades, Business, and Hospitality

B.S., Shepherd University. M.S., Hood College

Jeanne Nesbitt (2009)

Academic Office Manager

B.S., Youngstown State University

Travis Young (2023)

Instructional Specialist, Construction and Applied Technologies (CATI)

EMERITUS

Elizabeth Geiser (1983)
 Priscilla J. Roessler (1983)
 William A. Sussmann (1983)
 Duval W. Sweadner (1983)
 Louise Doty (1984)
 Dr. Dorothy V. Elliott (1984)
 Irene Jacobs (1984)
 Dr. Cresap Davis (1986)
 Dr. Jack B. Kussmaul (1986)
 Agnes Kemerer (1987)
 Joseph T. Millington 1987
 Dr. Harry Prongas (1987)
 Marguerite H. Smith (1987)
 Dr. Francis Reinberger (1990)
 Dr. Carl H. Mitlehner (1991)
 Dr. Roberta C. Palmer (1992)
 Betty Coe Riner-Kulp (1992)
 Charles R. Luttrell (1993)
 Dr. Harold A. Neufeld (1994)
 Dr. B.W. Rodgers (1994)
 Richard F. Burgo (1995)
 Joyce D. Meeks (1995)
 Francis R. Smith (1995)
 Richard Thompson (1995)
 Thomas E. Hicks (1996)
 Dr. Lee J. Betts (1997)
 Gerard Blake (1997)
 Michael D. Boyd (1997)
 Dr. Jon H. Larson (1997)
 Maida M. Wright (1997)
 David G. Clark (1999)
 Phyllis R. Hamilton (1999)
 Laura Frances Mayo (1999)
 Dr. May E. Phillips (1999)
 Neeta Falconer (2000)
 Dr. Martin Kalmar (2000)
 Dr. Carolyn Lewis (2000)
 Gerard Marconi (2000)
 Dr. Richard Yankosky (2000)
 John Stuart (2002)
 Eugenia Tobin (2002)
 Allan Windle (2002)
 J. LeRoy Frazier (2003)
 Donald W. Neel (2003)
 Dr. Suzanne Beal (2005)
 Dr. Albert Samuel (2005)
 Dr. Rosemary Watson (2005)
 Rosemarie Alavanja (2007)
 Dr. Tony Chiu (2007)
 Joan Disburg (2007)
 Cheryl Potter (2007)
 Dr. Patricia Stanley (2007)
 Dr. Shirley Davis (2008)
 Bernard A. Adams (2010)
 James G. Morrison (2010)
 Mary Noel (2010)
 Joseph D. Osmann (2010)
 Anne B. Slater (2010)
 Dr. Carol W. Eaton (2011)
 Jane A. Garvin (2011)
 Dr. L. Richard Haney (2011)
 Katherine W. Helfrich (2011)
 Peggy J. Mauzy (2011)
 William G. Quinn, Jr. (2011)
 Sandra L. Smith (2011)
 Patricia F. Standifer (2011)
 Rebecca D. Yankosky (2011)
 Sandra Cavalier (2012)
 Kathy Fenimore (2012)
 Joseph B. Kerr (2012)
 Timothy Swyter (2012)
 Joseph P. Campbell (2013)
 Kathy J. Frawley (2013)
 Elizabeth J. Holton (2013)
 Dr. Paula Lindsay (2013)
 Susan Boyne (2014)
 Ann Commito (2014)
 Richard Gottfried (2014)
 David Hamby (2014)
 Dr. Christine Helfrich (2014)
 Dr. Janice Holly (2014)
 Pamela Lilly (2014)
 Janis Vasquenza (2014)
 Dr. Charles K. Cottingham (2015)
 Lorraine F. Dodson (2015)
 Susan P. Hannon (2015)
 Dr. Beth H. Holmberg (2015)
 Alberto Ramirez (2015)
 Sandra Toms (2015)
 Peggy Waxter (2015)
 Donna Lane (2016)
 Rebecca Lohmeyer (2016)
 Mick O'Leary (2016)
 Walter Smith (2016)
 Barbara Angleberger (2017)
 Dennis Little (2017)
 Mary Scire (2017)
 Saran Smith-McLaughlin (2018)
 Dr. Ted Taft (2018)
 Joanna Gannon (2019)
 Jurgen Hilke (2019)
 Jane Menker (2019) (posthumously)
 Dave Moreland (2019)
 Donna Sowers (2019)
 Dr. Marshall Botkin (2020)
 Brenda Dayhoff (2020)
 Dr. Kenneth Kerr (2020)
 Vanessa Lovato (2020)
 Mary Mogan-Vallon (2020)
 Lisa Sheirer (2020)
 Elizabeth Burmaster (2021)
 Dr. Paula Chipman (2021)
 Maura David (2021)
 Marsha Mason-Sowell (2021)
 Rachel Nachlas (2021)
 Pei W. Taverner (2021)
 Janice Brown (2022)
 Nancy Dankanich (2022)
 Marcia Dean (2022)
 Lisa Freel (2022)
 Karen Freeman (2022)

Kathleen Hughes (2022)
Dr. Thomas Jandovitz (2022)
David Martin (2022) (posthumously)
Janet Sholes (2022)
Dr. Robert H. Ford (2023)
Dr. Marc A. Frankenberry (2023) (posthumously)
Rhonda Patterson (2023)
Anna Marie Staley (2023)
Elizabeth A. Duffy (2024)
Sara Beth Miles (2024)
Mary C. Rolle (2024)
Brenda M. Steele (2024)
Deirdre A. Weilminster (2024)
Dina M. Yagodich (2024)
Brad Burtner (2025)
Dr. Gohar Farahani (2025)
Kathy Francis (2025)
Dr. Rich Fulton (2025)
Dr. Kelly Trigger (2025)
Jeanni Winston-Muir (2025)

Recognition of Distinguished Status

Patti Altmann (2015)
Judith Bare (2015)
Mary Kay Burkhart (2015)
Linda Crough (2015)
Elizabeth Disney (2015)
Brenda Ferko (2015)
Magreta Kuzner (2015)
Karen Defibaugh (2016) (posthumously)
John Brashears (2017)
Mary Garst (2017)
Harriette Mathews (2017)
Yasmin Shikari (2017)
Beverly Grubbs (2018)
Sharon Wallick (2018)
James Concannon (2019)
Catherine Galeano (2019)
Sharon Copley (2020)
Patty Furry-Hovde (2020)
David Hoffman (2022)
Ronald Jackson (2025)
Mark Price (2025) (posthumously)

BOARD OF TRUSTEES

Theodore M. Luck, *Chair*

Carolyn Kimberlin, *Vice-Chair*

Jan H. Gardner

Dr. Carmen R. Hernandez

Tracey McPherson

Dr. William Reid

Stephen Slater

Janice Spiegel, *Special Projects Manager/Budget Office (Non-voting
Frederick County Liaison)*

Dr. Annesa Payne Cheek, *FCC President, Secretary-Treasurer*

ACADEMIC CALENDAR

Please note: Academic Calendar dates may be subject to change. Please check frederick.edu (<https://www.frederick.edu/>) for updates.

Summer Term 2026

| Event | Date |
|--|-------------|
| No Credit or Continuing Education classes | May 23 - 24 |
| Memorial Day – College Holiday | May 25 |
| First day of Summer Credit classes | May 29 |
| Juneteenth - College Holiday | June 19 |
| Observance of Independence Day – College Closed | July 3 |
| Independence Day - College Holiday | July 4 |
| Last day of Summer Credit classes | August 8 |
| Final Summer Credit class grades due by 10:00 a.m. | August 12 |

Fall Semester 2026

| Event | Date |
|---|-----------------|
| Fall Convocation | August 11 |
| First day of Fall Credit classes | August 22 |
| No Credit or Continuing Education classes | September 5 - 6 |
| Labor Day – College Holiday | September 7 |
| Election/Study Day – No Credit classes, Continuing Education classes offered – College Open | November 3 |
| No Credit or Continuing Education classes - College Closed | November 25 |

| | |
|--|-------------------------|
| Thanksgiving – College Holiday | November 26 |
| Native American Heritage Day - College Holiday | November 27 |
| No Credit or Continuing Education classes | November 28 - 29 |
| Last day of Fall Credit classes | December 12 |
| Winter Holidays Luncheon | December 14 |
| Final Fall Credit class grades due by 10:00 a.m. | December 16 |
| Winter Break | December 21 - January 3 |

Spring Semester 2027

| Event | Date |
|--|---------------|
| College Open | January 4 |
| First day of January Sessions Credit classes (T-F and Online) | January 5 |
| Spring Convocation | January 12 |
| Dr. Martin Luther King, Jr. Day – College Holiday | January 18 |
| First day of regular Spring Credit classes | January 23 |
| No Credit classes, Continuing Education classes offered - College Open | April 5 - 6 |
| Spring Break | April 7 - 9 |
| No Credit or Continuing Education classes | April 10 - 11 |
| Celebration of Excellence | April 16 |
| Last day of Spring Credit classes | May 14 |
| Final Spring Credit class grades due by 10:00 a.m. | May 19 |
| Commencement | May 20 |

CAMPUS LOCATIONS

FCC classes are held on the main campus, at The Monroe Center, online, and offsite at various locations throughout the community and surrounding areas.

Addresses

FCC Main Campus

7932 Opossumtown Pike
Frederick, MD 21702

301.846.2400

The Monroe Center

200 Monroe Avenue
Frederick, MD 21701

240.629.7900

Main Campus Locations

| | |
|-----------------------|-------------------------------------|
| A – Annapolis Hall | B – Braddock Hall |
| C – Catoclin Hall | D – Athletics Center |
| E – Conference Center | F – Visual & Performing Arts Center |
| G – Gambrill Hall | H – Student Center |
| J – Jefferson Hall | L – Linganore Hall |
| P – Plant Operations | S – Sweadner Hall |
| K – Mercer-Akre Kiln | |

For campus maps, directions, and parking information, visit maps.frederick.edu/ (<https://maps.frederick.edu/>).

For hours of operation, visit frederick.edu/about-fcc/hours.aspx (<https://frederick.edu/about-fcc/hours.aspx>).

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