

# CECIL COLLEGE | FORTY YEARS

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REAL STUDENTS. REAL SUCCESS.



# CECIL COLLEGE

## 2007 – 2009 Catalog

### North East Campus

One Seahawk Drive  
North East, MD 21901  
Main Switchboard: 410-287-6060  
College Information Center: 410-287-1000  
Web site: [www.cecil.edu](http://www.cecil.edu)

### Elkton Station

107 Railroad Avenue  
Elkton, MD 21921  
410-392-3366

### Bainbridge Center

748 Jacob Tome Highway  
Port Deposit, MD 21904  
410-378-4610

### Family Education Center

200 Road B  
Hollingsworth Manor  
Elkton, MD 21921  
410-287-1100



### Table of Contents

Welcome .....	3
College Calendar .....	6
Admissions and Enrollment .....	9
Tuition, Fees and Financial Aid .....	17
Academic Information and Standards .....	26
Programs of Study .....	40
Arts and Sciences Transfer .....	44
Arts .....	44
Biology .....	47
Chemistry .....	48
Engineering .....	59
Environmental Science .....	49
Mathematics .....	50
Performing Arts .....	51
Physical Science .....	55
Physics .....	58
Social Work .....	64
Business Administration Transfer .....	65
Business and Commerce Technology .....	66
Computer Information Systems .....	79
Education .....	83
Equine Studies .....	91
Fire Science Technology .....	93
General Studies .....	94
Law Enforcement and Corrections Technology .....	95
Nursing Education, Allied Health and Health Services .....	97
Transportation and Logistics .....	101
Visual Communications .....	115
Course Descriptions .....	130
General Information and Services to Students .....	175
Business Education and Lifelong Learning .....	184
Community Resources .....	188
College Policies .....	191
College Directories and Maps .....	213
Index .....	221



WELCOME

September 1968

# Cecil Community College Enrolling Students Now

The Cecil Community College is enrolling students now for courses to begin on September 16.

Approximately 100 students are needed in order to have a sufficient number to begin classes this fall.

Courses offered are English, History, Mathematics, Psychology,

Typing, Physical Science, and Introduction to Education.

Classes will be held after school hours in the Elkton High School. A schedule of the times of each class is listed on page 7-A of this issue of the Whig. On the same page is the calendar for the college for this year.

Persons wishing to enroll in the college may call or visit the president of the community college, Dr. Robert L. Nash, in the Elkton High School, telephone 398-3515.

courses, are available by calling 398-0400.

Tuition to residents of Cecil county is \$12.50 per semester hour. In addition, there are enrollment and other fees. Thus, a student taking only one course could pay as low as \$39.50 for the first semester. Full-time students (taking 12 or 13 semester hours) are charged a  
(Continued to Page 2-A)

## Calendar Of Events For College Listed

The calendar of the Cecil Community College for the school year 1968-69 follows:

September 3-10: Counseling and program planning.

September 11-13: Registration.

September 16: Classes begin; late registration applies.

September 20: Last day to add or drop a course.

November 2: Thanksgiving Vacation.

December 2: Classes Resume.

December 21-31: Christmas Vacation.

January 1-5: Christmas Vacation.

January 6: Classes resume.

January 17: Last day of classes for second semester.

January 29: Final examination.

January 29-31: Registration.

February 3: Classes begin; late registration fee applies.

February 7: Last day to add or drop a course.

March 29-31 and April 1-7: Spring Vacation.

April 8: Classes resume.

May 29: Last day of classes for second semester.

May 29-31: Final examination.

## Courses Offered At Cecil College

Course offerings at the Cecil Community College for the first semester are:

COURSE TITLE

EDUC 101 Introduction of Education (2)

ENG 101 English Composition (3)

HIST 101 Western Civilization (3)

MATH 101 Introduction to Mathematics I (3)

SEC III Beginning Typing (3)

SEC 112 Intermediate Typing (3)

PSYC 101 Introduction to Psychology (3)

PHYS 201 Physical Science (4)

CLASS CONVENES

Sect. 1- 1:15-2:55 Tuesday

Sect. 2- 7:30-9:10 Tuesday

Sect. 1- 3:30-4:25 Monday, Wednesday, Friday

Sect. 2- 5:30-6:20 Monday, Wednesday, Friday

Monday, Wednesday, Friday 4:30-5:20

Monday, Wednesday, Friday 3:30-4:20

Monday, Tuesday, Wednesday 4:30-5:20

Monday, Wednesday, Friday 5:30-6:20

Monday, Wednesday, Friday 7:30-9:10

Monday, Wednesday 7:30-8:20 Thursday

## College-

(Continued from Page 1-A)

lower rate per semester hour.

Completion of any course accrues credits which the student may apply toward an associate degree from Cecil Community College and other junior colleges, or toward a bachelor's degree at a four-year public college in the State.

Students may earn up to 12 credits during the first semester which ends in May.

The starting of classes in September is somewhat of a move since the last announcement about the community college indicated that classes would begin at the earliest.

Some of the college officials require any local funds, says the college president.

Tuition and State will come from the local portion of the school budget.

The school board (200) and pays the salary of the president and other officials.

Approval of the beginning classes in September was given by the Board of Trustees of the college (same as the school board).

Monday, August 26. Instructors will be hired on a part-time basis from such sources as other colleges in the area.

The Maryland State Department of Education has approved the action of opening the college this fall.

*“Learning is not attained by chance,  
it must be sought for with ardor and  
attended to with diligence.”*

— Abigail Adams

More than chance has caused you to browse our College catalog. Perhaps it is: 1) word of our regionally strong programs in a number of rewarding career fields, 2) our faculty’s “top performer” ranking nationally for challenging and supporting students, 3) convenient locations in North East and at our Elkton Station, 4) alliances and agreements with so many baccalaureate level institutions in the region that make it clear sailing to transfer on your terms, 5) our agreement with UMBC to begin offering full bachelor’s degree programs here in Cecil County, 6) comparatively affordable tuition, or 7) all of the above.

Because we emphasize a rigorous, well-rounded education, Cecil students are well prepared for “the next level” and highly prized by employers and officials at other colleges. They know you will be able to calculate, communicate, think on your feet, work in teams, and have the skills to be a full participant in the 21st century.

This College is moving with ardor and diligence to a higher level of service for students individually and to the region in general. We are in a stronger and stronger position to be part of your program to reach your learning goals. We invite you to be a Cecil College Student.

Sincerely,



W. Stephen Pannill, Ed.D.  
President



Photo by Joan Abbott, Cecil College Visual Communications student

## Mission

Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility and academic excellence.

## Vision

Cecil College will be the premier provider for learning throughout the region.



## Strategic Initiatives and Goals

The College has four strategic initiatives.

First, Cecil College will place innovative learning opportunities, academic excellence and student success at the forefront of all it does. This includes developing and/or enhancing outcome indicators used to measure student learning in the areas of communication, computation, cultural diversity, critical thinking and teamwork, expanding the number of alternative instructional delivery systems that are consistent with diverse learning styles and needs, and increasing the use of technology used in and beyond the classroom. The College will also expand and promote student experiential learning, implement a comprehensive academic equipment and technology replacement plan, expand the number of credit courses that are accessible to continuing education students, and develop and/or expand partnerships with educational providers. In addition, the College will expand the range of opportunities that are offered to assist students to cultivate their leadership skills, including participation in its shared governance structure.

Second, Cecil College will expand its pattern of responsible enrollment growth, enhance its learning facilities, and continue to broaden its course and program options. The College will increase its efforts to introduce new courses, programs and delivery formats in the credit and continuing education areas, and identify and develop science and technology programs that will provide students with the competencies and skills needed for emerging professions. It will also explore new partnerships with regional businesses and colleges, continue to implement actions generating a 20 percent enrollment growth during the 2005-10 planning period, and increase the proportion of out-of-county enrollment to 15 percent. The College will also develop a new 10-year facilities master plan, build upon its marketing and public relations efforts, and expand its partnerships with the Cecil County Public Schools.

Third, Cecil College will develop and allocate human, fiscal and technological resources to ensure academic excellence. The College will develop additional cost containment practices that are integrated with the budget development process, and investigate business process improvement measures that result in documented enhancements in operational efficiency and effectiveness. In addition, the College will collaborate with the state legislative delegation and other constituencies to secure more aid, identify and implement improvements that will enhance safety and security, and investigate transportation opportunities between the Elkton and North East facilities. The College will also realign its career services so that efforts are made to provide job placement for students in all career programs.

Fourth, Cecil College will create educational opportunities for a diverse community of learners and business partners that stress access, flexibility and timely learning solutions. The College will increase student access through distance learning options and integration of technology across the curriculum. It will evaluate the changing

resource needs of an increasingly diverse student population and provide access to educational programs and services that overcome the barriers of time and distance. The College will also develop additional fiscal resources for day-care services and develop strategies to improve the perception of the value of higher education. In addition, the College will develop accelerated learning models and multiple approaches to granting credit for prior learning to position it as a champion of access to baccalaureate and graduate studies for individuals throughout the region.

## Core Values

Cecil College is an organization that values quality, learner-centeredness, diversity, inclusiveness, integrity, innovation, growth and accountability.

## Overview of College History

Founded in 1968 to meet the postsecondary and continuing education needs of Cecil County residents, Cecil College is celebrating its 40th anniversary in 2008. The College is governed by a Board of Trustees appointed by the governor. The College's president, Dr. W. Stephen Pannill, reports directly to the Board of Trustees. He is the fourth president of Cecil College.

The College is centrally located in Maryland's most northeastern county, just one half mile from Interstate 95. It is easily accessible from Philadelphia and Baltimore, as well as from Wilmington, Del.

Cecil College has been one of the fastest growing community colleges in Maryland for several years. With a diverse student population, the College enrolls approximately 2,000 credit students and 6,500 non-credit students. Cecil College offers associate's degrees, certificate programs and non-credit classes.

Classes at the College are taught by qualified faculty and can be taken in a traditional classroom setting or online. Many students choose programs that can transfer to four-year institutions. Accelerated Studies for the Adult Professional is designed for the working adult who wants to earn an undergraduate degree while continuing to work full or part time.

The College offers more than 80 associate's degree and certificate programs. In nursing, students can earn a certificate as a licensed practical nurse or a degree as a registered nurse and transfer to a four-year institution for a bachelor's degree. Business students can enroll in degree programs for accounting, management or other subjects. Through the Mid-Atlantic Transportation and Logistics Institute, students can receive an associate's degree in several areas, including flight training and transportation management. Computer information systems students can attain degrees and certificates in applications and programming, while communication arts and technology options consist of Web design and Web development. Visual communications degrees and certificates prepare students to pursue careers in fields such

as photography, digital imaging, video production and graphic design. In the arts and sciences, the options include engineering, biology, chemistry, physics and several performing arts discipline tracks, including dance, music, music/guitar or theatre. Along with performing arts, the College's education degree programs are headquartered at Elkton Station, which opened in 2005.

Cecil College and the University of Maryland, Baltimore County have formed a collaboration in which UMBC will co-locate on Cecil's campuses and bring bachelor's programs to Cecil County by fall 2010. Cohesive courses of study are being established in which students engage in a "2 + 2" curriculum by taking their first two years of classes at Cecil College and the next two years at UMBC.

Students can also opt to take non-credit courses to upgrade their job skills or expand their personal horizons. Certifications are available for various health care careers such as certified medicine aide, certified nursing assistant, dental assistant, medical assistant, medical coder/biller, medical receptionist, medical transcriptionist and phlebotomist. In addition, students can earn computer certifications in a variety of areas, including A+ and Microsoft software; or business education and lifelong learning certificates in supervision, employee mentoring, customer service professional, and sales professional.

Through its open admissions policy, Cecil College provides learning opportunities for all who have the desire and ability to benefit from its courses and programs, regardless of age, gender, race, ethnic origin, sexual orientation, handicap, or socioeconomic status.

Cecil College is a member of the Maryland Junior College Conference in all sports and competes in the National Junior College Athletic Association. The College fields men's teams in baseball, basketball and soccer, and women's teams in basketball, softball, soccer, tennis and volleyball. Numerous titles have been won by Cecil, highlighted by the men's basketball national championship in 2006.

## Accreditation

Cecil College is a two-year public community college offering transfer, career-credit and non-credit continuing education courses. Cecil College is accredited by the Middle States Commission on Higher Education, meets the standards established by the Maryland Higher Education Commission, and is authorized to grant the associate's degree. Cecil College is also accredited by the Maryland State Board of Nursing and the National League for Nursing Accrediting Commission (61 Broadway – 33rd Floor, New York, NY 10006).

## Disclaimer

The information in this catalog applies to the academic years 2007–2009. The provisions are not to be regarded as a contract between the student and Cecil College. Failure to read this catalog does not excuse students from the regulations and requirements described herein. This

publication is designed to provide accurate information about the College at the time of publication. The College reserves the right to change, at any time, any of the provisions contained herein. The College will make efforts to notify students of changes through class schedules, academic advising, the website and updated program brochures. Students are encouraged to talk to an academic advisor to verify curriculum information before registering each semester.

## Non-Discrimination Statement

It is the policy of Cecil College not to discriminate against any individual by reason of race, color, sex, marital status, citizenship, national or ethnic origin, age, religion, sexual orientation or disability (which can be reasonably accommodated without undue hardship) in the admission and treatment of students, educational programs and activities, scholarship and loan programs, recruitment, hiring or promotion of faculty and staff, or with conditions of employment, in accordance with and to the extent required by law.

The Director of Human Resources is available to assist College employees and students in answering questions or resolving issues regarding non-discrimination, equal opportunity and issues related to access and accommodation for individuals with disabilities.

## Locations

Cecil College has four locations: the North East campus, Elkton Station, the Family Education Center, and the Bainbridge campus in Port Deposit.

The North East campus is the location of the Mid-Atlantic Transportation and Logistics Institute, the Milburn Stone Memorial Theatre and Gallery, the Cecil County Veterans Memorial Library, the Physical Education Activities Building, the Arts and Sciences Building and the Technology Center.

Elkton Station opened in January 2005 and credit courses were offered at the site for the first time in the College's history. The facility also serves as the home for continuing education, community education and youth programs, as well as customized workforce training courses.

The Family Education Center in Elkton offers programs such as Head Start and Early Head Start, and houses the Judy Center.

Cecil's expansion plans include a new campus which will be located at the Bainbridge site in Port Deposit. Plans are underway to develop the 15-acre parcel at Bainbridge as an academic campus focusing on science, math and engineering programs in collaboration with UMBC. The first facility at the Bainbridge Center is proposed to be a two story, 20,000 gross square foot building that will include science labs, computer labs and general classrooms for instruction. The Bainbridge Center previously served as the home of Cecil's truck driver training program which is being relocated to make room for development at Bainbridge.

## CECIL COLLEGE CALENDAR 2007–2009

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Please note: This calendar is established for the traditional fall and spring semester (15 week) sessions and the summer session. Calendar dates for sessions meeting less than 15 weeks are printed in the schedule of classes. All sessions adhere to holiday and college closings as listed.

### SUMMER 2007

May 25	Holiday — College Closes at 5 p.m.
May 26–28	Holiday — College Closed
May 29	Summer Session — First Day of Classes
July 2	Last Day for August 2007 Graduation Applications
July 4	Holiday — College Closed
July 5	Classes Resume — College Opens at 8 a.m.
August 6	Summer Session — Last Day of Classes before Finals
August 7–8	Exams
August 13	Summer Session — Grades Due by 10 a.m.

### FALL 2007

August 29	Fall Semester — First Day of Classes
August 31	Holiday — College Closes at 5 p.m., No Evening Classes
September 1–3	Holiday — College Closed
September 4	College Opens at 8 a.m.
November 1	Last Day for December 2007 Graduation Applications
November 14	Fall Semester — Last Day to Withdraw
November 21	Holiday — College Closes at 5 p.m., No Evening Classes
November 22–25	Holiday — College Closed
November 26	Classes Resume — College Opens at 8 a.m.
December 10	Fall Semester — Last Day of Classes before Finals
December 11–17	Fall Semester — Exams
December 20	Grades Due for Fall Semester by 10 a.m.
December 21	Holiday — College Closes at 5 p.m.
December 22–31	Holiday — College Closed

### SPRING 2008

January 1	Holiday — College Closed
January 2	College Opens at 8 a.m.
January 21	Holiday — College Closed
January 22	Spring Semester — First Day of Classes
February 15	Last Day for May 2008 Graduation Applications
March 17–22	Spring Break — No Classes — College Offices Open
March 24	Classes Resume — Spring Semester
April 11	Spring Semester — Last Day to Withdraw
May 5	Spring Semester — Last Day of Classes before Finals
May 6–10	Spring Semester — Exams
May 12	Spring Semester — Exams
May 14	Grades Due for Spring Semester by 10 a.m.
May 18	College Graduation
May 23	Holiday — College Closes at 5 p.m., No Evening Classes
May 24–26	Holiday — College Closed
May 27	College Opens at 8 a.m.

### SUMMER 2008

May 27	Summer Session — First Day of Classes
July 1	Last Day for August 2008 Graduation Applications
July 4	Holiday — College Closed
July 7	Classes Resume — College Opens at 8 a.m.
August 4	Summer Session — Last Day of Classes before Finals
August 5–6	Exams
August 11	Summer Session — Grades Due by 10 a.m.



## CECIL COLLEGE CALENDAR 2007–2009

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### FALL 2008

August 27	Fall Semester — First Day of Classes
August 29	Holiday — College Closes at 5 p.m., No Evening Classes
August 30–31	Holiday — College Closed
September 1	Holiday — College Closed
September 2	College Opens at 8 a.m.
November 6	Last Day for December 2008 Graduation Applications
November 12	Fall Semester — Last Day to Withdraw
November 26	No Classes for Fall Semester or any Session
	College Offices Open
November 27–30	Holiday — College Closed
December 1	Classes Resume — College Opens at 8 a.m.
December 8	Fall Semester — Last Day of Classes before Finals
December 9–13	Fall Semester — Exams
December 15	Fall Semester — Exams
December 18	Fall Semester — Grades Due by 10 a.m.
December 24	Holiday — College Closes at 2 p.m.
December 25–31	Holiday — College Offices Closed

### SPRING 2009

January 1–2	Holiday — College Closed
January 5	College Opens at 8 a.m.
January 19	Holiday — College Closed
January 20	Spring Semester — First Day of Classes
February 13	Last Day for May 2009 Graduation Applications
March 16–21	Spring Break — No Classes — College Offices Open
March 23	Classes Resume — Spring Semester
April 10	Spring Semester — Last Day to Withdraw
May 4	Spring Semester — Last Day of Classes before Finals
May 5–9	Spring Semester — Exams
May 11	Spring Semester — Exams
May 13	Spring Semester — Grades Due by 10 a.m.
May 17	College Graduation
May 22	Holiday — College Closes at 5 p.m., No Evening Classes
May 23–25	Holiday — College Closed
May 26	College Opens at 8 a.m.



# ADMISSIONS AND ENROLLMENT

May 1970

PAGE 18-A CECIL WHIG, ELKTON, MD., MAY 27, 1970

## Cecil College Holds First Commencement

Eleven Cecil Community College students received Associate in Arts degrees, while 22 students were awarded certificates for the completion of a 12-hour Teacher Aide program, at the combined Commencement and Reception on Sunday.

Among those receiving degrees in cash were Christine Thompson, an anonymous student, the highest average over enrollment period. The activities of the first commencement ceremony in county's college history. Your Advertiser has the title of the address by Dr. Robert

president. Diplomas and certificates were presented by Marple Lynch, president of the Board of Trustees, while the invocation and benediction were given by the

of Trinity Episcopal Church. Charles I. Jones, Dean of Instruction, presented the candidates for degrees and certificates.

Dr. H. David Reese and James Smith represented the

State Department of Education while Dr. Lewis R. Fibel, executive director, Maryland State Board for Community Colleges represented



Those receiving Associate of Arts degrees are (front row, left to right): Oscar Harding, Christine S. Thompson, Della Wachter, Ora MacDonald, Lee Edge; (back row, left to right): Willard

Whiteman, Michael Pugh, John C. Dunlap, Lewis George, Philip Wegman.

Loretta B. Doss, Bonnie Hagerman, Barbara Hall, Elsie T. Hall, Alberta Halsey, Ella Mae Heath, Gail G. Jurgens, Sally Ann Kirk,

Robbyn McCraw, Geraldine McKeown, Susan W. Moore, Catherine Norman, Nancy G. Ohrel, Alice Marie Perkins, Martha Peterson, Norma M. Reed, Joseph E. Secor, Donice V. Smith and Charmie Watson.

# ADMISSIONS AND ENROLLMENT

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## Philosophy

Cecil College is committed to offering accessible educational experiences for the surrounding community. In support of this commitment, the College maintains an open-door admissions policy. All who may benefit from the learning experience at Cecil are welcome in accordance with the College's admission practices. The College also strives to ensure the academic success of our students. Academic assessment is required as part of the admissions process so students can be placed into courses and programs that align with their academic preparation.

Cecil College offers a variety of pre-admission services to assist prospective students in course and program selection. Advisors assist students in choosing a major and exploring how courses in their major will transfer to baccalaureate degree programs or benefit them in the workplace. Services also include high school visits, information nights, individual admission and advising appointments, campus tours, and special programs co-hosted with area high schools. Close relationships with area high schools (public and private), local businesses and community organizations are maintained to promote access to the College.

## Admission Requirements

### Credit Students

Applicants will be admitted to the College who have met one of the following criteria:

- have graduated from high school; or
- have earned high school equivalency (GED); or
- have reached age 16 and have graduated from or left elementary or secondary school; or
- have completed the seventh grade and have attained a Scholastic Aptitude Test section scores (see page 10) or higher or an equivalent score on a nationally-accepted college entrance examination; or
- have met the criteria to participate in an early admission program described in this catalog.

Additional admission requirements for the Licensed Practical Nurse and Registered Nurse programs are described on pages 11–13.

High school students may take college courses during the school day only when approved by the high school and the College.

### Non-credit Students

Credit-free education and community service courses are open to people age 16 or older unless otherwise stated in the course or program description. Students will complete a registration form at the time of enrollment. An application to the College is not required for non-credit enrollment.

## Admission Procedures

- **Submit** an official application form to the Admissions Office.
- **Forward** any ACT, SAT, AP and CLEP scores, as well as the following documents, to the Admissions Office:
  - High school graduates: submit an official copy of a secondary school transcript if applying for financial aid.
  - General Educational Development diploma (GED) students: request the appropriate state department to mail a copy of the test results if applying for financial aid.
  - Students who have attended other colleges and are seeking a degree or certificate from Cecil College: forward an official transcript to the Records Office from each college attended.
- **Apply for financial aid**, if needed. Obtain a copy of the Free Application for Financial Student Aid (FAFSA) in the Financial Aid Office. Federal processing takes four to six weeks, so students must apply early or apply on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), which takes five to seven days to process.
- **Complete skills assessments** for proficiency in English, reading, and mathematics prior to your first registration. Students may take the College's skills assessments, forward ACT or SAT score reports to the Admissions Office, or bring ACT or SAT score reports to the office at the time of enrollment. Required test scores are listed on page 10.

Assessment results are used to place students in appropriate courses, not for determining eligibility for admission to the College. Skills assessments are waived for students who can establish eligibility through prior education. Based on the results of the skills assessments, students will be allowed to register for college-level courses or developmental courses.

To facilitate the timely completion of a degree or certificate, students are encouraged to complete any equivalent developmental math courses as early as possible.

Students currently enrolled at another college or university who wish to earn credits at Cecil College for transfer to their home institution should obtain advance written approval from the appropriate office of the college or university they now attend. Skills assessments may be waived if the pre-requisites and/or co-requisites have satisfactorily been met.

- **Attend New Student Orientation**, a program designed to help new students and their families feel at ease with the college experience and to introduce them to available resources. Through the cooperation of faculty, staff, and current student leaders, the program focuses on the College's services and facilities, academic expectations, academic advising, and student life on campus. All new students and their families are encouraged to attend orientation.



## Skills Assessments and Placement Procedures

The purpose of the English, mathematics, and reading skills assessments is to assess students' entry-level academic skills and to provide options to strengthen them if appropriate. Students have a better chance for success in college if their basic skills are strong enough to meet the rigors of college-level classes. All courses in English and mathematics require students to complete the appropriate skills assessments for placement prior to enrollment, as do many other courses in a variety of disciplines. These requirements are listed under pre-requisites and co-requisites in the course description section of this catalog. For these reasons, students should make it a priority to complete the skills assessments as early as possible after admission, but prior to registration.

No student is denied admission to the College as a result of performance on the skills assessments; however, students whose scores indicate a need for skill development are required to complete the appropriate developmental courses. *During the first sessions of a developmental course, student performance is closely monitored and the instructor may initiate a change in placement.*

Any of the assessments may be completed on a walk-in basis. Students should contact the Math Lab/Testing Center in the Arts and Sciences Building or an academic advisor for more information about the skills assessments.

**Note:** There are some courses/disciplines that, because of their content, are exempt from the skills assessment requirement. Students may enroll in these courses with no expectation of having to take the skills assessments. However, students are expected to read and write at the college level.

### • Skills Assessment Waivers

Skills assessments are waived when students present documentation of scores received on the SAT or ACT assessments. The following tables represent the assessments that may be waived and the scores needed to qualify for an exemption:

### SAT Assessment

SAT Section	Cecil Skills Assessment Waived	Score Required
Critical Reading subtest	Reading	550 or better
Math subtest	Math	550 or better
Writing subtest	Reading and Writing	550 or better

### ACT Assessment

ACT Section	Cecil Skills Assessment Waived	Score Required
English subtest	Reading and Writing	21 or better
Math subtest	Math	21 or better

Exemptions are granted to students who have earned an associate's degree or bachelor's degree. Students who can document work and/or academic experience that would suggest the ability to do college-level work can provide such documentation to the appropriate department chair for consideration of a waiver of the skills assessments in English, math, and/or reading.

### • Placement of Students without High School Diploma or GED

Any student (full time or part time) who does not have a high school diploma or GED (high school equivalency) must take all the skills assessments.

## Student Status

A full-time student is one enrolled for the equivalent of 12 credit hours or more. Students enrolled for fewer than 12 credit hours are classified as part time.

- **Overload** – students who feel that they can justify carrying more than 18 semester hours, may petition to an academic advisor to register for more than 18 credit hours. A Course Overload Form may be obtained from Student Services.

## Special Admission Procedures

### Non-graduates of High School

Applicants at least 16 years old who have not completed a formal high school program nor received an acceptable diploma or certificate are eligible to apply for admission to the College.

Students are admitted and enrolled according to general admission policies and procedures. Non-graduates of high school should meet with an advisor prior to registering for classes to discuss career and educational goals.

The College strongly encourages non-high school graduates to complete their high school graduation requirements or obtain a General Educational Development diploma (GED). Courses for GED preparation are offered through the non-credit division of the College. For more information, call 410-392-3366.

## Accelerated Degree Programs

### Accelerated Studies for the Adult Professional (ASAP)

Admission to the accelerated degree programs requires an admission process separate from general admission to Cecil College. Through Accelerated Studies for the Adult Professional (ASAP) programs, degrees are offered in a cohort format with program cycles beginning in January and August.

Cecil College honors an "open door" admissions policy. Although students are able to enroll in a wide range of courses and programs based on assessment results, a number of programs are based on selective admissions criteria. The College's accelerated degree programs have selective admissions.

Both academic and workplace experiences are included in the selection criteria. Students are encouraged to call an academic advisor to discuss the admissions process and selective criteria used to screen candidates for these programs.

For more information about ASAP programs see pages 64 and 72.

### Health Professions Programs

Admission to the health professions programs (Registered Nurse, Licensed Practical Nurse, and Paramedic) require an admission procedure separate from general admission to Cecil College. The health professions programs have limited enrollment and require specific admissions criteria which are explained in detail in this section.

#### • Paramedic Certificate and Degree Program

Upon completing and submitting a Cecil College admissions application, all students must take the skills assessments in math, reading, and English. Prior to entry into this certificate and degree program, the student is required to submit verification of the following:

- Current Maryland EMT-Basic certification or equivalent
- Verification of affiliation with an Advanced Life Support Company

#### • Licensed Practical Nursing (LPN) Certificate Program

The LPN Program at Cecil College has limited enrollment and requires specific criteria to be considered for admission:

1. A cumulative minimum GPA of 2.0.
2. Satisfactory completion of required developmental courses as determined by skills assessments in reading, English, and mathematics. Skills assessment in mathematics must reflect placement beyond MAT093 (Intermediate Algebra), or the student must complete MAT093 with a grade of "C" or better.
3. Satisfactory completion of EGL101 (Freshman Composition) with a grade of "C" or better.
4. Satisfactory completion of BIO208/218 (Anatomy and Physiology I and Lab) with a grade of "C" or better from an accredited college/university within four years of entrance into the LPN Program. At Cecil, BIO101/111 (General Biology and Lab) are prerequisites to BIO208/218.

**Note:** Entrance into the program is competitive. If the application is incomplete and/or eligibility criteria are not met, the application cannot be processed. BIO209/219 (Anatomy and Physiology II and Lab) are LPN program requirements and must be completed with a "C" or better prior to the final LPN summer semester.

Program applicants are advised that the Maryland Board of Nursing, as well as any other state board of nursing, **may** deny licensure to any individual it deems to be unsuitable for the practice of nursing.

Examples include, but are not limited to, falsifying application information, habitual intoxication and/or narcotic addiction, convictions or *nolo contendere* pleas for felonies or crimes of moral turpitude, whether or not appeals or other proceedings are pending or in progress (Maryland's *Nurse Practice Act: January 2007*).

#### • LPN Program Selection Policies & Procedures

1. All applicants for the LPN Program must first complete the general admissions application to Cecil College through the Admissions Office prior to meeting with the pre-nursing advisor in the Division of Enrollment and Student Support Services, or before transferring courses from other institutions, or before formally applying for acceptance into the LPN program. Students may call the Information Center at 410-287-1000 to make an appointment with the pre-nursing advisor.
2. Review of college transcripts may reveal that a prospective student has already fulfilled requirements for admission into the LPN Program. If not, the prospective student must take the relevant skills assessment in mathematics, reading and/or English. The appropriate developmental and general education courses must be successfully completed before the student will be eligible for entry into the LPN Program. Official transcripts from other institutions should be sent directly to the Registrar in order for coursework to be evaluated, allowing four to six weeks for processing.
3. Deadline for applying for entrance into the LPN Program for the upcoming fall semester is March 31. Beginning the second week in January, a prospective student may call the Nursing Office at 410-287-6060, ext. 330, to request the Nursing Program Admissions Application and to schedule an appointment for "Application Review."
4. At the time of "Application Review" appointments, prospective LPN students will submit completed applications and provide the Nursing Department with student copies of all academic transcripts from other institutions of higher learning. If transferring credits from other institutions, applicants must also submit Cecil College transcript reflecting all transferred courses. High school transcripts/diplomas or proofs of high school equivalency are also requested.
5. The main criteria for acceptance into the LPN Program are student readiness, cumulative grade point average(s) and successful completion of appropriate coursework. When the number of qualified applicants exceeds the number that the College can accept, priority is given to Cecil County residents.
6. Applications are reviewed in April by the Director of Nursing Education, Allied Health and Health Sciences, and applicants are notified in May of their acceptance status.

7. The LPN Program is a one-year certificate program that commences in the fall semester, continues through the spring semester, and concludes in the latter part of July during the summer session.

#### • LPN to ADN (Associate Degree Nursing) Admissions

The LPN to RN sequence is an option for advanced placement in the associate degree Nursing Program for licensed practical nurses who meet specified criteria. Admission to the Nursing program is based on space available. Interested students are encouraged to call the College Information Center at 410-287-1000 to make an appointment with the pre-nursing advisor.

Admission requirements:

1. Meet all admission requirements for the associate degree Nursing Program.
2. Complete pre-requisite course requirements prior to the semester requesting admission, earning a grade of “C” or better.
3. Successfully complete the LPN Transition course (NUR110). The Licensed Practical Nurse must be officially registered and enrolled at Cecil College and have successfully completed the transition course before college credits associated with the transfer will be awarded. The total number of credits awarded through articulation may not exceed the total number of credits earned by the first year associate degree nursing students.
4. Provide verification of unencumbered and current Maryland Practical Nurse licensure (a fee may be assessed by the institution).

#### • Registered Nursing (RN) Associate Degree Program

The RN Program at Cecil College has limited enrollment and requires specific criteria to be considered for admission:

1. A cumulative minimum GPA of 2.0.
2. Satisfactory completion of required developmental courses as determined by skills assessments in reading, English, and mathematics. Skills assessment in mathematics must reflect placement beyond MAT093 (Intermediate Algebra), or the student must complete MAT093 with a grade of “C” or better.
3. Satisfactory completion of EGL101 (Freshman Composition) with a grade of “C” or better.
4. Satisfactory completion of BIO208/218 (Anatomy and Physiology I and Lab) with a grade of “C” or better from an accredited college/university within four years of entrance into the RN Program. At Cecil, BIO101/111 (General Biology and Lab) are prerequisites to BIO208/218.

**Note:** Entrance into the program is competitive. If the application is incomplete and/or eligibility criteria are not met, the application cannot be processed.

BIO209/219 (Anatomy and Physiology II and Lab) and BIO200/210 (Microbiology and Lab)

are RN Program requirements that must be completed with a “C” or better prior to the third semester of the RN Program.

Program applicants are advised that the Maryland Board of Nursing, as well as any other state board of nursing, may deny licensure to any individual it deems to be unsuitable for the practice of nursing. Examples include, but are not limited to, falsifying application information, habitual intoxication and/or narcotic addiction, convictions or *nolo contendere* pleas for felonies or crimes of moral turpitude, whether or not appeals or other proceedings are pending or in progress (*Maryland’s Nurse Practice Act: January 2007*).

#### • RN Program Selection Policies & Procedures

1. All applicants for the RN Program must first complete the general admissions application to Cecil College through the Admissions Office prior to meeting with the pre-nursing advisor in the Division of Enrollment and Student Support Services, or before transferring courses from other institutions, or before formally applying for acceptance into the Nursing Program. Students may call the Information Center at 410-287-1000 to make an appointment with the pre-nursing advisor.
2. Review of college transcripts may reveal that a prospective student has already fulfilled requirements for admission into the Nursing Program. If not, the prospective student must take the relevant skills assessment in mathematics, reading and/or English. The appropriate developmental and general education courses must be successfully completed before the student will be eligible for entry into the RN Program. Official transcripts from other institutions should be sent directly to the Registrar in order for coursework to be evaluated, allowing four to six weeks for processing.
3. Deadline for applying for entrance into the RN Program for the upcoming fall semester is March 31. Beginning the second week in January, a prospective student may call the Nursing Office at 410-287-6060, ext. 330, to request the Nursing Program Admissions Application and to schedule an appointment for “Application Review.”
4. At the time of “Application Review” appointments, prospective RN students will submit completed applications and provide the Nursing Department with student copies of all academic transcripts from other institutions of higher learning. If transferring credits from other institutions, applicants must also submit Cecil College transcript reflecting all transferred courses. High school transcripts/diplomas or proofs of high school equivalency are also requested.
5. The main criteria for acceptance into the Nursing Program are student readiness, cumulative grade



- point average(s) and successful completion of appropriate coursework. It is strongly suggested that program applicants complete as many general education requirements as possible before entering the program. When the number of qualified applicants exceeds the number that the College can accept, priority is given to Cecil County residents.
6. Applications are reviewed in April by the Director of Nursing Education, Allied Health, and Health Sciences, and applicants are notified in May of their acceptance.
  7. The RN Program is a two-year associate degree program that begins in the fall semester of the first year and concludes in May of the second year.

### **Selective Admission for Secondary School-Age Students**

Individuals may benefit from a college experience prior to completing high school graduation requirements. Students should begin the application process early to ensure appropriate documents, testing, and course selections are completed. Early entry programs include:

- **Concurrent Enrollment** allows qualified students (age 16 or older) to enroll in a limited number of courses at the College while still enrolled in high school. Students must take the appropriate college skills assessment and meet the College standards for enrollment.
- **On-Site College Program** is jointly sponsored by Cecil College and Cecil County Public Schools and other regional designated organizations as approved by the College President. This program allows academically prepared students age 16 or older to begin exploring college-level courses and programs while they are still enrolled in high school. Eligible students may take regular college classes at their home high schools that will complement their high school schedules. These courses are taught during the students' regular daytime schedules and allow students to get a jumpstart on required college courses. Students must take the appropriate college skills assessments and meet the college standards for enrollment.
- **College Campus Program** serves students age 16 or older who may enroll in college courses as long as their college schedule does not conflict with their required high school schedule. Students typically enroll in college courses that meet after their high school day is completed, such as evening or weekend classes. Students must take the skills assessments and meet the College's standards for enrollment.
- **Gifted and Talented Program** is the only program in which students under age 16 may be eligible to take college credit courses. This program is for students who have been identified as having exceptional academic talent. Students under 16 years of age who have completed seventh grade or the equiv-

alent may be able to take college-level classes in subjects not available at their high schools. Students and parents/guardians are required to meet with the Director of Admissions or designee.

- **Senior Waiver Program** allows Cecil County Public Schools students to waive all or part of their senior year and still graduate with their high school class. Permission is required from the school system and the parents of the student. Students should contact their high school counselor to initiate the approval process.

### **Admission of International Students/ Non-U.S. Citizens**

Cecil College is committed to the collective and individual educational needs of its community, including individuals who have been granted permanent residence or similar status by the United States Citizenship and Immigration Services (USCIS). These students include permanent immigrants to the United States and citizens of other countries who are temporarily visiting, working, or studying in Cecil County.

The College recognizes the value of enrolling non-resident international students who could also benefit from the educational offerings of the institution. Non-U.S. citizens wishing to study in the U.S., as well as non-residents will be called International Students, with differences in admissions procedures noted below. All international students must submit their Admissions Application and proof of visa status to the Director of Advising.

In all cases, the College requires students whose native language is not English to be tested for English language ability. Students are required to submit their scores from the Test of English as a Foreign Language (TOEFL) (a score of 173 or higher on computerized TOEFL) assessment to the Director of Advising. Scores on the College's English skills assessments may be used to determine if additional classes are needed to improve a student's English language skills for a successful college experience.

For students whose ability in English is not yet sufficient to succeed in college credit courses, the College provides a preparatory program in English as a Second Language (ESL) through the non-credit division. This ESL program is described on page 185 of this catalog.

- **Permanent Resident Status** – A student with an Alien Registration Receipt Card who has been given permanent residence in the United States as an immigrant, refugee, or alien may enroll at the College for full- or part-time study. Tuition costs are determined by location of residence. Verification of permanent residence status is required at the time of application to the College. Any student without appropriate identification as a permanent resident is required to pay out-of-state tuition rates.

To apply to the College with permanent residence status, a student must submit:

- an application for admission signed by the student;
- SAT or ACT scores if available (the College's skills assessments may be required for enrollment in certain courses);
- Transcripts from secondary and postsecondary schools attended (translated into English); and
- Proof of permanent resident status: temporary evidence or actual Alien Registration Receipt Card (I-551 or I151).

• **Admission of International Students with a Student Visa (F-1)** – Non-immigrant international students who apply to Cecil College must meet special admission requirements.

Students who apply to come to the United States for the purpose of studying at Cecil College may be issued an I-20 Certificate of Eligibility form by the College after the following documents have been reviewed and approved:

- an application for admission signed by the student;
- evidence of proficiency in English based on one of the following: (1) an official TOEFL score; (2) documentation of satisfactory completion of an intensive curriculum of English instruction, such as the College's ESL program;
- English translations of official secondary school, college, or university transcripts; and
- Certification of Finances form, official bank statements (translated to English currency) and statement of support of the international student and the sponsor. The documentation should also indicate how the student will be supported for the remaining years in the program.

After arriving at Cecil College, students must take the College's English, reading and mathematics assessments and meet with the International Student Advisor before registering for courses. Final placement into courses is determined by performance on the skills assessments.

• **Application for a Student Visa** – The College issues an I-20 Certificate of Eligibility form to students who qualify for admission. Students present this form with other documentation to a U.S. Consular Office in the country where they are applying for a student (F-1) visa. The USCIS makes the final decision on admission into the United States and permitted length of stay.

• **F-1 Transfer Students** – Students with an F-1 visa seeking to transfer to Cecil College from another U.S. institution must submit the following documents and meet the following criteria:

- release from the previous institution's SEVIS;
- an application of admission to Cecil College signed by the student;
- official transcripts from secondary and postsecondary schools attended (translated into English);
- evidence of proficiency in English based on one of the following: (1) an official TOEFL score report; or (2) documentation of satisfactory completion of an intensive curriculum of English instruction such as the College's ESL program; or (3) eligibility determined by the College's English assessment test; and
- Certification of Finances form, official bank statements (translated to English currency) and statement of support of the international student and the sponsor. The documentation should also indicate how the student will be supported for the remaining years in the program.

• **Students With Other Types of Visas** – Prospective students with a temporary visa status such as J or B (visitors, business, exchange, etc.) should contact the Director of Advising to have their applications approved before registering for classes. Non-immigrant students other than F-1 students may take Cecil courses as long as the semester or term begins and ends within the duration of stay indicated on the I-94 in their passport. They will pay out-of-state tuition rates. Refunds will not be issued after the term's scheduled drop/refund dates.

• **International Student Application Deadlines** – To meet federal requirements and allow adequate processing of applications for international students with F-1 visas, students must submit appropriate documents by the following dates:

**New Students**

Fall enrollment ..... July 1  
Spring enrollment ..... November 15  
Summer enrollment ..... April 1

**Transfer Students**

Fall enrollment ..... July 15  
Spring enrollment ..... December 1  
Summer enrollment ..... May 1

• **Additional Information** – Non-immigrant students are subject to out-of-state tuition rates. Students with an F-1 visa must enroll for a full-time course of study, which is a minimum of 12 credits each term or semester.

Questions regarding the most current regulations for admission of international students should be directed to the Director of Advising at 410-287-1000.

## Transferring to Cecil College

For students to be admitted with transfer credit at Cecil College, the sending institution must be accredited by a nationally recognized accrediting agency of the United States Department of Education. The College will award credits for prior learning through methods reviewed and approved by the American Council on Education. Applicants desiring to transfer from another college to Cecil College must follow the standard admission procedures and must submit official transcripts of all previous college records.

## New Student Orientation

Students should plan to attend the day or evening new student orientation session the week before the traditional fall and spring semesters. There will be information sessions on study skills, faculty expectations, student services, clubs, athletics, and more. A campus tour is also available at each orientation session. Check the Credit Course Schedule before each semester for days, times, and locations.

## Registration

Registration refers to the process of enrolling in courses. Students may take advantage of mail-in, fax-in, on-site, tele-registration, or Web registration as outlined in the Credit Course Schedule.

All new students are required to register with an academic advisor for their first semester of enrollment. Students are encouraged to arrange for advising/registration appointments; however, a walk-in advisor is always available to see students.

Early registration is recommended to decrease the chances of exclusion from filled classes and to afford students the maximum benefit from academic advising. Payment is required at the time of registration.

The Advising/Registration Center is located within the Division of Enrollment and Student Support Services and is an accessible outlet for College information and support services.

## Add a Course

Students may add a course(s) during the first week of the 15-week fall and spring semesters. Students must submit an Add Form to the Registration Office. Students may add a course that is offered in an alternative learning format up to the first day of the class unless they have written permission of the instructor.

## Drop a Course

Students may drop a course, which means that all entries for the course are dropped completely from students' transcripts. Students must submit a Drop Form at the Registration Office prior to the published date in the Credit Course Schedule. Students will receive a refund of tuition and course fees for courses that are dropped by the deadline date. It is important for students to remember that all courses in which they are enrolled after the drop date will be entered permanently into their academic record.

## Withdrawal from a Course

After the final drop date, and through the withdrawal date published in the Credit Course Schedule, students may withdraw from a course. An entry of "W," signifying withdrawal, is entered into their record. Withdrawals are not calculated into students' grade point averages. To withdraw, students must file a Withdrawal Form at the Registration Office. Refunds are not granted for withdrawals.

## Audit a Course

Students who wish to be under no obligation for regular attendance, preparation, recitation, or examination, and who do not wish to receive any credit, may register for a course as auditors. Students may change their enrollment status from credit to audit through the withdrawal dates published in the Credit Course Schedule. Students may change from audit status to letter grade status through the add period only.

Since no credits are attempted or earned and no quality points are given, the course will not be included in the calculation of the grade point average. Audited courses are not eligible for calculation toward students' full-time or part-time enrollment status or toward financial aid. The designator "K" will be entered on the academic record (transcript). Regular tuition and fees apply to audited courses. Students will not receive credit for a course taken as an auditor.



# TUITION, FEES AND FINANCIAL AID

June - September 1971

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## Cecil College To Welcome More Than 600 Students

Cecil Community College, beginning its fourth year of operation, will welcome more than 600 students this fall. All classes except the occupation courses taught at the Vocational-Technical Center and Bainbridge Training Center will begin Sept. 13.

Registration for more than 100 courses will be from noon until 8 p.m. on Sept. 8 and from 8 a.m. to noon on Sept. 9. Students may register late, but an additional fee will be charged.

Programs are available in such areas as: arts and sciences, business administration, engineering, law enforcement, secretarial science, teacher education, medical laboratory assistant, medical secretary and general studies. The only program in which the number of students will be limited is the medical laboratory assistant program. Early registration and commitment to this program is encouraged for those interested.

Classes in the occupational fields are: machine shop, automotive engine tune-up, basic welding, refrigeration

and air conditioning, small engine repair, and drafting and blue print reading will begin Sept. 27 at the Vocational-Technical Center at Bay View. General registration begins Sept. 13.

Students will receive the College Handbook, meet the faculty and Student Government representatives, and then attend a reception planned by the Social Center.

### The Cecil Democrat

ELKTON, MD., WEDNESDAY, JUNE 16, 1971

TEN CENTS PER COPY

VOL. 133 NO. 19



Several look on as the Administrators, Board of Trustees and Advisory Committee of the Cecil Community College manned shovels Tuesday morning for the ground-breaking ceremony of the college's new multi-purpose building. The four-story building, housing classrooms and administration offices, is projected for completion in the 1972 school year. Seen left to right breaking ground are, Henry Roberts, Robert Bryson, Charles H. Dennison, Walter J. Finn, Robert A. Gibson, Mrs. Elizabeth Yerkes and Dr. Charles Brandenburg. The new college building will be located in Bay View near the elementary school.

## TUITION AND FEE SCHEDULE

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### Tuition — Fall 2007

Resident of Cecil County	\$85/credit hour
Other Maryland Residents	\$175/credit hour
Out-of-State Residents	\$220/credit hour
Credit by Examination	Based on residency

### Fees

Registration Fee*	\$70/semester
Student Development Fee**	\$8/credit hour
Course Fees	Variable

\* 50% discount for early registration

\*\* Not charged for summer session or senior citizens

### Notes:

- VISA, MasterCard and Discover cards will be accepted for payment.
- **Payment is due at the time of registration.**
- By registering for courses, students acknowledge responsibility of tuition and fee charges generated by the registration.
- Current tuition and fee information is published in the Credit Course Schedule. **All tuition and fees are subject to change without prior notice.**
- Students who audit courses are charged tuition at the same rate as students taking courses for credit.

### Fee Explanations

- **Course Fee** – offsets costs to provide various classroom materials and equipment needed to successfully offer classes, including instructional equipment, lab and classroom supplies, computer paper and software.
- **Registration Fee** – covers the cost of registration, add/drop and withdrawal from courses, student identification cards, admissions, transcripts, graduation, and the use of physical education facilities and equipment.
- **Student Development Fee** – covers expenses incurred for student development activities and cultural events discounts open to the student population.

### F.A.C.T.S. Payment Plan

The College offers students the option of paying for their tuition in monthly installments during the fall and spring semesters through the F.A.C.T.S. Plan. The total of the student's tuition and fees for the semester will be divided into payments that are automatically deducted monthly from a checking or savings bank account. The F.A.C.T.S. payment plan arrangements are made through the Cashier's Office, which can be reached at 410-287-1020.

### Refund and Appeal Policy

- **Credit Students:** Students who officially drop a credit class before the designated drop deadlines are eligible for a full refund of tuition and course fees. A schedule of deadline dates for dropping classes and receiving a refund of tuition and course fees is published in the Credit Course Schedule. The drop period generally extends at least through the first scheduled class meeting.

To be eligible for a refund, students must file a Drop Form with the Registration Office. Students who stop attending classes, but do not officially complete the drop process continue to be financially responsible for all tuition and fees.

Students are provided a full refund of all tuition and associated fees when the College cancels a class.

- **Sessions of Four Weeks or Longer**

100% refund through the date published in the Credit Course Schedule, which is calculated from the start date of the session.

0% refund after the published date, except for students called to military duty or for students in special programs who are withdrawn by the College early in the semester due to program requirements.

- **Sessions of Less Than Four Weeks**

0% refund from the start date of the session, with the exceptions noted above.

- **Non-Credit Students:** Students who officially drop a course 24 hours prior to the first class meeting will be eligible to receive a full refund. To officially drop a course, students must complete a Drop Form and submit it to the Registration Office. If a Drop Form is not filed or if a student fails to attend, the student is responsible for all tuition and fees associated with the registration.

### Tuition Appeals (Credit Only)

After the refund date, appeals for refunds based on extraordinary or exceptional circumstances may be addressed in writing, with documentation, to the Registrar.

### Financial Obligations

Students are expected to pay all College bills, fees, accounts, and other financial obligations promptly, when due. Failure to meet these obligations will result in the withholding of the right to future enrollment, taking exams, and obtaining transcripts of grades and credits. A \$25 fee will be charged for all checks returned for non-payment and declined credit card charges.

## Residency and Tuition Policy

Students at Cecil College pay tuition according to their domicile and are classified to be one of the following:

- a resident of Cecil County;
- a resident of the state of Maryland but outside of Cecil County;
- an out-of-state resident; or
- a student who is not a U.S. citizen, or permanent U.S. resident not holding an Alien Registration Receipt Card.

At the time of admission or initial enrollment in any course at the College (credit or non-credit), students will indicate their residency status and will affirm their residency at each subsequent registration. Students will be considered in-county residents if they maintain legal domicile in Cecil County and have done so for a period of three months or more prior to the start of semester/term at the College.

Students will be considered in-state residents if they have maintained legal domicile in other parts of the state for not less than three months. Otherwise, the student shall be considered an out-of-state resident.

**Domicile** – For tuition purposes, domicile may be defined as a person's permanent place of abode, where physical presence and possessions are maintained and where he/she intends to remain indefinitely, independent of attendance at the College. The domicile of a person who received more than one-half of his/her financial support from others in the most recently completed year is the domicile of the person contributing the greatest proportion of support, without regard to whether the parties are related by blood or marriage.

Unless information is received which would contradict or call into question the validity of the student's status, the College will accept the student's sworn statement. In the case of contradictory information, the College will assign residency status, and the student will be asked to provide proof of domicile. Registration will be restricted until the question of residency status is resolved.

## Determination of Residency

The College shall consider any or all of the following factors in determining residency and may request evidence for substantiation:

- ownership or rental of local living quarters;
- substantially uninterrupted physical presence, including the months when the student is not in attendance at the College;
- maintenance in Maryland and in the county of all, or substantially all, of the student's possessions;
- payment of state and local income taxes on all taxable income earned, including all taxable income earned outside the state;

- registration to vote in the state and county;
- registration of a motor vehicle in the state, with a local address specified, if the student owns or uses such a vehicle; and
- possession of a valid Maryland driver's license with a local address specified, if the student is licensed anywhere to drive a motor vehicle.

## Change of Residency Classification

Students may request a change in residency classification by filing a written request and submitting supporting documentation to the Registrar prior to the first day of classes for the semester/term. Students may appeal residency classifications made by the Registrar within 30 days by filing an appeal with the Vice President of Student Services and Institutional Effectiveness. The Vice President's decision is final.

## Military Personnel

Military personnel and their dependents who were domiciliaries of Maryland at the time of entrance into the armed forces and who are stationed outside the state may retain Maryland domicile as long as they do not establish domicile elsewhere.

Military personnel and their dependents, who were not domiciliaries of Maryland at the time of entrance into the armed forces, but are stationed in Maryland, may be considered state residents for tuition purposes as long as they remain on active duty in the state. In addition, those who are stationed in or live in Cecil County are considered county residents for tuition purposes.

## Contract Training

Students enrolled in a course contracted between the College and a business or industry that maintains facilities, operates, or does business in the state may be considered a resident of Maryland for tuition purposes. Students enrolled in a course contracted between the College and a business or industry that operates its business in Cecil County may be considered a county resident for tuition purposes.

## Tuition for International Students/ Non U.S. Citizens

For non-U.S. citizens to be considered a Maryland resident for purposes of this policy, students shall possess the legal capacity under federal and state law to establish Maryland domicile.

All students with an F, B, or J visa status must pay out-of-state tuition. Consult with the Director of Advising for other visa status.



## Educational Tax Credits

### • The Hope Scholarship

The Federal Hope Scholarship is a tax credit available to eligible students during their first two years of postsecondary education. For more information, please contact your local IRS office or visit the IRS website at [www.irs.gov](http://www.irs.gov). Students must be enrolled at least half time (six credits) in a degree or certificate program.

### • Lifetime Learning Credit

Adults returning to college and students who attend less than half time are eligible for a Federal Lifelong Learning tax credit. For more information, please contact your local IRS office or visit the IRS website at [www.irs.gov](http://www.irs.gov).

## Waivers and Reductions

### • College Bound Scholarship

Cecil County Public Schools, as well as certain other pre-approved public and private high school juniors and seniors who enroll in college level credit courses at Cecil College may receive a 50 percent scholarship toward in-county tuition based on residency.

To participate, high school juniors must have a minimum grade point average of 3.0. A grade point average of 2.5 is required of high school seniors for program eligibility. Students must meet all other Cecil College entrance requirements and must present an eligibility form signed by a parent and a high school principal or other designated authority.

### • Senior Citizen Tuition Waiver

Tuition and student development fees will be waived for Maryland residents 60 years and older enrolled in a course that has sufficient enrollment to be conducted. Seniors will be charged registration and course fees. Proof of age will be required at time of registration. Certain programs and courses available in continuing education (non-credit) are exempt from this waiver.

### • Disability Tuition Waiver

Tuition will be waived for disabled Maryland residents who meet the following criteria and receive verification of eligibility from the appropriate agency:

1. student is a resident of Maryland;
2. student has worked and earned wages prior to total and permanent disability; and
3. student is receiving disability benefits under Title II of the Social Security Act or the Railroad Retirement Act.

In addition, the course must have sufficient enrollment to be conducted. Eligible students will be charged registration and course fees. In order to request a disability tuition waiver, students may obtain a form from the Director of Advising.

### • Maryland National Guard Tuition Waiver

Cecil College offers a tuition reduction policy of 50 percent of the in-county tuition rate for members of the MD National Guard. Maryland National Guard (MDNG) members must meet the following eligibility criteria:

- must officially enroll as a student of Cecil College;
- must have been certified by the Maryland Adjutant General that the member has at least 24 months remaining to serve or has agreed in writing to serve for a minimum of 24 months; and
- must present to the Registrar a photocopy of his/her current military ID card and a letter of certification from the Maryland Adjutant General noting that he/she has at least twenty-four (24) months remaining to serve or has agreed in writing to serve for a minimum of twenty-four (24) months. All documentation must be presented to the Registrar to receive the tuition reduction.

#### ◦ Procedures:

- complete the application form for MDNG tuition waiver which is available in the Registration Office;
- obtain authorization from the Registrar;
- obtain signature of the Registrar for the tuition waiver form by presenting;
  - (a) current military picture identification card, and
  - (b) certification by the Maryland Adjutant General.
- return the Tuition Waiver form to the Registration Office and register for classes; and
- present the Tuition Waiver form to the Cashier's Office and pay the balance of tuition and fees.

### • Health Manpower Shortage Program

Cecil College participates in the Health Manpower Shortage Program, as approved by the Maryland Higher Education Commission, in alignment with Maryland state law and consistent with fiscal policies within the College. This program enables out-of-county and out-of-state students to enroll at the College in credit courses that are required in a designated Health Manpower Shortage Program at in-county tuition rates under certain conditions.

#### ◦ Out-of-County Students (Maryland residents)

##### ▪ Eligible Programs

Registered Nurse  
Licensed Practical Nursing

##### ▪ Procedures

1. The out-of-county (Maryland resident) student completes the application and enroll-

ment process according to College policy and procedures.

2. The out-of-county (Maryland resident) student is required to attend an advising session with the College's pre-nursing advisor.
3. The out-of-county (Maryland resident) student and advisor complete a "Special Agreement" Form in which the student enrolls.

- **Out-of-State Students**

- **Eligible Programs:**

- Registered Nurse
  - Licensed Practical Nursing

- **Procedures**

- 1. The out-of-state student completes the College's application and enrollment process according to policy and procedures.
  - 2. The out-of-state student registers at Cecil College for a minimum of six (6) credits per semester.
  - 3. The out-of-state student completes a specific application form and certification process of acceptance available through the Department of Nursing.
  - 4. The out-of-state student signs a surety bond or promissory note with the Maryland State Scholarship Administration.
  - 5. Students submit all documentation to the Director of Nursing Education, Allied Health and Health Sciences for State approval.

- **Maryland Foster Care Recipients**

In accordance with the Maryland Higher Education Commission, Cecil College offers foster care recipients tuition waivers for those who resided in a foster care home at the time of graduation from high school or who have successfully completed a GED exam. Upon meeting eligibility requirements, the student is exempt from paying tuition and mandatory fees minus any grants and scholarships. Students must comply with all other Cecil College entrance requirements and must present a confirmation of waiver approval from the State Department of Human Resources, and complete the FAFSA application available from the Financial Aid Office. Applicants must apply between January 1 and March 1 of each year.

- **Tuition Rates for Employees of Cecil County Businesses**

When employees of Cecil County businesses register for a credit or non-credit course, the tuition, if paid directly by the employer or reimbursed by the employer, shall be computed on the basis of in-county tuition rates.

- **Procedure**

1. Direct billing to employer: At the time of payment each semester, students must present a letter, on employer letterhead, to the Cashier's Office signed by a company official specifying instructions for billing the organization (i.e. bill for tuition only; bill for tuition and all fees). Students should be aware if they do not fulfill the stipulations of their employer's tuition assistance program, they will personally be held responsible for the balance of their account.
2. Students receiving reimbursements from employers: At the time of registration each semester, students must present a letter, on employer letterhead, to the Cashier's Office signed by a company official indicating that the student is an active employee of a Cecil County organization and that the employer will reimburse the student upon completion of the course. Students will be charged in-county tuition and fees. Payment will be due at the time of registration. (The College will not bill students for the higher tuition rate if the student does not meet their employer's grade requirements).
3. Each letter must contain the following information\*:

- Course number
  - Course title
  - Start date of course

\*The detailed information listed above is not necessary if the employer states they will pay for any and all courses taken during a semester.

- **Statewide Instructional Programs**

Maryland residents may attend Cecil College at in-county tuition rates in programs that have been approved and designated as statewide programs by the Maryland Higher Education Commission.

- **Eligible Programs**

1. Visual Communications
2. Transportation and Logistics

- **Procedures**

1. Complete the admissions and enrollment process according to College policy and procedures.
2. Complete the registration process with an advisor and complete the Special Agreement Form at the time of registration for each semester.
3. Provide documentation from his/her local community college if the program is unavailable due to the program meeting or exceeding enrollment capacity, if applicable.

# FINANCIAL AID

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## General Information

Financial aid programs are designed to assist qualified students in meeting their college-related expenses. Need-based scholarships, grants, work-study and loans are types of financial assistance that require completion of the Free Application for Federal Student Aid (FAFSA) to determine eligibility. In addition, some Maryland State Scholarships have specific application and award criteria. The Cecil College Foundation Scholarship application can be found online at [www.cecil.edu/alumni/foundation/scholarships.asp](http://www.cecil.edu/alumni/foundation/scholarships.asp).

The goal of Cecil College is to make the financial aid application process understandable and easy to follow. The financial aid staff maintains a strong commitment to students and encourages responsible participation in the process. The following are a few basic guidelines to ensure that students receive comprehensive consideration for all types of financial assistance:

- apply early to be considered for all types of aid: federal, state, and college aid;
- March 1 is the priority deadline for most Maryland state scholarships; May 1 is the Cecil College Foundation Scholarship deadline;
- promptly provide all documents that are requested by the Financial Aid Office; and
- when in doubt, ask questions.

## Eligibility Requirements

The following requirements must be met for students to receive federal student aid:

- be a U.S. citizen or eligible non-citizen;
- be registered with Selective Service, if required;
- be admitted into an eligible program of study;
- be making satisfactory academic progress;
- not owe a refund on a federal grant or be in default on a federal education loan;
- show demonstrated financial need by completing the FAFSA; and
- have a high school diploma or GED.

## How to Apply

The quickest way to apply is to complete a Free Application for Federal Student Aid (FAFSA) over the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). If you are a dependent student, both parent and student should apply for a PIN at [www.pin.ed.gov](http://www.pin.ed.gov). Use the PIN to sign the online FAFSA, review and correct information, and re-apply for student aid every year. It takes only five to seven days for Cecil to receive the information and determine eligibility for financial assistance.

Students may complete and mail a paper FAFSA. However, it may take up to six weeks for Cecil to receive your information.

Regardless of the method of application, students will receive a document called a Student Aid Report (SAR) from the U.S. Department of Education which summarizes the FAFSA information and lists the student's Expected Family Contribution (EFC), which is used to determine financial need.

## Federal Financial Aid Programs

The federal assistance programs are designed to provide funding for students who demonstrate financial need using the FAFSA. The standard needs analysis formula, called Federal Methodology, is applied to the information submitted in the FAFSA and treats all student information equally.

### • Federal Pell Grant

This program provides need-based grants to eligible full- and part-time undergraduate students. The Expected Family Contribution (EFC) and the student's credit load determine the amount of the grant. The maximum amount for the 2007–08 academic year is \$4,310 for a full-time student with an EFC of 0. The EFC is calculated by completing the FAFSA.

### • Academic Competitiveness Grant (ACG)

This grant program is available to entering freshman and sophomore students who completed a rigorous high school program, graduated high school after January 1, 2005, are a U.S. Citizen, are Federal Pell Grant eligible, and are enrolled on a full-time basis. The grant provides up to \$750 for the first academic year and \$1,300 for the second academic year providing the student maintains a minimum GPA of 3.0. Students must submit a copy of their high school transcript to the Financial Aid Office for evaluation.

### • Science and Math Access to Retain Talent Grant (SMART)

Students who plan to transfer to a four-year college or university have access to SMART grant funding in the amount of \$4,000 for junior and senior years of a baccalaureate degree program. Contact your intended school to request an application. To qualify, students must be enrolled in a science or math major, be eligible for a Federal Pell grant, be a U.S. Citizen, and be a full-time student with a minimum GPA of 3.0. A complete list of majors can be found at the following Web site: <http://ifap.ed.gov/dpcletters/attachments/GENO615Attach1.pdf>

For additional information about the ACG and SMART grants, please visit the U.S. Department of Education's Web site at: <http://studentaid.ed.gov/PORTALSWebApp/students/english/NewPrograms.jsp>

- **Federal Supplemental Educational Opportunity Grant (FSEOG)**

This program provides supplemental funding for full- and part-time undergraduate students who demonstrate exceptional financial need. Priority is given to Federal Pell Grant recipients. The amounts may vary from \$200 to \$1,200.

- **Federal Work-Study Program**

This program provides jobs for students who demonstrate financial need. Students work in various positions on and off campus, averaging 10 to 20 hours per week. Work-study contracts are given as funding allows.

- **Federal Stafford Loan Program**

The Federal Stafford Loan Program enables students in good academic standing to borrow funds to pay for educational expenses. Students sign a Promissory Note with their lender of choice agreeing to pay back the loan funds after graduating, withdrawing or dropping below six credits. The interest rate is fixed at 6.8 percent. An entrance interview is conducted with all borrowers. In addition, an exit interview is conducted when a student withdraws, graduates, or drops below six credits. The purpose of both entrance and exit interviews is to inform students of their rights and responsibilities as borrowers and to help them understand the importance of repaying their student loans.

- **Federal PLUS Loan Program**

Parents may borrow through the PLUS Loan Program on behalf of their dependent undergraduate students who are enrolled in an eligible program of study. Students must be enrolled for a minimum of six credits and be making satisfactory academic progress. The interest rate is fixed at 8.5 percent. Repayment begins 60 days after the last disbursement of the loan term. Approval is based on a satisfactory credit rating.

- Complete a Promissory Note online at [www.AESSUCCESS.org](http://www.AESSUCCESS.org).

## **Maryland State Scholarship Program**

Maryland offers a variety of scholarships and grants to full- and part-time Maryland residents attending a Maryland college. The FAFSA is used to apply for most Maryland scholarships; however, certain programs require an additional application. Applications can be printed from the state's Web site at [www.mhec.state.md.us](http://www.mhec.state.md.us). Also, application information can be obtained from the Financial Aid Office or by contacting the state directly at 410-260-4565.

## **Veteran Benefits**

Cecil College is approved to participate in the Veterans Educational Benefits Programs. VA benefits applications are processed through the Financial Aid Office. VA forms may be obtained at [www.va.gov](http://www.va.gov).

To apply:

- new students should complete an Application for Benefits, VA form 22-1990;
- submit a copy of discharge papers, Form DD-214; and
- students who have previously used their benefits at another institution must complete the Change of Program/Place Form, VA form 22-1995.

In addition, VA students who transfer to Cecil should have their academic transcripts evaluated for transfer credits toward their program of study. The toll free numbers for the Veterans Administration are 1-888-442-4551 and 1-800-827-1000.

## **Cecil College Foundation Scholarships (Institutional Scholarships)**

Over 200 students are awarded scholarships each year through the Cecil College Foundation, Inc. These scholarships are made possible through the generosity of friends, corporations, and alumni who support the mission and vision of the College. Financial need and academic merit are among the eligibility criteria for selecting the awardees. Apply by May 1 each year.

All applications are taken online at [www.cecil.edu/alumni/foundation/scholarships.asp](http://www.cecil.edu/alumni/foundation/scholarships.asp)

Applications are automatically screened and matched to appropriate scholarships through the selection process. For further information, call 410-287-1053.

## **Verification**

Students whose applications are selected for verification must document the accuracy of the information provided in the FAFSA. The Financial Aid Office will request signed copies of federal income tax returns, W-2 forms, and any other documents that may be needed to complete the verification process. Offers of financial aid will be made after all documents are received and the process is finalized in compliance with federal regulations.

## Academic Progress Standards for Financial Aid

Students who receive financial aid must be making satisfactory academic progress in their program of study. Federal regulations require that progress be measured both quantitatively and qualitatively. This means that in addition to a minimum grade point average requirement, students must complete a minimum percentage of course work by the end of the academic year.

The academic progress standards for financial aid recipients at Cecil College state that:

- students must maintain a minimum GPA of 2.0;
- students must complete 70 percent of the credits attempted each academic year. Grades of F, I, M, R, W and K are not counted as hours completed;
- students must complete their program within a 150 percent maximum time frame. In general, the time frames for the associate's degree programs of study are as follows:

Full-time (12+ credits)	6 semesters
Three-quarter time (9 – 11 credits)	10 semesters
Half-time (6 – 8 credits)	15 semesters
Less than half-time (1 – 5 credits)	18 semesters

Certificate students have the same GPA and 70 percent completion requirements. The time frames are as follows:

Full-time (12+ credits)	3 semesters
Three-quarter time (9 – 11 credits)	5 semesters
Half-time (6 – 8 credits)	8 semesters
Less than half-time (1 – 5 credits)	9 semesters

Students enrolled in developmental courses may have their time frames adjusted to allow for adequate time for program completion.

Students not making academic progress after one academic year are placed on financial aid restriction. During the restriction semester, students may continue receiving financial aid but will lose eligibility at the end of the semester if the deficiency continues. Eligibility may be restored once satisfactory academic progress is achieved. Students may appeal financial aid suspension in writing to the Director of Financial Aid explaining why the deficiency occurred and the steps that will be taken to ensure successful progress in the future.

## Return of Title IV Funds

The Financial Aid Office is required by federal statute to recalculate the federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60 percent 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 percent 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 would be 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 may owe a debit balance to the institution.

If a student earned more than was disbursed to him or her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. 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.

Refunds must be allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Direct Stafford Loans (other than PLUS)
- Subsidized Federal Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent PLUS Loans
- Federal Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under this Title for which a Return of funds is required (e.g. LEAP)

## Adjustments to Financial Aid

Sometimes it is necessary to adjust financial aid awards.

Reasons for adjustments may include:

- dropping/adding or withdrawing from classes;
- receiving additional financial aid; and
- selection for verification resulting in revisions to FAFSA data.

In addition, adjustments to aid cannot be made for late start classes if students were not previously registered for them by the end of the add/drop period of full semester classes. Financial aid award amounts must be based on the number of credits for which students are enrolled at the beginning of the standard term. Students planning to take later-starting courses should register for them at the time they register for their full semester classes.

## Cancellation of Financial Aid

Many reasons warrant cancellation of financial aid. These reasons include, but are not limited to:

- default on a federal student loan;
- owing a repayment to a federal student aid program;
- incomplete verification process;
- unsatisfactory academic progress;
- non-attendance; or
- repeating previously passed courses.

Financial Aid Services

(410) 287-6060, ext. 355, 555, 516

(410) 287-1001 FAX

finaid@cecil.edu





August 1972

## College Begins Move To New Campus



Construction nears completion

Campus building. The building ultimately will have a capacity of 700.

## Insurance Course Slated By College

*W. Hig 8/23/72*

A Property-Casualty Insurance course required for Agent's Licensing by the state of Maryland, will be offered at Cecil Community College on Monday and Wednesday evenings from 6 p.m.-9 p.m., starting Sept. 18.

The course is for a total of 96 hours or 16 weeks.

Classes will be held at the new college building located on the Bay View campus, CCC officials announced recently.

The course will cover insurance problems relating to fire, marine concerns, public liability, automobile ownership and travel, workmen's compensation, crime protection, boiler and

machinery installation and operation.

Richard Sitter, an insurance consultant, will be the instructor for the course.

John W. Gillespie, director of Vocational/Technical Programs for Cecil Community College, has said the course will cost \$60 per person in addition to the books.

Persons planning to register should do so in the college library at Bay View from 1 p.m.-8 p.m. September 7, or 8 a.m.-noon, September 8.

The new campus is located adjacent to the Bay View Elementary School, on the east side of Route 272, two miles north of North East.

Community College the slow process of from North East High the new College site new.

College is filling spaces as rapidly are completing use will cover a

It is expected of the offices

Monday, August 30, all

College will Bay View

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registration on Thursday,

September 7 from noon until

8 p.m., and Friday,

September 8, from 8 a.m. to

Subject to the approval

Continued to Page 2)

## College—

(Continued from Page 1)

of appropriate agencies, classes are set to begin on Monday, September 11.

Plans have been made to accommodate a much larger enrollment this fall with the separate facility serving the college student exclusively. Students are urged to secure a copy of the class time schedule and plan their programs in advance of the registration dates so as to have a schedule which best serves their needs. A revised class schedule listing additional offerings as well as the vocational-technical classes is now available in each community of the County, as well as by mail if interested students will telephone for it.

An Open House for the general public is planned for a date later in the fall.

## ACADEMIC INFORMATION AND STANDARDS

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### Learning Options

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#### Formats for Learning

The College has three terms — fall, spring, and summer — in which students can earn credit in a variety of formats. The traditional term is 15 weeks long. Alternative formats offer flexibility in course delivery.

- **Accelerated Studies for the Adult Professional (ASAP)**

Cecil College offers two programs of study for working adults who would like to complete their degree in a 17-month time frame. Courses are offered in seven, nine-week sessions with a one-week break between sessions. Students can earn nine to 11 credits in each session in a combination of classroom, online and experiential learning environments.

- **Condensed Sessions**

Courses are offered in condensed sessions which allow students the opportunity to complete courses in a shortened timeframe. Course offerings vary for each enrollment period and are listed in the Credit Course Schedule.

- **January Intersession**

Each January, between the end of the fall semester and before the beginning of the spring semester, the College offers a limited number of courses in a compressed format.

- **Summer Session**

The College offers courses during the summer session to allow students to supplement their coursework outside of the traditional fall and spring semesters.

#### Distance Learning

- **Web-based Courses**

These courses are delivered entirely online via the Web. Each Web-based course or online course uses a textbook and has an instructor who communicates with students electronically throughout the course. Students register for these courses through the same registration process as other courses. They are listed in the Credit Course Schedule with a section designation of “Z.”

- **Maryland Online (MOL)**

Cecil students are offered the opportunity to enroll in select courses during the fall and spring semesters. Contact the College Information Center at 410-287-1000 for the current course offerings.

#### Independent Study

This method of instruction is to be used for rare or extenuating circumstances when the student does not have the opportunity to earn credit for the required course in another semester. A request for Independent Study is submitted in writing to an academic advisor who forwards the request to the appropriate academic administrator or department chair for approval. If the administrator or department chair approves the request, the administrator or chair will attempt to locate a faculty member to work with the student on an independent study basis. The student enrolls for the independent study after the instructor has been assigned and the appropriate signatures are obtained on the Independent Study Form. Costs are comparable to on-campus courses.

#### Open Enrollment

Open entry/open exit learning option allows students to begin a course at any time during a specific semester and end the course within that same semester. Students must first meet with the program coordinator who will explain the open enrollment learning format, and develop a schedule for completing the course outcomes within your desired time frame. These courses are listed in the Credit Course Schedule with a section designation of “OE.”

#### Self-Paced Courses

Currently, the College offers some courses that allow students to work at their own pace under the guidance of a faculty member. These courses offer students self-paced learning and some attendance flexibility.

#### Evaluation of Prior Learning

Cecil College believes that learning is a lifelong process and is acquired in many different ways. In addition to the traditional classroom setting, mastery of college-level knowledge and skills may occur as a result of other learning experiences.

Students must complete all admissions procedures before Cecil College will accept and evaluate requests for Evaluation of Prior Learning. While credits earned through various prior learning methods count toward graduation, neither credits nor grades are used in the calculation of the grade point average.

## • Traditional Prior Learning

### College and University Credit

Credit may be granted for coursework completed at regionally accredited colleges and universities and those institutions recognized by the United States Department of Education. College credits earned at other accredited institutions will be accepted for transfer if the course content is equivalent to that offered at Cecil College. Transfer credits from accredited institutions will be accepted subject to the following guidelines:

1. A student whose cumulative grade point average is at the 2.00 level or higher at an in-state sending institution will receive credit for all transferable course work in which a grade of “D” or better is achieved. For out-of-state institutions, a “C” or higher is required.
2. A student whose cumulative grade point average is below 2.00 level at a sending institution will receive credit for transferable coursework in which a grade of “C” or better was achieved.
3. Transferable coursework must be applicable to the student’s declared program of study.
4. General Education courses taken at a Maryland public college or university will be accepted with a “D” or better.
5. A grade of “C” or better is required to receive transfer credit in Freshman Composition (EGL101).

In all cases, only the course credit is transferred, not the grade or quality points earned. Transfer students enter Cecil College without a grade point average.

## • Foreign College and University Credit

Cecil College does not evaluate foreign transcripts. Students seeking credit for coursework completed at foreign colleges and universities must have their transcripts evaluated by an accredited foreign transcript evaluation service such as American Association of Collegiate Registrars and Admissions Officers (AACRAO). Students will not be granted credit for Freshman Composition unless extensive English credits are awarded by AACRAO and students place into college-level English after completing Cecil College’s skills assessment. Credit may be granted for foreign coursework, based upon the results of such evaluations and subject to the same procedures that apply to coursework completed at colleges and universities in the United States. Additional information is available from the international student advisor.

## • Alternative Prior Learning

The College may give credit for demonstrated proficiency in areas related to college-level courses. Sources used to determine such proficiency are College Level Examination Program (CLEP); Advanced Placement Examination (CEEB); Defense Activity for Nontraditional Education Support (DANTES); United States Armed Forces Institute (USAFI); Office of Education Credit and Credentials of the American Council on Education (ACE); Credit by Cecil College’s Departmental Examination; Advanced Prior Learning (APL by Portfolio Review); Tech Prep Articulation Agreements; and Credential Assessments. A maximum of 30 credit hours may be earned by alternative prior learning methods with a maximum of 15 credits through institutional credit by examination and portfolio assessment. In assigning credits of this nature, the recommendations of the American Council on Education (ACE) and written articulation agreements will be used as guidelines.

Applicants who seek credit for prior learning should contact the Records and Registration Office at the time of application to the College if they are unsure as to which documents are required.



◦ **Advanced Placement (AP)**

These exams are usually taken at the end of the high school senior year, concluding a specially designed advanced placement course. Cecil College will award credit based on a minimum score of (3) for the AP exams listed below unless otherwise indicated in the chart. Students must have official Advanced Placement score reports sent to Cecil College. To request an official AP score report, write to:

Advanced Placement Exams  
P. O. Box 6671  
Princeton, NJ 08541-6671  
Telephone: 609-771-7300  
<http://www.collegeboard.com>

AP Examination	Minimum Score		Transfer Equivalency
	Required	Credits	
Art 2D Design	3	3	ART 101 (H)
Art History	3	3	ART 141 (H)
Biology	3	4	BIO 101 (S)
Calculus AB*	4	4	MAT 201 (M)
Calculus BC*	4	8	MAT 201, MAT 202 (M)
Chemistry	3	8	CHM 105, CHM 106 (SL)
Computer Science A	3	3	DAP 109
Computer Science AB	3	6	DAP 109, DAP 202
Economics: Macro	3	3	ECO 222
Economics: Micro	3	3	ECO 221 (SS)
English Language and Composition	3	3	EGL 101 (E)
English Literature and Composition	3	6	EGL 101 (E), EGL 102 (H)
Environmental Science	3	4	BIO 106 (S), BIO 116
European History	3	6	HST 101, HST 102 (H)
French Language	3	6	FRN 101, FRN 102 (H)
French Literature	3	6	FRN 101, FRN 102
German Language	3	6	Arts/Humanities Electives (H)
Government & Politics: United States	3	3	POS 201 (SS)
Human Geography	3	3	GEO 102 (SS)
Music Theory	3	3	MUC 143 (H)
Physics B	3	3	Science Elective (S)
Physics C	3	3	Science Elective (S)
Physics C: Electricity and Magnetism	3	3	Science Elective (S)
Psychology	3	3	PSY 101 (SS)
Spanish Language	3	6	SPN 101, SPN 102 (H)
Spanish Literature	3	6	SPN 101, SPN 102
Statistics*	4	4	MAT 127 (M)
Studio Art: Drawing	3	6	ART 130, ART 230 (H)
U. S. History	3	6	HST 201, HST 202 (H)
World History	3	6	HST 110, HST 111 (H)

\*Must earn a score of 4 or 5 to receive college credit.

◦ **College Level Examination Program (CLEP)**

The College Level Examination Program (CLEP) provides nationally recognized credit for learning gained through experience or independent learning. Cecil College will award credit for the CLEP exams listed below provided the minimum passing score of 50 (computerized version) has been met. Students interested in learning more about CLEP should contact an academic advisor.

It is the student's responsibility to have official CLEP score reports sent to Cecil College. To request an official CLEP score report, write to:

CEEB  
CLEP Transcripts  
P.O. Box 6600  
Princeton, NJ 08541  
Telephone: 609-771-7865 • <http://www.collegeboard.com>

Special note: The list of course equivalences and minimum scores is based on Cecil College's evaluation. Students transferring to other colleges or universities should consult the admissions office at that institution to determine course equivalencies and acceptable scores.

<b>CLEP Exam</b>	<b>Credits</b>	<b>Equivalency Course/s</b>
<b>Business:</b>		
Accounting, Principles of*	6	BUS 101, BUS 102
Business Law, Introductory	3	BUS 210
Financial Accounting	3	BUS 101
Information Systems & Computer Applications	3	CIS 101 (I)
Management, Principles of	3	BUS 131
Marketing, Principles of	3	BUS 212
<b>Composition &amp; Literature:</b>		
American Literature	6	EGL 205 (H), EGL 206 (H)
Analyzing & Interpreting Literature	3	EGL 102 (H)
English Composition	3	EGL 101 (E)
English Composition w/ Essay	6	EGL 101 (E), EGL 102 (H)
English Literature	6	EGL 203 (H), EGL 204 (H)
Freshman College Composition	3	EGL 101 (E)
Humanities	3	Humanities Elective (H)
<b>Foreign Languages:</b>		
French Language Level 1	6	FRN 101 (H), FRN 102 (H)
Spanish Language Level 1	6	SPN 101 (H), SPN 102 (H)
<b>History and Social Sciences:</b>		
American Government	3	POS 201 (SS)
Educational Psychology, Introduction to	3	PSY 207
Human Growth and Development	3	PSY 201 (SS)
Macroeconomics, Principles of	3	ECO 222 (SS)
Macroeconomics, Principles of	3	ECO 221 (SS)
Psychology, Introductory	3	PSY 101 (SS)
Sociology, Introductory	3	SOC 101 (SS)
U. S. History I	3	HST 201 (H)
U. S. History II	3	HST 202 (H)
Western Civilization I	3	HST 101 (H)
Western Civilization II	3	HST 102 (H)
<b>Sciences and Mathematics:</b>		
Calculus	4	MAT 201 (M)
College Algebra	3	Math Elective (M)
College Mathematics	3	Math Elective (M)
Precalculus	4	MAT 121 (M)
Biology	3	BIO 101 (S)
Chemistry	3	CHM Elective (S) (non-lab)

\*This exam will be discontinued after June 30, 2007. It will be replaced by CLEP Financial Accounting.

- **Credit by Departmental Assessment**

An academic department may award course credit to students who document learning comparable to that required in specific college courses. Students must be admitted to the College and pay all applicable fees prior to assessment. There are two ways learning can be evaluated: departmental examination (credit-by-exam) and portfolio assessment. A maximum of 15 credits may be earned by credit by exam and portfolio.

- **Departmental Examination (Institutional Credit-by-Exam)**

A departmental examination is created by the appropriate College department and administered by a faculty member. A passing grade on an examination is recorded with a grade of “S” on the permanent record. Examinations that are attempted but not passed are not recorded on the student’s permanent record. Students who fail may not repeat credit-by-exam, but may take the actual course.

Contact an Academic Advisor for more information about credit-by-exam.

- **Portfolio Assessment**

Credit for prior learning acquired through employment and experience may be awarded through the portfolio assessment option. To earn credit through this method, students must enroll in a course specifically designed to assist in the development of a portfolio in a format that enables faculty to assess eligibility for academic credit. The portfolio must provide documentation that course outcomes, as outlined in the course syllabus, have been mastered.

A passing grade on the portfolio assessment is recorded with a grade of “S” on the student’s permanent record. Portfolios submitted for assessment that are deemed unsatisfactory are not recorded on the student’s permanent record.

Contact an academic advisor for more information about Portfolio Assessment.

- **Credit by Tech Prep Articulation Agreements**

Cecil County Public Schools and other approved high schools cooperate with Cecil College in a program designed to ensure that high school students acquire more rigorous academic and technical competencies. A coordinated sequence of courses prepares students for lifelong learning and provides a choice of career options leading to employment or advanced study at Cecil College. Cecil County high school students who have completed coursework in specific subject areas may be eligible to receive academic credit for this experience.

Credits will be awarded to students once the evaluation criteria and the validation process have been met. Further information may be obtained from the College’s Tech Prep Coordinator or from high school guidance counselors.

- **Credit and Continuing Education Partnerships**

The College has a co-listed course program between its non-credit and credit divisions that allow students to be awarded credit for successful completion of **selected** continuing education courses. The College matches the instructional outcomes of these selected courses to ensure that rigorous academic and technical competencies are part of the desired outcomes.

There are two ways for a student to receive credit once he/she has successfully completed the course for non-credit: petition for evaluation of prior learning, and departmental examination (credit-by-exam).

- **Evaluation of Prior Learning (Portfolio)**

A student who has successfully completed one of the selected courses through the continuing education division may petition for the award of credits by submitting the necessary paperwork to the Registrar **within three weeks** of the end date of the course. Credits will be awarded upon submission of the required paperwork and payment of all applicable charges.

- **Departmental Examination (Credit-by-Exam)**

A departmental examination is created by the appropriate College department and administered by a faculty member. A passing grade on an examination is recorded with a grade of “S” on the permanent record. Examinations that are attempted but not passed are not recorded on the student’s permanent record. Students who fail may not repeat credit-by-exam, but may take the actual course.

- **Credit for Military Training**

Credit may be granted for a variety of formal military training based on the student’s declared program of study. Official military transcripts, including Community College of the Air Force (CCAF), AARTS, SMART, DD214, DD295, or other military transcripts, must be submitted to the Registrar for evaluation of credits. The College awards credit based upon the recommendations made by the American Council on Education (ACE) if the awards fit into the student’s declared program of study.



### ◦ **Credit for Training Received in Business/Industry**

Academic credit may be awarded for the completion of training programs that have been evaluated by the American Council on Education (ACE) or are recognized through an articulation agreement between the College and the training institution. Additional information may be obtained from the Registrar.

## **Graduation**

### **Application for Graduation**

Students must make an appointment with an advisor to complete the graduation application, graduation audit sheet, and file the application with the Registrar's Office. There are three graduation evaluation periods: December, May, and August. Filing deadline dates and degree conferral dates are:

Application Deadlines	Degree Conferral Date
Fall Graduation — November 1	Late December
Spring Graduation — February 15	May
Summer Graduation — July 1	Late August

**Important! Students must apply for graduation by the application deadline in order to begin the graduation clearance process.**

**Note:** Students must complete and submit another application to the Registrar's Office if they do not satisfactorily complete the degree requirements for the term in which they intended to graduate.

While students may graduate in the fall, spring, or summer, the College only holds one graduation ceremony in May.

December, May and August graduates are invited to attend the graduation exercises held in May. Note, however, that attending the ceremony does not automatically denote graduation, since evaluation of records showing final grades may occur after the ceremony. Summer applicants planning on attending graduation commencement must file their applications by February 15.

### **Requirements for Associate's Degrees**

Students are eligible to receive an associate's degree if they have met the following requirements:

- complete all course requirements in a given program. An associate's degree requires the completion of a minimum of 62 credit hours in college-level courses, of which 30 credits must be earned by direct classroom instruction and laboratory experience. All evidence of completed course requirements must be recorded in the Registrar's Office three days prior to the date of graduation;
- earn a minimum of a 2.0 cumulative grade point average in college-level courses;
- earn at least two credit hours of physical activity courses as indicated in this catalog. Some degrees are exempt from the activity requirement and are noted in the Programs of Study section. Physical activity credits earned, beyond the two required, may not be used to satisfy graduation requirements;
- earn at least 30 credits in a program of study at Cecil College, or complete the last 15 credits of a curriculum at Cecil College;  
**Note:** Students enrolled under a college/military agreement may complete their final 15 credits in any order or time sequence.
- complete the required General Education requirements;
- meet the financial and academic obligations of the College;
- submit an Application for Graduation to the Registrar's Office by the published deadline. A student may not receive a degree and certificate in the same program of study and option within the same graduation conferral term; and
- complete the degree program requirements as outlined in the College catalog within five years of the intended date of graduation, as noted on the Application for Graduation.

**Note:** Courses numbered 091 through 100 may not be used to satisfy graduation requirements.

The Vice President of Academic Programs may grant exceptions to the above procedures.

## Requirements for Certificates

Students are eligible to receive a certificate if they have met the following requirements:

- complete the courses listed in the certificate program;
- earn a minimum of a 2.0 cumulative grade point average in college level courses;
- complete a minimum of 50 percent of the required credits in the certificate program at Cecil College;
- meet financial and academic obligations to the College;
- complete the certificate program requirements as outlined in the College catalog within five years of the intended date of graduation, as noted on the Application for Graduation; and
- submit an Application for Graduation to the Registrar's Office by the published deadline. Students may not receive a degree and certificate in the same program of study and option within the same graduation conferral term.

## Graduation Requirements

### Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS)

All students must meet specific General Education and institutional requirements within their associate's degree programs. To be eligible for the **Associate of Arts (AA) degree, Associate of Arts in Teaching (AAT) degree, or the Associate of Science (AS) degree**, students must complete a minimum of 62 credits of college-level work. Of the 62 credits, **30 credits** must fulfill the College's General Education core requirements. The distribution of the General Education and institutional credits must meet the following specifications:

Description	Credits Required
<b>Freshman Composition</b> Freshman Composition (EGL 101) required	3
Composition & Literary Forms (EGL 102) or Technical Writing (EGL 211).	3
<b>Arts and Humanities</b> Students must complete two courses from two different disciplines.	6
<b>Mathematics</b> Students must complete one 3-4 credit mathematics course.	3-4
<b>Biological/Physical Science w/ Lab</b> Students must complete 7 to 8 credits, including one lab science.	7-8
<b>Social and Behavioral Sciences</b> Students must complete two courses from two different disciplines.	6
<b>Interdisciplinary and Emerging Issues</b> Students must complete a general education computer literacy course, or in some degree programs, the computer literacy requirement is satisfied by the nature of the courses required in the degree.	3
<b>Activity Electives</b> Students are required to complete 2 credits in an activity course(s) as described in the Credit Course Schedule. (Registered Nurse is exempt from this requirement.)	2

### Associate of Applied Science (AAS)

To be eligible for the **Associate of Applied Science (AAS) degree**, students must complete a minimum of **62 credits** of college-level work. Of the 62 credits, **20 credits** must fulfill the College's General Education core requirements. The distribution of the General Education and institutional credits must meet the following specifications:

Description	Credits Required
<b>Freshman Composition</b>	3
<b>Arts and Humanities</b>	3
<b>Mathematics</b>	3–4
<b>Biological/Physical Science with Lab</b>	4
<b>Interdisciplinary and Emerging Issues</b> Students must complete a general education literacy course or in some degree programs, the computer literacy requirement is satisfied by the nature of the courses required in the degree.	3
<b>Activity Electives</b> Students must complete 2 credits in an activity course(s) as described in the Credit Course Schedule. (Leadership and Management program is exempt from this requirement.)	2
<b>Social and Behavioral Sciences</b>	3



# GRADING

## Grades

### Grades and Quality Points

Grade reports are issued to students at the end of the fall and spring semesters and are entered on the permanent record. Grade reports are issued at the end of the summer session and are entered on the permanent record at that time.

Grade reports are not mailed to students but are accessed through the College's Web site, C-Web at [www.cecil.edu](http://www.cecil.edu). PIN numbers are issued to enrolled students by the Registration Office shortly after the beginning of the fall, spring and summer terms.

A letter grade is assigned for each course in which the student is enrolled at the end of the term. A quality point value per credit hour in the course is assigned to each letter grade. Developmental coursework is not calculated in the grade point average, as of the Fall 2003 semester.

Letter Grade	Interpretation	Quality Point Value per Credit Hour
A	Excellent	4
B	Good	3
C	Average	2
D*	Poor	1
F	Failure	0

\*Not acceptable for certain programs as a satisfactory grade. Also requires repeating the course if the course is a pre-requisite for other courses.

Grade designations not included in the calculation of the GPA:

I	Incomplete
NG	No Grade or Late Grades
S	Satisfactory
U	Unsatisfactory
M	Administrative Withdrawal
W	Withdrawal
R*	Repeat
K	Audit
V	Waiver of Prior Failing Grades

\*Used for 091-099 and 100 level courses only.

## Grade Point Average (GPA)

### • Semester Grade Point Average

The semester grade point average (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 period. The GPA is computed only on college-level courses attempted at Cecil College. Courses for which the symbols of I, K, M, NG, R, S, U, V, W are awarded will not be considered in calculating the GPA.

### • Cumulative Grade Point Average

The cumulative GPA includes all college-level courses and grades attempted at Cecil College and is determined in the same manner as the semester GPA. In the case of repeated courses, only the highest grade earned will be used in computing the cumulative GPA.

## Incomplete Grades

The grade designation of "I" (Incomplete) is assigned only in exceptional circumstances and is a temporary grade issued by the instructor after an Incomplete Contract is completed. An Incomplete is issued only to students who cannot complete the course on schedule because of illness or other circumstances beyond their control. Students must complete the course requirements by the deadline printed on the Incomplete Contract, but no later than six weeks after the last scheduled final examination for the given term, or an "F" will be recorded for the course. It is the prerogative of the instructor to decide whether or not to issue an Incomplete Contract.

## Repeating of Courses

Students may repeat any course regardless of the grade earned. When a course is repeated, the highest grade earned is used to compute the adjusted GPA. However, both grades remain on the transcript. It is recommended that students repeat a course in which they earn a "D" if they wish to raise their GPA or if they need a higher grade for transfer. With the exception of the nursing courses, there are no restrictions on the number of times students may take a course.

## Change of Grades

The instructor is the only one authorized to assign a grade or to change a grade. Once a grade has been assigned and entered into a student's record, an instructor may request the Registrar to make a grade change if there has been an error in the determination of the grade. The instructor must file a Change of Grade Form in the Registration Office. An unofficial copy of the student's transcript will be sent to the student when an instructor has changed a grade.

## Waiver of Prior Failing Grades

Under certain circumstances, failing grades earned by students when previously enrolled at Cecil College may be reviewed and designated in such a way as not to be calculated in the overall grade point average. This policy applies only to courses taken at Cecil College and only to students currently enrolled at the College. This policy does not affect the student's responsibility to meet all program requirements.

### • **Criteria**

Students may request to have up to 15 previously attempted semester hours reviewed on a course-by-course basis. Criteria for the waiver of prior failing grades are:

- students must be currently enrolled at Cecil College;
- students must not have attended Cecil College for at least one full semester since failing grades were earned;
- students must have earned at least 15 credits of college-level work at Cecil College or any other accredited degree-granting institution prior to requesting the review. These credits must have been earned after the failing grades were earned;
- students must not have earned any grade below a “C” in the most recent 15 credits earned;
- students may not apply for courses required in their program of study, courses that have been repeated and passed, or courses in which the student is currently registered or enrolled;
- submit narrative explaining your circumstances at the time of failure; and

In no case will Cecil College waive more than a total of 15 credits of prior failing grades for an individual. Students are encouraged to consider applying for the waiver for courses that are no longer offered at the College, or courses no longer required in their program of study.

### • **Procedures**

The student must meet with an academic advisor to complete the Application for Waiver of Prior Failing Grades. Applications approved by the advisor will be forwarded to the Registrar for review. The Registrar will notify the student in writing of the final action.

Grades that are waived will be identified on the student’s transcript by the letter “V,” which indicates they will not be calculated in the student’s overall grade point average.

## **Appeal of Grades Policy**

### • **Policy**

Unless an appeal has been initiated, all grades become final **60 days** after being mailed to the student. Students may appeal a grade before 60 days have elapsed by following the procedures outlined below.

### • **Procedures**

Students who feel an earned grade is unjust must address their disagreements with their instructors, as the determination of grades lies with the instructor. If the matter is not satisfactorily resolved through this approach and the issue warrants further consideration, students may then further request a review by the appropriate academic administrator. A review

by the appropriate academic administrator is used to determine if the grading criteria, as outlined by the course syllabus, have been followed. The decision of the Vice President of Academic Programs is final.

**Note:** If, after students have followed the above steps, they believe that the grade was based upon discriminatory or unfair practices, students may use the Student Grievance Procedure (beginning with Step #3) as outlined in this College catalog on pages 203 and 204.

## **Academic Achievement and Awards**

### • **President’s List**

Students qualifying for the President’s List must earn a Grade Point Average (GPA) of 3.75 or better for that semester and be carrying a full credit load of at least 12 semester hours. Part-time students are eligible for the President’s List after accumulating 15 credit hours or more with a semester GPA of 3.75 or better for that semester. This award excludes any grade received for developmental coursework.

### • **Dean’s List**

Students qualifying for the Dean’s List must earn a Grade Point Average (GPA) of 3.50-3.74 for that semester and be carrying a full credit load of at least 12 semester hours. Part-time students are eligible for the Dean’s List after accumulating 15 credit hours or more with a semester GPA of 3.50-3.74 for that semester. This award excludes any grade received for developmental coursework.

### • **Graduation Academic Honors**

• **Graduating with Highest Honors** – Graduating students in degree programs completing a minimum of 30 semester hours at Cecil College with grade point averages of 3.75 or higher computed on all semesters of college level work at Cecil College will qualify to graduate with highest honors.

• **Graduating with Honors** – Graduating students in degree programs completing a minimum of 30 semester hours at Cecil College with grade point averages of 3.50-3.74 in college level course work will qualify to graduate with honors.

• **Graduating with Distinction** – Graduating students in certificate programs completing a minimum of 15 semester hours at Cecil College with grade point averages of 3.50 or higher computed on all semesters of college level work at Cecil College will qualify to graduate with distinction.

## **Alpha Alpha Theta/Phi Theta Kappa**

Alpha Alpha Theta is the Cecil College chapter of Phi Theta Kappa, the international honor society of two-year colleges. The organization offers unique opportunities for students to gain leadership skills and give service to the College and community. Members are recognized for their academic achievement, and they enjoy the company of scholars at Cecil and at other colleges. Members may also qualify for over \$25 million in transfer scholarships reserved exclusively for Phi Theta Kappa members.

Students must apply for membership in the honor society. Applications are available from the Alpha Alpha Theta advisor. To be eligible to join, students must earn 12 or more credits at Cecil in college-level courses, with a cumulative grade point average of 3.25 or greater.

Induction ceremonies are held during the academic year. Students are welcome to attend meetings and events held by the chapter before applying for membership. The chapter officers maintain a Web site at the following address: <http://ptk.cecil.edu>.

## **Academic Honesty Policy**

Cecil College adheres to the highest standards of academic honesty. Students at Cecil College are expected to maintain that high standard by taking responsibility for their own academic success and achievement. All forms of academic dishonesty are serious offenses and will not be tolerated, and could lead to sanctions up to and including expulsion from the college. All members of the College community share the responsibility for the academic standards of the College. Academic honesty is a cornerstone of the development and acquisition of knowledge and is a critical component of continued membership in the College community.

See page 191 for the complete Academic Honest Policy.

## **Academic Standards and Restrictions**

Students at Cecil College are expected to take responsibility for their own academic success and achievement within the program of study planned with their academic advisor. Each semester Instructional Programs and Enrollment and Student Support Services staff will review the academic progress of each student and identify and assist those who appear to be making little or no progress.

Students identified as having made less than satisfactory progress will be required to have their credit-hour loads restricted for the upcoming semester. Satisfactory progress is defined as maintaining a cumulative GPA of at least 2.0 for the time enrolled at Cecil College.

## **• Academic Restriction**

1. Students will be placed on academic restriction (for the next semester in which they enroll) if their cumulative GPA is less than 2.0.
2. In order to enroll for the current semester, students on academic restriction must meet with an academic advisor.
3. With an academic advisor's approval, students will be permitted to enroll for a maximum of 12 credit hours in the first semester of academic restriction. Students will be encouraged to complete any pre-requisite course(s) in their programs of studies and/or to repeat those courses in which they have received failing grades.
4. Students who have registered prior to receiving notice of academic restriction must meet with an academic advisor to have their current semester course schedules adjusted to comply with the provisions of this policy (see item 3 above).

## **• Satisfaction of Academic Restriction**

In order for academic restriction to be lifted, students must attain a cumulative GPA of at least 2.0. Students who fail to attain the 2.0 cumulative average will remain on academic restriction for the next semester in which they enroll.

## **• Student Procedures**

1. Upon completion of each semester, the Dean of Academic Programs will mail a notification to students whose cumulative GPAs are below 2.0, indicating (1) that they have been placed on academic restriction; (2) that they must meet with an academic advisor prior to finalizing their next semester's schedules; and (3) that their next semester's course loads cannot exceed 12 credit hours.
2. This policy and these procedures shall apply to all students enrolled in credit courses, including those students enrolled in courses and programs on tuition waiver and those students who have not declared a program of study.
3. Students on academic restriction who wish to enroll for more than 12 credits in any semester in which they are on academic restriction must secure the approval and signature of their academic advisor. The signatures and approvals must appear on the student's registration forms.
4. Attaining minimal academic standards does not assure any student's admittance to or completion of a program. Program standards may exceed the minimal standards as defined and required under this policy.

## Attendance

### • Absence of Teaching Faculty Members

If a teaching faculty member is late for class, students must remain in class at least 15 minutes after the time the class is scheduled to begin.

### • Student Attendance Policy

Students are expected to attend all classes except for reasons of illness or emergency. Each instructor will determine and announce the attendance policy and requirements for each course. Make-up tests may be administered at the request of the student and at the convenience and discretion of the instructor.

## Credit Hours

A credit hour is the unit by which academic work is measured. In a 15-week term, a minimum of 50 minutes spent in class per week represents a credit hour. If a student takes a three-credit course during a 15-week term, they can expect to attend class once a week for a minimum of 150 minutes, twice a week for a minimum of 75 minutes or three times a week for a minimum 50 minutes.

Each course and laboratory is assigned a particular number of credit hours, and these are specified in the section of this catalog titled Course Descriptions starting on page 130. As a guide, students can expect to prepare two hours per week outside of class for every credit hour enrolled.

## Hours Attempted and Earned

Hours attempted are the total number of credit hours in all the credit college level courses for which students receive one of the letter grades listed on page 34 under Grades and Quality Points.

Hours earned are the total number of credit hours in college level courses for which students receive a letter grade of D or higher. No credit hours are earned with a grade of F, K, I, M, NG, R, or W.

## Final Examination Statement

Students are required to take the final examination in each course they are registered, on the date scheduled by the Office of Academic Programs. The exam should be a culminating activity which reflects students' progress and a mastery of the course objectives. Permission for makeup examinations is left to the discretion of the instructor.

The exam schedule is available in each schedule of classes brochure, on the Web, and is posted on the instructional bulletin board on the third floor of the Arts and Sciences Building.

## Course Substitutions

Students requesting course substitutions are required to get written permission from the appropriate academic administrator or faculty department chair before enrolling in the course in question. The substitution form must be filled out by the student, submitted to the appropriate academic administrator or faculty department chair, and, if approved, placed in the student's permanent file. The student is responsible for securing approval, in advance, for any deviations from the requirements of their program of study and should maintain a copy of all approved substitution requests to be used in support of their graduation application.





## Statewide Programs

In order to avoid duplication of specialized career program offerings, the state of Maryland's community college system has designated these specific associate degrees as a statewide program, which students may attend at in-county rates, as long as the program is not offered at a public community college in the region of their residence or if offered, is not available due to enrollment capacity.

### **Allegany College of Maryland**

Hotel & Restaurant Management  
Medical Assistant  
Automotive Tech  
Forest Tech  
Culinary Arts  
Therapeutic Massage

### **Anne Arundel Community College**

Homeland Security Management  
Hotel/Restaurant Management  
Medical Assisting  
EMT Paramedic  
Therapeutic Massage  
Paralegal Studies



### **Cecil College**

Visual Communications  
Transportation and Logistics

### **College of Southern Maryland**

Massage Therapy  
Manufacturing Technology

### **Community Colleges of Baltimore County**

Aviation Management  
Computer Graphic & Visual Communication  
Veterinary Tech  
Chemical Dependency Counseling  
Mortuary Science  
Occupational Safety & Health Tech  
Radiation Therapy  
Health and Fitness Studies  
Horticulture  
Automotive Technology  
Construction Management  
Environmental Science and Technology  
Recreation, Parks and Tourism  
Labor Studies  
Interpreter Preparation  
E-Business Management  
E-Business Technology  
Media Technology

### **Frederick Community College**

Nuclear Medicine Technology  
Emergency Management

### **Garrett College**

Natural Resources and Wildlife Tech  
Adventure Sports Management  
Juvenile Justice

### **Harford Community College**

Technical/Professional Studies  
Electroneurodiagnostic Tech  
High Performance Manufacturing  
Science Lab Tech

### **Howard Community College**

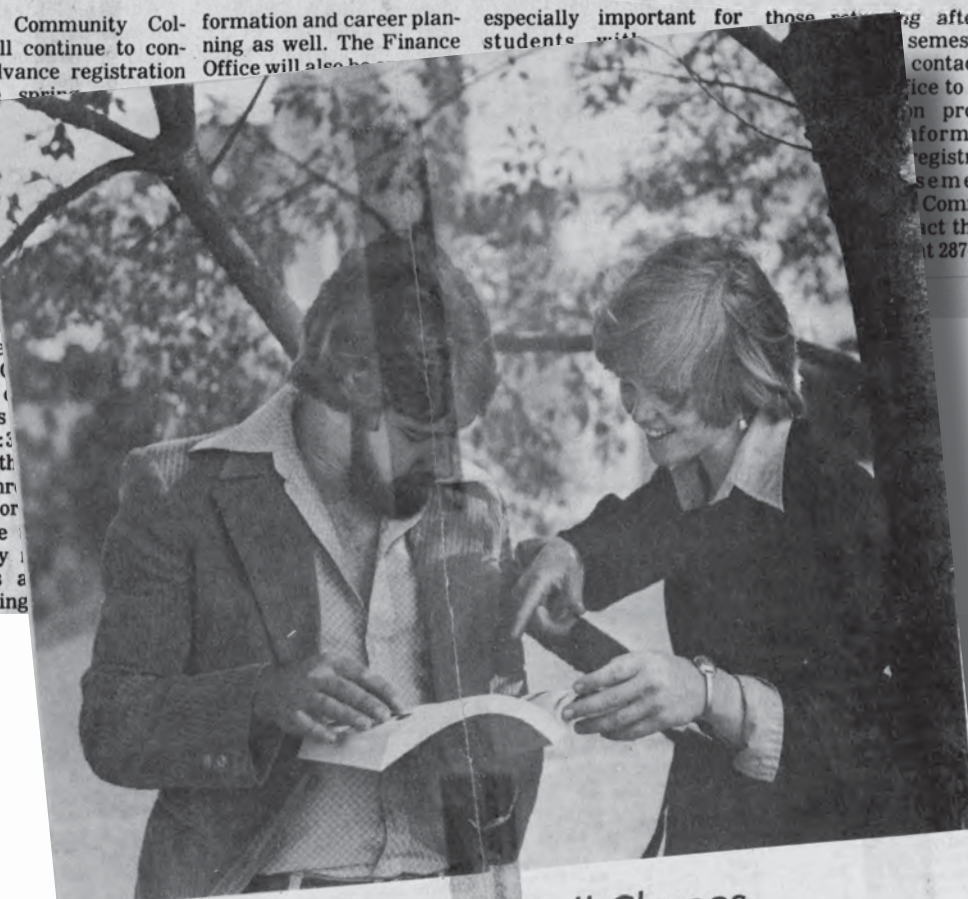
Cardiovascular Tech  
Biomedical Engineer  
Photonics Technology

### **Montgomery College — All Campuses**

Diagnostic Medical Sonography  
Biotechnology  
Fire Science / Fire Service Management  
Graphic Design (AFA)  
Studio Art (AFA)

## C.C.C. Schedules Advance Registration

Cecil Community College will continue to conduct advance registration for the spring semester on Monday, August 14, and Thursday, August 17. Students may register only from 5:30 p.m. to 7:30 p.m. in the Registrar's Office, and release of information will be made. For the Registrar's Office, also schedule advance registrations. On Thursday, August 17, students between 5:30 p.m. to 7:30 p.m. also in the Registrar's Office, through the Counselor at these times. Not only are procedures and programming information and career planning as well. The Finance Office will also be especially important for those returning after an semester or contact the Registrar's Office to begin the registration process. Information registration semester Communi-act the Ad-287-6060.



### CCC Slates Fall Classes

After registering for fall classes at Cecil Community College Stephen Moore compares his schedule of classes with Gloria Scott. Pre-registration is being held through August 11 during office hours and Tuesday and Thursday evenings, 5:30 to 7:30 p.m. Fall

registration will be held Aug. 22, 23, 24 and 28. Classes begin Sept. 6. The listing of fall classes were mailed to all box holders in Cecil County Aug. 3. Photo by Linda Hayden, CCC Photography Program

## PROGRAMS OF STUDY

Cecil College offers programs of study that lead to associate degrees and program certificates. Students may enter a program designed for transfer to a four-year institution, or one that prepares them for immediate entry into the workforce, or upgrading skills in their current career.

### Degree Programs

There are four associate's degrees:

- The **associate of arts (A.A.) degree** recognizes mastery in the liberal arts (humanities, social sciences and similar subjects) and in the fine arts. The associate of arts degree not only transfers to appropriate baccalaureate programs, but also provides for career exploration and skills upgrading.
- The **associate of science (A.S.) degree** recognizes a curricular focus in science, mathematics, or technology. The associate of science degree not only transfers to appropriate baccalaureate programs, but also provides for career exploration and skills upgrading.
- The **associate of applied science (A.A.S.) degree** recognizes a curricular focus in a specific occupational area. The associate of applied science degree is designed primarily for immediate employment or career mobility and is identified with a specialty designation, e.g., computer technology, law enforcement, etc.
- The **associate of arts in teaching (A.A.T.) degree** is designed for transfer to a Maryland four-year institution to obtain a baccalaureate degree and teacher certification.

Associate degree programs consist of general education courses, program specific courses, and electives. To qualify for an associate's degree, students must complete the minimum number of credit hours required in their programs and earn a cumulative grade point average of 2.0 (see page 85 for A.A.T. requirements) or better in college level courses, and meet other requirements listed on pages 31–33.

### Certificate Programs

The College offers certificate programs for those who wish to gain a credential for acquired knowledge, skills and abilities focused in specific discipline areas. Most certificate programs are designed to assist students with goals for upgrading skills for immediate application in employment. Many certificate programs are designed as units within associate degree programs and can be acquired in the process of seeking an associate's degree. Certificate programs require the completion of 12 credits or more. Students must complete 50 percent of their course work at Cecil College and earn a cumulative grade point average of 2.0 or better in college level courses, and meet all other graduation requirements listed on pages 31–33.

### Programs to Meet Diverse Educational Needs

To meet the educational needs of the community, Cecil College offers programs in general education, college or university transfer, career education, continuing education, and student development services.

1. The general education program provides all students with writing, speaking, reading, critical thinking and computing skills and knowledge to function as educated citizens in a complex world.
2. College transfer programs prepare students for further learning by providing courses in specific disciplines and general education that parallel the first two years at a four-year college.
3. The career education program prepares students for immediate employment in technical and business fields and allows students to continue studies at four-year colleges.
4. The non-credit division of the College provides non-credit courses and skills which allow individuals to upgrade their abilities, prepare for state licensure, re-train for new occupations, enrich cultural backgrounds, and develop specialized interests. It also provides contract training for business and industry.
5. Enrollment and Student Support Services provides students with a variety of resources, including academic advising and support, minority affairs, job placement and career management services, financial aid services, student development activities, and intercollegiate athletics.

### General Education Student Learning Outcomes

Student learning across the curriculum is measured by the expected student learning outcomes for General Education. Through the General Education core requirements, all curricula are designed so that students acquire and demonstrate college-level competency in:

- A. critical and creative thinking skills and problem-solving strategies;
- B. writing;
- C. oral communications;
- D. quantitative analysis;
- E. computer literacy and in the ability to work productively with information technology; and
- F. an enhanced awareness of ethics, cultural diversity, artistic expression, health and wellness issues, and the physical and social environment.

# GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

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The state of Maryland mandates that every associate degree program contain general education requirements designed to introduce students to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines. To assure that associate degree students meet the general education requirements defined by the state of Maryland, each degree program includes a distribution of general education credits. Courses which meet general education requirements must be approved by the College's academic council.

The College defines general education as the portion of the curriculum devoted to the development of the skills, knowledge and abilities essential to all students, regardless of chosen majors. The course distribution is intended to ensure that students have mastered and demonstrated a familiarity with core knowledge basic to all college-level work.

**General Education Requirements and Institutional Requirements for Associate of Arts (A.A.), Associate of Arts in Teaching (A.A.T.) and Associate of Science (A.S.) Degrees (minimum of 30 general education credits plus 2 activity credit hours)**

## Arts and Humanities

- 6 semester credit hours in the arts and humanities general education courses
- courses must be from two different disciplines and have different course prefixes

## Biological and Physical Sciences

- 7-8 semester credit hours in biological and physical sciences general education courses
- one of the courses must be a laboratory science course

## English Composition

- 3 credits in Freshman Composition (EGL101)

## Mathematics

- 3 semester credit hours in a mathematics general education course

## Social and Behavioral Sciences

- 6 semester credit hours in social and behavioral sciences general education courses
- courses must be from two different disciplines and have different course prefixes

## General Education Electives

- additional general education courses to complete a minimum of 30 semester hours

## Institutional Requirements

- 3 additional credits in Composition and Literature (EGL102) or Technical Writing (EGL211)
- two activity semester credit hours (select from courses with an ACT coding in the course description)

Note: Exceptions to the Cecil College activity requirement is granted for the Registered Nurse program.

**General Education Requirements and Institutional Requirements for Associate of Applied Sciences (A.A.S.) Degrees (minimum of 20 general education credits plus 2 activity credit hours)**

## Arts and Humanities

- 3 semester credit hours in the arts and humanities general education course

## Biological and Physical Sciences

- 4 semester credit hours in biological and physical sciences general education course
- course must be a laboratory science course

## English Composition

- 3 credits in Freshman Composition (EGL101)

## Mathematics

- 3 semester credit hours in a mathematics general education course

## Social and Behavioral Sciences

- 3 semester credit hours in social and behavioral sciences general education course

## General Education Electives

- additional general education courses to complete a minimum of 20 semester hours

## Institutional Requirements

- 3 additional credits in Composition and Literature (EGL102) or Technical Writing (EGL211)
- two activity semester credit hours (select from courses with an ACT coding in the course description)

Note: Exception to the Cecil College activity requirement is granted for the Leadership and Management program.

## APPROVED GENERAL EDUCATION COURSES BY CATEGORY

The associate degree programs at Cecil include the general education credit hours required by the state of Maryland. If a degree program directs students to choose general education courses from specific categories, those courses must be selected from the approved courses listed below.

*Transfer Students: It is extremely important for transfer students to consult with an academic advisor when choosing general education courses from the approved list since each transfer institution has slightly different requirements.*

### English Composition

EGL 101	Freshman Composition	3 cr.
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### Arts and Humanities

ART 101	Fundamentals of Design	3 cr.
ART 110	Color	3 cr.
ART 130	Drawing I	3 cr.
ART 140	Painting I	3 cr.
ART 141	Survey of Art History	3 cr.
ART 150	Art Appreciation and Museum Studies	3 cr.
ART 152	Sculpture	3 cr.
ART 160	Beginning Ceramics	3 cr.
ART 180	Basic Photography	3 cr.
ART 181	Introduction to Filmmaking	3 cr.
ART 201	Fundamentals of Design II	3 cr.
ART 230	Drawing II	3 cr.
ART 240	Painting II	3 cr.
ART 242	Survey of Modern Art History	3 cr.
ART 260	Intermediate Ceramics	3 cr.
EGL 102	Composition and Literature	3 cr.
EGL 108	Introduction to Creative Writing	3 cr.
EGL 203	Survey of English Literature	3 cr.
EGL 204	Survey of English Literature II	3 cr.
EGL 205	Survey of American Literature	3 cr.
EGL 206	Survey of American Literature II	3 cr.
EGL 209	Introduction to African American Literature	3 cr.
EGL 213	Introduction to Film	3 cr.
EGL 260	Children's Literature	3 cr.
FRN 101	Beginning French I	3 cr.
FRN 102	Beginning French II	3 cr.
HST 101	Western Civilization I	3 cr.
HST 102	Western Civilization II	3 cr.
HST 110	World History I	3 cr.
HST 111	World History II	3 cr.
HST 201	History of the United States	3 cr.
HST 202	History of the United States	3 cr.
MUC 133	Music Literature and Appreciation I	3 cr.
MUC 134	Music Literature and Appreciation II	3 cr.
MUC 143	Music Fundamentals	3 cr.
PHI 101	Introduction to Philosophy	3 cr.
PHI 201	Ethics – Contemporary Moral Problems	3 cr.
PHI 202	Clear Thinking: Inductive Logic	3 cr.
PHI 203	History of Ideas I	3 cr.
PHI 204	History of Ideas: Modern	3 cr.
PHI 205	Philosophy of Religion	3 cr.
PHI 207	World Religion	3 cr.
RUS 101	Russian I	3 cr.
SPH 121	Interpersonal Communications	3 cr.
SPH 141	Public Speaking	3 cr.
SPN 101	Beginning Spanish I	3 cr.
SPN 102	Beginning Spanish II	3 cr.
THE 161	Introduction to Theatre	3 cr.

### Interdisciplinary and Emerging Issues

CIS 101	Introduction to Computer Concepts	3 cr.
CIS 202	Creative Design	3 cr.
GIS 101	Geographic Information Systems	3 cr.
HEA 130	Healthful Living	3 cr.

### Mathematics

MAT 121	Precalculus	4 cr.
MAT 123	Finite Math	3 cr.
MAT 127	Introduction to Statistics	4 cr.
MAT 201	Calculus I w/ Analytic Geometry	4 cr.
MAT 202	Calculus II w/ Analytic Geometry	4 cr.
MAT 203	Multivariable Calculus	4 cr.
MAT 240	Introduction to Linear Algebra	4 cr.
MAT 246	Introduction to Differential Equations	3 cr.

### Physical and Biological Sciences

AST 103	Principles of Astronomy	4 cr.
BIO 101	General Botany*	3 cr.
BIO 104	Introduction to Botany*	3 cr.
BIO 106	Introduction to Environmental Science*	3 cr.
BIO 123	Foundations of Nutrition*	3 cr.
BIO 130	Principles of Biology I*	3 cr.
BIO 132	Principles of Biology II*	3 cr.
BIO 200	Microbiology*	3 cr.
BIO 201	Fundamentals of Ecology	4 cr.
BIO 208	Human Anatomy and Physiology I*	3 cr.
BIO 209	Human Anatomy and Physiology II*	3 cr.
CHM 102	Introductory Chemistry w/ Lab	4 cr.
CHM 105	General Chemistry I w/ Lab	4 cr.
CHM 106	General Chemistry II w/ Lab	4 cr.
CHM 109	Chemistry and Art	4 cr.
PHY 103	Physics Today	4 cr.
PHY 120	Light Science	4 cr.
PHY 181	Introductory College Physics I w/ Lab	4 cr.
PHY 182	Introductory College Physics II w/ Lab	4 cr.
PHY 207	General Physics I w/ Lab	5 cr.
PHY 208	General Physics II w/ Lab	5 cr.
PSC 105	General Physical Science w/ Lab	4 cr.
PSC 120	Physical Geology	4 cr.
PSC 125	Essentials of Weather	4 cr.
PSC 140	Introduction to Ocean Studies w/ Lab	4 cr.
PSC 220	Meteorology	4 cr.

\*must be combined with a lab course to meet the lab science requirement

### Social and Behavioral Sciences

ANT 101	Cultural Anthropology	3 cr.
COU 102	Dynamics of Human Interaction	3 cr.
ECO 221	Economics – Micro	3 cr.
ECO 222	Economics – Macro	3 cr.
GEO 101	Physical Geography	3 cr.
GEO 102	Cultural Geography	3 cr.
POS 101	Introduction to Political Science	3 cr.
POS 201	American Government	3 cr.
PSY 101	Introduction to Psychology	3 cr.
PSY 201	Human Growth and Development	3 cr.
SOC 101	Introduction to Sociology	3 cr.
SOC 102	Social Problems	3 cr.
SOC 103	Family and Marriage	3 cr.

## General Education Course Codes

The following codes are used in the course descriptions to identify courses that satisfy the General Education Core Requirements:

- E** English Composition
- H** Arts and Humanities
- I** Interdisciplinary and Emerging Issues
- M** Mathematics
- SL** Science with Lab
- S** Science
- SS** Behavioral and Social Sciences

## Computer Literacy Across the Curriculum

Literacy Across the Curriculum is an approach to academic instruction that exercises skills which students will need to be computer literate in the future and to effectively use computer terminology, software, and hardware.

Students pursuing a degree program at Cecil College must fulfill a computer literacy requirement for graduation. In some degree programs the computer literacy requirement is satisfied by the nature of the courses needed to complete graduation requirements. In other degree programs the computer literacy graduation requirement is satisfied by Introduction to Computer Concepts (CIS101).



## ARTS AND SCIENCES

### Arts and Sciences Transfer – Arts Option Drawing/Painting Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option helps students to prepare for transfer to four-year colleges, initial employment or career advancement in the following areas: design, pottery, art education, art administration, fine arts production, exhibition and sales. The art program strives to be an open access, optimal learning environment for students' educational, cultural, and economic development in the art field.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ART 101	Fundamentals of Design I	H	3
ART 130	Drawing I	H	3
ART 140	Painting I	H	3
ART 141 or ART 150	Survey of Art History Art Appreciation and Museum Studies	H	3
ART 152 or ART 160	Sculpture Beginning Ceramics	H	3
ART 180 or VCP 101	Basic Photography Photography I	H	3–4
ART 230	Drawing II	H	3
ARTS/HUM	Arts and Humanities Electives <sup>1</sup>	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Electives		6
MAT	Math Elective	M	3–4
SCI	Lab Science Electives	S/SL	8
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b><i>Program Electives</i></b>		<b><i>Select 11–12 Credits</i></b>	
ART 105	Illustration, Materials and Techniques		3
ART 132	Landscape and Nature Drawing		3
ART 142	Landscape and Nature Painting		3
ART 231	Portrait Drawing		3
ART 232	Figure Drawing		3
ART 240	Painting II	H	3
ART 241	Portrait Painting		3
ART 291 or ART 292 or ART 293	Professional Portfolio Production Professional Portfolio Production Professional Portfolio Production		1–3

***Total Credits Required in Program:***

***66–69***

<sup>1</sup>EGL203, EGL204, EGL205, EGL206, or SPH141 recommended.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.



## Arts and Sciences Transfer – Arts Option

### Graphic Design

### Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option helps students to prepare for transfer to four-year colleges, initial employment or career advancement in the following areas: design, pottery, art education, art administration, fine arts production, exhibition and sales. The art program strives to be an open access, optimal learning environment for students' educational, cultural, and economic development in the art field.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ART 101	Fundamentals of Design I	H	3
ART 130	Drawing I	H	3
ART 140	Painting I	H	3
ART 141 or ART 150	Survey of Art History Art Appreciation and Museum Studies	H	3
ART 152 or ART 160	Sculpture Beginning Ceramics	H	3
ART 180 or VCP 101	Basic Photography Photography I	H	3–4
ARTS/HUM	Arts and Humanities Electives <sup>1</sup>	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Electives		6
MAT	Math Elective	M	3–4
SCI	Lab Science Electives	S/SL	8
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<i>Program Electives</i>		<i>Select 14–15 Credits</i>	
ART 105	Illustration, Materials and Techniques		3
ART 110	Color	H	3
ART 201	Fundamentals of Design II	H	3
ART 272	Silk Screening		3
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 118	Digital Imaging III		4
VCP 119	Digital Imaging IV		4
ART 291 or ART 292 or ART 293	Professional Portfolio Production Professional Portfolio Production Professional Portfolio Production		1–3
<b>Total Credits Required in Program:</b>			<b>66–69</b>

<sup>1</sup>EGL203, EGL204, EGL205, EGL206, or SPH141 recommended.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## ARTS AND SCIENCES

### Arts and Sciences Transfer – Arts Option Pottery/Ceramics Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option helps students to prepare for transfer to four-year colleges, initial employment or career advancement in the following areas: design, pottery, art education, art administration, fine arts production, exhibition and sales. The art program strives to be an open-access, optimal-learning environment for students' educational, cultural, and economic development in the art field.

The computer literacy requirement has been met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ART 101	Fundamentals of Design I	H	3
ART 130	Drawing I	H	3
ART 140	Painting I	H	3
ART 141 or	Survey of Art History	H	
ART 150	Art Appreciation and Museum Studies	H	3
ART 152 or	Sculpture	H	
ART 160	Beginning Ceramics	H	3
ART 180 or	Basic Photography		
VCP 101	Photography I		3–4
ARTS/HUM	Arts and Humanities Electives <sup>1</sup>	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Electives		6
MAT	Math Elective	M	3–4
SCI	Lab Science Electives	S/SL	8
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<i>Program Electives</i>		<i>Select 14–15 Credits</i>	
ART 161 or	Ceramics/Japanese Raku		1
ART 167	Ceramics/Japanese Raku		3
ART 162	Ceramics/Color Clay		1
ART 163	Ceramics/Masks and Self Portraits		1
ART 164	Ceramics/Small Sculpture		1
ART 165	Ceramics/Polymer Clay Jewelry		1
ART 166	Ceramics/Egyptian Paste		1
ART 169	Ceramics/Majolica Glaze Painting		3
ART 260	Intermediate Ceramics		3
ART 261	Advanced Ceramics		3
ART 291 or	Professional Portfolio Production		
ART 292 or	Professional Portfolio Production		
ART 293	Professional Portfolio Production		1–3

**Total Credits Required in Program:**

**66–69**

<sup>1</sup>EGL203, EGL204, EGL205, EGL206, or SPH141 recommended.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## Arts and Sciences Transfer – Biology Option

### Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option offers a selection of biology and other natural and physical science related courses for students wishing to pursue a program of study in biology. This basic transfer program comprises the first two years of a baccalaureate degree in biology. This option is also appropriate for students seeking pre-med, pre-dental, and pre-pharmaceutical degrees.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Electives	H	6
BIO	Biology Electives <sup>1</sup>	SL	8
BIO 130	Principles of Biology I	S	3
BIO 131	Principles of Biology I Lab		1
BIO 132	Principles of Biology II	S	3
BIO 133	Principles of Biology II Lab		1
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
CHM 203 or PHY 181 or PHY 207	Organic Chemistry I with Lab Introductory College Physics I with Lab General Physics I with Lab	SL SL	4–5
CHM 204 or PHY 182 or PHY 208	Organic Chemistry II with Lab Introductory College Physics II with Lab General Physics II with Lab	SL SL	4–5
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective (select from MAT 121, 127 or 201)	M	4
MAT	Math Elective (select from MAT 127, 201 or 202)	M	4
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
SPH 141	Public Speaking	H	3

**Total Credits Required in Program:**

**66–68**

<sup>1</sup>Student may not select BIO101 and BIO111.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## ARTS AND SCIENCES

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### Arts and Sciences Transfer – Chemistry Option Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option offers a selection of chemistry and other natural and physical science related courses for students wishing to pursue a program of study in chemistry. This basic transfer program option comprises the first two years of a baccalaureate degree in science.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Electives	H	6
BIO 101 and BIO 111 or BIO 130 and BIO 131	General Biology General Biology Lab Principles of Biology I Principles of Biology I Lab	S  S	3 1
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
CHM 203	Organic Chemistry I with Lab		4
CHM 204	Organic Chemistry II with Lab		4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
HEA 130	Healthful Living	I	3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
SOC SCI	Social Science Electives <sup>1</sup>	SS	6
SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H H	3
<b>Total Credits Required in Program:</b>			<b>64</b>

<sup>1</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## Arts and Sciences Transfer – Environmental Science Option

### Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option offers a selection of biology, physical sciences and other related courses for students wishing to pursue a program of study in environmental science. This basic transfer program comprises the first two years of a baccalaureate degree in environmental science. This option will serve students entering the fields of: environmental earth sciences, environmental law, environmental chemistry, environmental policy, environmental engineering, environmental assessment, public affairs, waste management, environmental economics, environmental health, marine science, applied ecology, biodiversity, and conservation.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
BIO 106	Introduction to Environmental Science	S	3
BIO 116	Introduction to Environmental Science Lab		1
BIO 130	Principles of Biology I	S	3
BIO 131	Principles of Biology I Lab		1
BIO 132	Principles of Biology II	S	3
BIO 133	Principles of Biology II Lab		1
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
CIS 101	Introduction to Computer Concepts	I	3
ECO 222 or ECO 221	Economics – Macro Economics – Micro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEO 101	Physical Geography	SS	3
MAT	Math Elective (select from MAT 121, 127 or 201)	M	4
MAT	Math Elective (select from MAT 127, 201 or 202)	M	4
MAT or SCI	Math Electives Science Electives <sup>1</sup>		6–8
PHY 181 or PHY 207	Introductory College Physics I with Lab General Physics I with Lab	SL	4–5
PSC 120	Physical Geology	SL	4
SPH 141	Public Speaking	H	3
<b>Total Credits Required in Program:</b>			<b>65–68</b>

<sup>1</sup>Must be a 200 level course.

General Education courses are listed on page 42.

## **Arts and Sciences Transfer – Mathematics Option Associate of Science**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in mathematics, and/or mathematics education. As technology increases, the level of mathematics in the job market also increases. A two-year degree in mathematics gives students analytical skills that are valued in industry. A four-year degree in mathematics opens doors in many areas not traditionally thought of as mathematical. Business, industry, and government hire people who earn a bachelor's degree in mathematics to provide support services involving analysis modeling or scientific computing. Some students with a bachelor's degree in mathematics continue their education in graduate school, while others enter the teaching profession.

The computer literacy requirement will be met throughout the course work in the degree program.

		<b>General Education</b>	
	<b>General Education and Program Requirements</b>	<b>Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Electives <sup>1</sup>	H	6
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Electives		5
MAT 127	Introduction to Statistics	M	4
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 240	Introduction to Linear Algebra	M	4
MAT 246	Introduction to Differential Equations	M	3
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
SCI	Science Elective with Lab	SL	4
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b>Total Credits Required in Program:</b>			<b>62</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Courses must be from two different disciplines.

## Arts and Sciences Transfer – Performing Arts Option

### Dance

### Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option provides students with an interdisciplinary experience and practical career skills as a foundation for applied technique and performance in a specific discipline. The dance program provides solid training in ballet and modern dance techniques with participation in dance ensemble performances every semester. This program helps students to prepare for transfer to a four-year institution, internships, employment or career advancement in the areas of performance, education, administration, and production. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

Cecil's activity requirement will be met throughout the coursework of this program.

	<b>General Education &amp; Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ANT 101	Cultural Anthropology	SS	3
ART	Art Elective (Select from ART 101, 130, 140, 152, or 160)	H	3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
CIS 101	Introduction to Computer Concepts	I	3
DAN 111	Modern Dance Technique I		2
DAN 112	Modern Dance Technique II		2
DAN 121	Ballet Technique I		2
DAN 122	Ballet Technique II		2
DAN 131	Dance Ensemble I		2
DAN 132	Dance Ensemble II		2
DAN 211	Modern Dance Technique III		2
DAN 212	Modern Dance Technique IV		2
DAN 221	Ballet Technique III		2
DAN 222	Ballet Technique IV		2
DAN 231	Dance Ensemble III		2
DAN 232	Dance Ensemble IV		2
DAN 241	Performance Skills		3
DAN 242	Dance Composition I		3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEO 102	Cultural Geography	SS	3
MAT	Math Elective <sup>1</sup>	M	3–4
MUC 143	Music Fundamentals	H	3
PSC 105	General Physical Science with Lab	SL	4
THE 171	Acting Fundamentals		3

**Total Credits Required in Program:**

**65–66**

<sup>1</sup>MAT123 recommended.

General Education courses are listed on page 42.



## ARTS AND SCIENCES

### Arts and Sciences Transfer – Performing Arts Option Music/Guitar Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option provides students with an interdisciplinary experience and practical career skills as a foundation for applied technique and performance in a specific discipline. The music/guitar option provides solid training in classical and jazz techniques with participation in music ensemble performances every semester. This program helps students to prepare for transfer to a four-year institution, internships, employment or career advancement in the areas of performance, education, administration, and production. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

<b>General Education and Program Requirements</b>		<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ANT 101	Cultural Anthropology	SS	3
ART	Art Elective (Select from ART 101, 130, 140, 152, or 160)	H	3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
CIS 101	Introduction to Computer Concepts	I	3
DAN 241	Performance Skills		3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEO 102	Cultural Geography	SS	3
MAT	Math Elective <sup>1</sup>	M	3–4
MUC 102	Piano Class I		1
MUC 110	Music Theory and Musicianship I		4
MUC 111	Music Theory and Musicianship II		4
MUC 120	Music Ensemble I		2
MUC 121	Music Ensemble II		2
MUC 133 or	Music Literature and Appreciation I	H	
MUC 134	Music Literature and Appreciation II	H	3
MUC 210	Music Theory and Musicianship III		4
MUC 211	Music Theory and Musicianship IV		4
MUC 220	Music Ensemble III		2
MUC 221	Music Ensemble IV		2
PSC 105	General Physical Science with Lab	SL	4
<b>Program Electives</b>			<b>Select 5 Credits</b>
MUC 140	Jazz Guitar I		1
MUC 141	Jazz Guitar II		1
MUC 190	Classical Guitar I		1
MUC 191	Classical Guitar II		1
MUC 240	Jazz Guitar III		1
MUC 241	Jazz Guitar IV		1
MUC 292	Classical Guitar III		1
MUC 293	Classical Guitar IV		1

**Total Credits Required in Program:**

**67–68**

<sup>1</sup>MAT 123 recommended.

General Education courses are listed on page 42.

## Arts and Sciences Transfer – Performing Arts Option

### Music

### Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option provides students with an interdisciplinary experience and practical career skills as a foundation for applied technique and performance in a specific discipline in preparation for transfer, internships, employment, and career advancement. The music option provides solid training in classical and/or contemporary techniques with participation in music ensemble performances every semester. The associate's degree in the performing arts option — music is offered as a partnership with Harford Community College. Students may take applied music courses at Harford Community College in commercial voice, woodwinds, brass, percussion, strings, keyboard, voice, and electric bass and apply those credits towards an associate's degree at Cecil College.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ANT 101	Cultural Anthropology	SS	3
ART	Art Elective (Select from ART 101, 130, 140, 152, or 160)	H	3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
CIS 101	Introduction to Computer Concepts	I	3
DAN 241	Performance Skills		3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEO 102	Cultural Geography	SS	3
MAT	Math Elective <sup>1</sup>	M	3–4
MUC 102	Piano Class I		1
MUC 110	Music Theory and Musicianship I		4
MUC 111	Music Theory and Musicianship II		4
MUC 120	Music Ensemble I		2
MUC 121	Music Ensemble II		2
MUC 133 or	Music Literature and Appreciation I	H	
MUC 134	Music Literature and Appreciation II	H	3
MUC 210	Music Theory and Musicianship III		4
MUC 211	Music Theory and Musicianship IV		4
MUC 220	Music Ensemble III		2
MUC 221	Music Ensemble IV		2
PSC 105	General Physical Science with Lab	SL	4
ELECT	Program Electives <sup>2</sup>	<i>Select 5 Credits</i>	
<b>Total Credits Required in Program:</b>			<b>67–68</b>

<sup>1</sup>MAT 123 recommended.

<sup>2</sup>Elective courses (applied music) must be taken at Harford Community College. Choose from the following applied music courses:  
 Commercial Voice — MUS 127, MUS 128, MUS 129, MUS 130; MUS 227, MUS 228, MUS 229, MUS 230,  
 Woodwinds — MUS 131, MUS 132, MUS 133, MUS 134; MUS 231, MUS 232, MUS 233, MUS 234,  
 Brass — MUS 135, MUS 136, MUS 137, MUS 138; MUS 235, MUS 236, MUS 237, MUS 238,  
 Percussion — MUS 139, MUS 140, MUS 141, MUS 142; MUS 239, MUS 240, MUS 241, MUS 242,  
 Strings — MUS 143, MUS 144, MUS 145, MUS 146; MUS 243, MUS 244, MUS 245, MUS 246,  
 Keyboard — MUS 147, MUS 148, MUS 149, MUS 150; MUS 247, MUS 248, MUS 249, MUS 250,  
 Voice — MUS 151, MUS 152, MUS 153, MUS 154; MUS 251, MUS 252, MUS 253, MUS 254,  
 Electric Bass — MUS 159, MUS 160, MUS 161, MUS 162; MUS 259, MUS 260, MUS 261, MUS 262.

Students must follow all Harford Community College course requirements for any pre-requisite courses, auditions, or permission of instructor as appropriate. All students who enroll in the performing arts option — music program must work closely with the Arts Coordinator at Cecil College. Cecil College and Harford Community College Music courses are articulated with CHEMusic (Council for Higher Education in Music).

**General Education courses are listed on page 42.**

## ARTS AND SCIENCES

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### Arts and Sciences Transfer – Performing Arts Option Theatre Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option provides students with interdisciplinary experience and practical career skills as a foundation for applied technique and performance in a specific discipline. This degree provides solid training in classical and contemporary acting techniques with participation in theatre ensemble performances every semester. The program helps students to prepare for transfer to a four-year institution, internships, employment or career advancement in the areas of performance, education, administration, and production. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ANT 101	Cultural Anthropology	SS	3
ART	Art Elective (Select from ART 101, 130, 140, 152, or 160)	H	3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
CIS 101	Introduction to Computer Concepts	I	3
DAN 241	Performance Skills		3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEO 102	Cultural Geography	SS	3
MAT	Math Elective <sup>1</sup>	M	3–4
PSC 105	General Physical Science with Lab	SL	4
THE 104	Script Analysis		3
THE 106	Voice I		3
THE 108	Movement for Actors		3
THE 161	Introduction to Theatre	H	3
THE 160	Acting I		3
THE 111	Theatre Ensemble I		2
THE 112	Theatre Ensemble II		2
THE 211	Theatre Ensemble III		2
THE 212	Theatre Ensemble IV		2
THE 262	Theatre History I		3
THE 263	Directing I		3
<b>Total Credits Required in Program:</b>			<b>63–64</b>

<sup>1</sup>MAT 123 recommended.

General Education courses are listed on page 42.

## Arts and Sciences Transfer – Physical Science Option

### Geology

### Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in geology. Students will be exposed to dating techniques and investigative methods that explore physical phenomena such as volcanoes and earthquakes. Geologists in the field apply methods and techniques from different scientific disciplines in search of new sources of energy producing materials, additional reserves of mineral resources, and hidden quantities of ground water. Students entering the fields of geography, earth science, environmental law, geochemistry, and environmental engineering will also be served by this option.

The computer literacy requirement will be met throughout the course work in the degree program.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Elective		6
MAT 127	Introduction to Statistics	M	4
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PSC 120	Physical Geology	SL	4
BIO 106 and BIO 116 or PSC 140	Introduction to Environmental Science Introduction to Environmental Science Lab Introduction to Ocean Studies with Lab	S  SL	  4
SOC SCI	Social Science Electives <sup>1</sup>	SS	6
SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H H	 3
<b>Total Credits Required in Program:</b>			<b>64</b>

<sup>1</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## ARTS AND SCIENCES

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### Arts and Sciences Transfer – Physical Science Option Meteorology Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in meteorology. Meteorologists work at deciphering and predicting the behavior of weather, climate change and improving models of weather prediction.

The computer literacy requirement will be met throughout the course work in the degree program.

		<b>General Education</b>	
	<b>General Education and Program Requirements</b>	<b>Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
CHM 105	General Chemistry I with Lab	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Elective		3
MAT 127	Introduction to Statistics	M	4
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 246	Introduction to Differential Equations	M	3
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PSC 140	Introduction to Ocean Studies with Lab	SL	4
PSC 220	Meteorology	SL	4
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b>Total Credits Required in Program:</b>			<b>64</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## Arts and Sciences Transfer — Physical Science Option Ocean Studies Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in ocean sciences and coastal studies. Ocean scientists use their knowledge and skills to answer questions about the ocean system and the atmosphere.

The computer literacy requirement will be met throughout the course work in the degree program.

	<i><b>General Education and Program Requirements</b></i>	<i><b>General Education Code</b></i>	<i><b>Credits</b></i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
BIO 130	Principles of Biology I	S	3
BIO 131	Principles of Biology I with Lab		1
BIO 132	Principles of Biology II	S	3
BIO 133	Principles of Biology II with Lab		1
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Elective		3
MAT 127	Introduction to Statistics	M	4
MAT 201	Calculus I with Analytic Geometry	M	4
PHY 181 or	Introductory College Physics I with Lab	SL	
PHY 207	General Physics I with Lab	SL	4–5
PHY 182	Introductory College Physics II with Lab	SL	
PHY 208	General Physics II with Lab	SL	4–5
PSC 140	Introduction to Ocean Studies with Lab	SL	4
PSC 220	Meteorology	SL	4
SOC SCI	Social Science Electives <sup>1</sup>	SS	6
SPH 121 or	Interpersonal Communications	H	
SPH 141	Public Speaking	H	3
<b>Total Credits Required in Program:</b>			<b>63–65</b>

<sup>1</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## ARTS AND SCIENCES

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### Arts and Sciences Transfer – Physics Option Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in physics. A physicist's work ranges from basic research into the subatomic realm to the dynamics of galaxies as well as the practical development of devices and instruments. Students with a bachelor's degree in physics may continue their education or enter industry.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Electives		3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 240	Introduction to Linear Algebra	M	4
MAT 246	Introduction to Differential Equations	M	3
PHE 225	Electronics and Instrumentation		4
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PHY 209	General Physics III with Lab		5
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b>Total Credits Required in Program:</b>			<b>66</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.



## Arts and Sciences Transfer — Aerospace Engineering Option

### Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in aerospace engineering. Aerospace engineers design, develop, and test aircraft, spacecraft, and missiles and supervise the manufacture of these products. They are concerned with the thermal, mechanical and propulsion requirements of high-speed vehicles and projectiles. Students with a bachelor's degree in aerospace engineering may continue their education in graduate school, while others may enter industry.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
CHM 105	General Chemistry I with Lab	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 240	Introduction to Linear Algebra	M	4
MAT 246	Introduction to Differential Equations	M	3
PHE 201	Introduction to Engineering Design		3
PHE 211	Statics		3
PHE 213	Mechanics of Materials		3
PHE 221	Thermodynamics		3
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PHY 209	General Physics III with Lab		5
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b>Total Credits Required in Program:</b>			<b>67</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## ARTS AND SCIENCES

### Arts and Sciences Transfer — Chemical Engineering Option Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in chemical engineering. Chemical engineers apply the principles of chemistry to solve problems involving the production or use of chemicals and biochemicals. They design equipment and processes for large-scale chemical manufacturing, plan and test methods of manufacturing products and treating byproducts, and supervise production. Students with a bachelor's degree in chemical engineering may continue their education in graduate school or may enter industry.

The computer literacy requirement will be met throughout the course work in the degree program.

		<b>General Education</b>	
	<b>General Education and Program Requirements</b>	<b>Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
CHM 203	Organic Chemistry I with Lab		4
CHM 204	Organic Chemistry II with Lab		4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 246	Introduction to Differential Equations	M	3
PHE 201	Introduction to Engineering Design		3
PHE 211	Statics		3
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PHY 209	General Physics III with Lab		5
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b>Total Credits Required in Program:</b>			<b>69</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## Arts and Sciences Transfer – Civil Engineering Option

### Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for civil engineering. Civil engineers design and supervise the construction of roads, buildings, airports, tunnels, dams, bridges, and water supply and sewage systems. They must consider many factors in the design process, from the construction costs and expected lifetime of a project to government regulations and potential environmental hazards such as earthquakes. Students with a bachelor's degree in civil engineering may continue their education in graduate school, while others may enter industry.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
CHM 105	General Chemistry I with Lab	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 246	Introduction to Differential Equations	M	3
PHE 201	Introduction to Engineering Design		3
PHE 211	Statics		3
PHE 212	Dynamics		3
PHE 213	Mechanics of Materials		3
PHE 221	Thermodynamics		3
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PHY 209	General Physics III with Lab		5
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b>Total Credits Required in Program:</b>			<b>66</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## ARTS AND SCIENCES

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### Arts and Sciences Transfer – Electrical Engineering Option Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in electrical engineering. Electrical Engineering is the branch of engineering that focuses on designing and analyzing components and systems that utilize electrons and photons. Electrical engineers also work in information technology and software development and function on multidisciplinary teams. Students with a bachelor's degree in electrical engineering continue their education in graduate school or enter industry.

The computer literacy requirement will be met throughout the course work in the degree program.

		<b>General Education Code</b>	<b>Credits</b>
<b>General Education and Program Requirements</b>			
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
CHM 105	General Chemistry I with Lab	SL	4
DAP 106	Introduction to Programming Logic		3
DAP 109	Introduction to Programming		3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 240	Introduction to Linear Algebra	M	4
MAT 246	Introduction to Differential Equations	M	3
PHE 201	Introduction to Engineering Design		3
PHE 225	Electronics and Instrumentation		4
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PHY 209	General Physics III with Lab		5
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b>Total Credits Required in Program:</b>			<b>68</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## Arts and Sciences Transfer – Mechanical Engineering Option

### Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students to transfer to a four-year institution for continued study in mechanical engineering. Mechanical engineering is one of the core engineering disciplines offering students a wide range of career choices in engineering practice and scientific research as well as non-engineering fields such as business, law or medicine. Students with a bachelor's degree in mechanical engineering may continue their education in graduate school or may enter industry.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 246	Introduction to Differential Equations	M	3
PHE 201	Introduction to Engineering Design		3
PHE 211	Statics		3
PHE 212	Dynamics		3
PHE 213	Mechanics of Materials		3
PHE 221	Thermodynamics		3
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PHY 209	General Physics III with Lab		5
SOC SCI	Social Science Electives <sup>2</sup>	SS	6
<b>Total Credits Required in Program:</b>			<b>70</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## Arts and Sciences Transfer — Social Work Option Associate of Arts

For information about the Accelerated Studies for the Adult Professional (ASAP) program or admission approval, contact the director of the Accelerated Program at 410-287-1000, ext. 410 and the Director of Advising at 410-287-1000, ext. 556. More information about ASAP is available on pages 10 and 26 of this catalog.

This program option is designed for the working adult seeking to earn an undergraduate degree in an accelerated format while continuing to work full or part-time. The degree provides skills required for an entry-level position as a social and human services assistant. The accelerated program combines theory and practice through classroom, online, and guided experiential experiences in a cohort learning model. The partnership agreement with Salisbury University provides access and convenience for students to complete their baccalaureate degree in social work. A bachelor's degree in social work is the minimum educational requirement for an entry-level social worker.

The computer literacy requirement has been met throughout the course work in the degree program.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ANT 101	Cultural Anthropology	SS	3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
BIO 123 or BIO 203 <sup>1</sup>	Foundations of Nutrition Nutrition	S	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
EGL 209	Introduction to African American Literature	H	3
HEA 132 or HEA 140	Drug Use and Abuse Alcoholism and Drug Addiction		3
HST 101	Western Civilization I	H	3
HST 102	Western Civilization II	H	3
MAT 127	Introduction to Statistics	M	4
PHI 201	Ethics – Contemporary Moral Problems	H	3
PSY 101	Introduction to Psychology	SS	3
SCI	Lab Science Elective <sup>2</sup>	S/SL	4
SOC 101	Introduction to Sociology	SS	3
SOC 102	Social Problems	SS	3
SOC 103	Family and Marriage	SS	3
SPH 141	Public Speaking	H	3
SWK 101	Introduction to Social Work		3
SWK 102	Basic Interviewing Skills		3
SWK 201	Social Welfare Policy Research and Experience		3
SWK 202	Elder Care Experiential Learning		2
SWK 203	Substance Abuse Experiential Learning		3
<b>Total Credits Required in Program:</b>			<b>70</b>

<sup>1</sup>Revised per Salisbury University agreement on November 14, 2006.

<sup>2</sup>Science elective must be a course designation other than BIO.

## **Business Administration Transfer Associate of Arts**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program is designed to provide the first two years of study for business students intending to transfer to a four-year college or university. Students electing this program should consult early in the program with an academic advisor. An articulated transfer agreement exists between Cecil College and the majority of four-year college and universities in the state and region.

<i><b>General Education and Program Requirements</b></i>		<i><b>General Education Code</b></i>	<i><b>Credits</b></i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
BIO	Biology Elective	SL	4
BUS 101	Accounting I		3
BUS 102	Accounting II		3
BUS 103	Introduction to Business		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
ELECT	Elective		3
HST	History Electives	H	6
MAT	Math Electives (Select from: MAT121, 201, 202 or 203)	M	8
MAT 127	Introduction to Statistics	M	4
PSY 101	Introduction to Psychology	SS	3
SCI	Science Elective <sup>1</sup>	SL	4
SOC SCI	Social Science Elective	SS	3
SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H H	3
<b>Total Credits Required in Program:</b>			<b>67</b>

<sup>1</sup>The student may select courses with the designation of AST, CHM, PSC, or PHY from the list on page 42.

General Education courses are listed on page 42.

## BUSINESS AND COMMERCE TECHNOLOGY

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### Business and Commerce Technology — Accounting Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is designed to prepare students for initial employment and career advancement in the field of accounting in small business as well as medium and larger size businesses. Successful completers of the program will be trained in the handling of recording routine data and transactions as well as prepare statements and analyze various types of data.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BUS 101	Accounting I		3
BUS 102	Accounting II		3
BUS 103	Introduction to Business		3
BUS 111	Business Communications		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 201	Tax Accounting		4
BUS 210	Business Law I		3
BUS 226	Accounting III		3
BUS 227	Accounting IV		3
BUS 233	Business Spreadsheet Applications		3
BUS 289	Business Practicum		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 221	Economics — Micro	SS	3
ECO 222	Economics — Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective (Select from MAT121, 127, or 201)	M	4
PSY or	Psychology Elective	SS	
SOC	Sociology Elective	SS	3
SCI	Lab Science Elective	S/SL	4
SPH 121	Interpersonal Communications	H	3
<b>Total Credits Required in Program:</b>			<b>68</b>

General Education courses are listed on page 42.



## **Business and Commerce Technology – Accounting II Certificate**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide an option for those students who may not be interested in obtaining a degree, may not be interested in transferring, or may wish to set a more attainable goal and an opportunity to complete a defined course of study in a specific area.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 101	Accounting I	3
BUS 102	Accounting II	3
BUS 201	Tax Accounting	4
BUS 226	Accounting III	3
BUS 227	Accounting IV	3
BUS 233	Business Spreadsheet Applications	3
CIS 101	Introduction to Computer Concepts	3
CIS 111	Microsoft Applications	3
EGL 101	Freshman Composition	3
MAT	Math Elective (Select from MAT121, 127, or 201)	4
<b><i>Total Credits Required in Certificate:</i></b>		<b>32</b>

## **Business and Commerce Technology – Accounting I Certificate**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide a defined course of study for those working in the field who do not have the necessary college-level course work for their positions. This certificate is not recommended for beginning students who are not working in the specific fields addressed by these certificates.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 101	Accounting I	3
BUS 102	Accounting II	3
BUS 201	Tax Accounting	4
BUS 226	Accounting III	3
BUS 227	Accounting IV	3
BUS 233	Business Spreadsheet Applications	3
<b><i>Total Credits Required in Certificate:</i></b>		<b>19</b>

General Education courses are listed on page 42.

## BUSINESS AND COMMERCE TECHNOLOGY

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### Business and Commerce Technology — Computerized Accounting Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students for entry-level accounting positions involving the recording of transactions and data using electronic accounting software. Students are trained on the current accounting software programs. In addition to the specialized software, students are taught basic theory for the single proprietorship, partnerships, and corporations.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BUS 101	Accounting I		3
BUS 102	Accounting II		3
BUS 103	Introduction to Business		3
BUS 111	Business Communications		3
BUS 131	Principles of Management		3
BUS 136	Accounting with QuickBooks		3
BUS 174	Accounting with Peachtree Software		3
BUS 187	Business Ethics		3
BUS 205	Payroll Accounting		3
BUS 210	Business Law I		3
BUS 233	Business Spreadsheet Applications		3
BUS 289	Business Practicum		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective (Select from MAT121, 127, or 201)	M	4
PSY or	Psychology Elective	SS	
SOC	Sociology Elective	SS	3
SCI	Lab Science Elective	S/SL	4
SPH 121	Interpersonal Communications	H	3
<b>Total Credits Required in Program:</b>			<b>67</b>

General Education courses are listed on page 42.

## **Business and Commerce Technology – Computerized Accounting II Certificate**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide an option for those students who may not be interested in obtaining a degree, may not be interested in transferring, or may wish to set a more attainable goal and an opportunity to complete a defined course of study in a specific study.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 101	Accounting I	3
BUS 102	Accounting II	3
BUS 136	Accounting with QuickBooks	3
BUS 174	Accounting with Peachtree Software	3
BUS 205	Payroll Accounting	3
BUS 233	Business Spreadsheet Applications	3
CIS 101	Introduction to Computer Concepts	3
CIS 111	Microsoft Applications	3
EGL 101	Freshman Composition	3
MAT	Math Elective (Select from MAT121, 127, or 201)	4
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>31</i></b>

## **Business and Commerce Technology – Computerized Accounting I Certificate**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide a defined course of study for those working in the field who do not have the necessary college-level course work for their positions. This certificate is not recommended for beginning students who are not working in the specific fields addressed by these certificates.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 101	Accounting I	3
BUS 102	Accounting II	3
BUS 136	Accounting with QuickBooks	3
BUS 174	Accounting with Peachtree Software	3
BUS 205	Payroll Accounting	3
BUS 233	Business Spreadsheet Applications	3
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>18</i></b>

General Education courses are listed on page 42.

## BUSINESS AND COMMERCE TECHNOLOGY

### Business and Commerce Technology – Communications Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students for initial employment and career advancement in positions requiring an understanding of effective media communication and practical experience in state-of-the-art technologies for business and industry.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BUS 101	Accounting I		3
BUS 103	Introduction to Business		3
BUS 111	Business Communications		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 210	Business Law I		3
BUS 289	Business Practicum		3
CIS 101	Introduction to Computer Concepts	I	3
CIS 124	Web Design I – Design Fundamentals		3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective (Select from MAT121, 127, or 201)	M	4
PSY or	Psychology Elective	SS	
SOC	Sociology Elective	SS	3
SCI	Lab Science Elective	SL	4
SPH 121	Interpersonal Communications	H	3
<i>Program Electives</i>		<i>Select 9–10 Credits</i>	
ART	Graphic Design Electives <sup>1</sup>		3
CIS 224	Web Design II — Advanced Design		3
EGL 211	Technical Writing		3
JOU 101	Journalism I		3
VCP	Digital Imaging Electives (Select from VCP116, 117, 118 and 119)		4
<b>Total Credits Required in Program:</b>			<b>64</b>

<sup>1</sup>Select courses from the Graphic Design Electives list on page 130.

General Education courses are listed on page 42.

## **Business and Commerce Technology – Communications II Certificate**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide an option for those students who may not be interested in obtaining a degree, may not be interested in transferring, or may wish to set a more attainable goal and an opportunity to complete a defined course of study in a specific study.

<b>Certificate Requirements</b>		<b>Credits</b>
BUS 103	Introduction to Business	3
BUS 111	Business Communications	3
CIS 101	Introduction to Computer Concepts	3
CIS 124	Web Design I – Design Fundamentals	3
EGL 101	Freshman Composition	3
MAT	Math Elective (Select from MAT121, 127, or 201)	4
<b>Program Electives</b>		<b>Select 9–10 Credits</b>
ART	Graphic Design Electives <sup>1</sup>	3
CIS 224	Web Design II – Advanced Design	3
EGL 211	Technical Writing	3
JOU 101	Journalism I	3
VCP	Digital Imaging Electives (Select from VCP116, 117, 118 and 119)	4
<b>Total Credits Required in Certificate:</b>		<b>28–29</b>

## **Business and Commerce Technology – Communications I Certificate**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide a defined course of study for those working in the field who do not have the necessary college-level course work for their positions. This certificate is not recommended for beginning students who are not working in the specific fields addressed by these certificates.

<b>Certificate Requirements</b>		<b>Credits</b>
CIS 124	Web Design I – Design Fundamentals	3
EGL 101	Freshman Composition	3
<b>Program Electives</b>		<b>Select 9–10 Credits</b>
ART	Graphic Design Electives <sup>1</sup>	3
CIS 224	Web Design II – Advanced Design	3
EGL 211	Technical Writing	3
JOU 101	Journalism I	3
VCP	Digital Imaging Electives (Select from VCP116, 117, 118 and 119)	4
<b>Total Credits Required in Certificate:</b>		<b>15–16</b>

<sup>1</sup>Select courses from the graphic design electives list on page 130.

General Education courses are listed on page 42.

## **Business and Commerce Technology — Leadership and Management Option Associate of Applied Science**

For information about the Accelerated Studies for the Adult Professional (**ASAP**) program or admission approval, contact the director of the Accelerated Program at 410-287-1000, ext. 410 and the Director of Advising at 410-287-1000, ext. 556. More information about ASAP is available on pages 10 and 26 of this catalog.

This program option is designed for the working adult seeking to earn an undergraduate degree in an accelerated format while continuing to work full or part time. This degree option prepares students in the field of leadership and management in small business as well as medium and large size business. The accelerated program combines theory and practice through classroom, online, and guided experiential experiences in a cohort learning model. Students completing the degree may transfer to Wilmington College as well as other four-year institutions to pursue their baccalaureate degree.

		<b>General Education</b>	
	<b>General Education and Program Requirements</b>	<b>Code</b>	<b>Credits</b>
BUS 103	Introduction to Business		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 191	Introduction to Finance		3
BUS 216	Organizational Leadership I		3
BUS 231	Management of Human Resources		3
BUS 234	Team Building Experiential Learning		3
BUS 235	Applied Technology Experiential Learning		3
BUS 236	Finance Experiential Learning		3
BUS 237	International Economics Experiential Learning		3
BUS 238	Human Resource Experiential Learning		3
BUS 239	Process Improvement Experiential Learning		3
BUS 240	Strategic Planning Experiential Learning		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 127	Introduction to Statistics	M	4
PSY 222	Organizational Psychology	SS	3
SCI	Lab Science Elective	S/SL	4
SPH 141	Public Speaking	H	3
<b>Total Credits Required in Program:</b>			<b>65</b>

## **Business and Commerce Technology – Management Option Associate of Applied Science**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is designed to prepare student for entry and career advancement in various management area including finance, wholesaling, and manufacturing, as well as non-profit and government offices. Current students and recent graduates hold jobs with titles including purchasing manager, store manager, branch manager, department manager and sales representative, production planner, and personnel coordinator.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
BUS 101	Accounting I		3
BUS 102	Accounting II		3
BUS 103	Introduction to Business		3
BUS 111	Business Communications		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 210	Business Law I		3
BUS 212	Principles of Marketing		3
BUS 216	Organizational Leadership I		3
BUS 231	Management of Human Resources		3
BUS 289	Business Practicum		3
BUS	Elective		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective (Select from MAT121, 127, or 201)	M	4
PSY or	Psychology Elective	SS	
SOC	Sociology Elective	SS	3
SCI	Lab Science Elective	SL	4
SPH 121	Interpersonal Communications	H	3
<b>Total Credits Required in Program:</b>			<b>67</b>

General Education courses are listed on page 42.

## BUSINESS AND COMMERCE TECHNOLOGY

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### Business and Commerce Technology – Management II Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide an option to students who may not be interested in obtaining a degree or transferring. Students may wish to set a more-attainable goal such as the opportunity to complete a defined course of study in a specific area.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 101	Accounting I	3
BUS 102	Accounting II	3
BUS 103	Introduction to Business	3
BUS 131	Principles of Management	3
BUS 212	Principles of Marketing	3
BUS 216	Organizational Leadership I	3
BUS 231	Management of Human Resources	3
BUS	Elective	3
EGL 101	Freshman Composition	3
MAT	Math Elective (Select from MAT121, 127, or 201)	4
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>31</i></b>

### Business and Commerce Technology – Management I Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide a defined course of study for those working in the field that does not have the necessary college-level course work for their positions. This certificate is not recommended for beginning students who are not working in the specific fields addressed by this certificate.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 101	Accounting I	3
BUS 102	Accounting II	3
BUS 131	Principles of Management	3
BUS 212	Principles of Marketing	3
BUS 216	Organizational Leadership I	3
BUS 231	Management of Human Resources	3
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>18</i></b>

General Education courses are listed on page 42.



**Business and Commerce Technology –  
Office Management Option  
Associate of Applied Science**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is designed to prepare students for entry-level and higher level job opportunities including management, supervision and administrative levels. The program prepares students with no previous experience, as well as workers who desire additional training.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BUS 101	Accounting I		3
BUS 103	Introduction to Business		3
BUS 111	Business Communications		3
BUS 131	Principles of Management		3
BUS 175	Administrative Office Procedures		3
BUS 187	Business Ethics		3
BUS 210	Business Law I		3
BUS 219	Integrated Document Applications		3
BUS 231	Management of Human Resources		3
BUS 289	Business Practicum		3
CIS 101	Introduction to Computer Concepts	I	3
CIS 111	Microsoft Applications		3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective (Select from MAT121, 127, or 201)	M	4
PSY or	Psychology Elective	SS	
SOC	Sociology Elective	SS	3
SCI	Lab Science Elective	SL	4
SPH 121	Interpersonal Communications	H	3
<b>Total Credits Required in Program:</b>			<b>64</b>

General Education courses are listed on page 42.

## BUSINESS AND COMMERCE TECHNOLOGY

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### Business and Commerce Technology – Office Management II Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide an option to students who may not be interested in obtaining a degree or transferring. Students may wish to set a more-attainable goal such as the opportunity to complete a defined course of study in a specific area.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 103	Introduction to Business	3
BUS 111	Business Communications	3
BUS 131	Principles of Management	3
BUS 175	Administrative Office Procedures	3
BUS 219	Integrated Document Applications	3
BUS 231	Management of Human Resources	3
CIS 101	Introduction to Computer Concepts	3
CIS 111	Microsoft Applications	3
EGL 101	Freshman Composition	3
MAT	Math Elective (Select from MAT121, 127, or 201)	4
<b><i>Total Credits Required in Certificate:</i></b>		<b>31</b>

### Business and Commerce Technology – Office Management I Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide a defined course of study for those working in the field that does not have the necessary college-level course work for their positions. This certificate is not recommended for beginning students who are not working in the specific fields addressed by this certificate.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 131	Principles of Management	3
BUS 175	Administrative Office Procedures	3
BUS 219	Integrated Document Applications	3
BUS 231	Management of Human Resources	3
CIS 111	Microsoft Applications	3
<b><i>Total Credits Required in Certificate:</i></b>		<b>15</b>

General Education courses are listed on page 42.

## BUSINESS AND COMMERCE TECHNOLOGY

### Business and Commerce Technology – Public Relations Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

Students completing this program option will be prepared to enter entry-level positions in public relations in various fields of business. Public relations requires a strong sense of ethics, the skill to handle media relations, and the ability to practice a craft that calls for a mix of human behavior skills and communication techniques.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BUS 101	Accounting I		3
BUS 103	Introduction to Business		3
BUS 111	Business Communications		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 207	Introduction to Public Relations		3
BUS 210	Business Law I		3
BUS 225	Customer Relations		3
BUS 289	Business Practicum		3
CIS 101	Introduction to Computer Concepts	I	3
CIS 124	Web Design I – Design Fundamentals		3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective (Select from MAT121, 127, or 201)	M	4
PSY or	Psychology Elective	SS	
SOC	Sociology Elective	SS	3
SCI	Lab Science Elective	SL	4
SPH 121	Interpersonal Communications	H	3
<i>Program Electives</i>		<i>Select 3 Credits</i>	
EGL 211	Technical Writing		3
JOU 101	Journalism I		3
<b>Total Credits Required in Program:</b>			<b>64</b>

General Education courses are listed on page 42.

## BUSINESS AND COMMERCE TECHNOLOGY

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### Business and Commerce Technology – Public Relations II Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide an option to students who may not be interested in obtaining a degree or transferring. Students may wish to set a more-attainable goal such as the opportunity to complete a defined course of study in a specific area.

<b>Certificate Requirements</b>		<b>Credits</b>
BUS 103	Introduction to Business	3
BUS 111	Business Communications	3
BUS 207	Introduction to Public Relations	3
BUS 225	Customer Relations	3
CIS 101	Introduction to Computer Concepts	3
CIS 124	Web Design I – Design Fundamentals	3
EGL 101	Freshman Composition	3
MAT	Math Elective (Select from MAT121, 127, or 201)	4
<b>Program Electives</b>		<b>Select 3 Credits</b>
EGL 211	Technical Writing	3
JOU 101	Journalism I	3
<b>Total Credits Required in Certificate:</b>		<b>28</b>

### Business and Commerce Technology – Public Relations I Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The goal of this certificate is to provide a defined course of study for those working in the field that does not have the necessary college-level course work for their positions. This certificate is not recommended for beginning students who are not working in the specific fields addressed by this certificate.

<b>Certificate Requirements</b>		<b>Credits</b>
BUS 207	Introduction to Public Relations	3
BUS 225	Customer Relations	3
CIS 124	Web Design I – Design Fundamentals	3
EGL 101	Freshman Composition	3
<b>Program Electives</b>		<b>Select 3 Credits</b>
EGL 211	Technical Writing	3
JOU 101	Journalism I	3
<b>Total Credits Required in Certificate:</b>		<b>15</b>

General Education courses are listed on page 42.

## Computer Information Systems — Applications Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is designed to provide students with a knowledge and familiarization of application software packages including Microsoft applications. Advance courses are offered in Word, Excel, and Access. In addition to the applications, students are trained in computers, peripheral devices and special application software. The program also trains students in the construction, modification, implementation, evaluation, and maintaining software and computer to meet business needs.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BUS	Business Elective		3
BUS 111	Business Communications		3
BUS 187	Business Ethics		3
BUS 219	Integrated Document Applications		3
CBWEP	BUS or DAP-College Based Work Experience Program <sup>1</sup>		3
CIS 101	Introduction to Computer Concepts	I	3
CIS 102	Operating Systems		3
CIS 124	Web Design I – Design Fundamentals		3
CIS or DAP	Computer Information Systems Data Processing Electives		18
DAP 140	Introduction to Networking		3
DAP 203 or DAP 204	Seminar in Information Systems		1
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective	M	3–4
SCI	Lab Science Elective	SL	4
SOC SCI	Social Science Elective	SS	3
SPH 121	Interpersonal Communications	H	3
<b>Total Credits Required in Program:</b>			<b>67–68</b>

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

General Education courses are listed on page 42.

## COMPUTER INFORMATION SYSTEMS

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### Computer Information Systems — Programming Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is designed to give students with a beginning knowledge of computer operating systems, networking, and data communications, as well as currently used programming languages, such as languages used in the construction of Web programs.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
CBWEP	BUS or DAP-College Based Work Experience Program <sup>1</sup>		3
CIS 101	Introduction to Computer Concepts	I	3
CIS 102	Operating Systems		3
CIS 124	Web Design I – Design Fundamentals		3
CIS or DAP	Computer Information Systems Data Processing Elective		3
CIS or DAP	Computer Information Systems Data Processing Programming Electives <sup>2</sup>		12
DAP 109	Introduction to Programming		3
DAP 140	Introduction to Networking		3
DAP 160	Introduction to Data Communications		3
DAP 201	Business Systems Analysis and Design		4
DAP 203 or DAP 204	Seminar in Information Systems		1
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
GEN ED	General Education Elective		3
MAT	Math Elective	M	3–4
SCI	Lab Science Elective	SL	4
SOC SCI	Social Science Elective	SS	3
SPH 121	Interpersonal Communications	H	3

**Total Credits Required in Program:**

**65–66**

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

<sup>2</sup>Select courses from CIS/DAP Programming Electives on page 130.

General Education courses are listed on page 42.

## **Computer Information Systems – Applications Certificate**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate will prepare students for entry level positions in the computer field, including those positions associated with the Internet, networking, and operating systems.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
CBWEP	BUS or DAP-College Based Work Experience Program <sup>1</sup>	3
CIS 101	Introduction to Computer Concepts	3
CIS 102	Operating Systems	3
CIS 124	Web Design I – Design Fundamentals	3
CIS or DAP	Computer Information Systems Data Processing Electives	12
DAP 140	Introduction to Networking	3
DAP 203 or DAP 204	Seminar in Information Systems	1
<b><i>Total Credits Required in Certificate:</i></b>		<b>28</b>

## **Computer Information Systems – Programming Certificate**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate develops skills in programming and various languages as well as providing basic courses in operating systems, Web programming, business systems, networking and data communications.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
CIS 101	Introduction to Computer Concepts	3
CIS 102	Operating Systems	3
CIS 124	Web Design I – Design Fundamentals	3
CIS or DAP	Computer Information Systems Data Processing Programming Electives <sup>2</sup>	6
DAP 109	Introduction to Programming	3
DAP 140	Introduction to Networking	3
DAP 160	Introduction to Data Communications	3
DAP 201	Business Systems Analysis and Design	4
DAP 203 or DAP 204	Seminar in Information Systems	1
<b><i>Total Credits Required in Certificate:</i></b>		<b>29</b>

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

<sup>2</sup>Select courses from CIS/DAP Programming Electives on page 130.

General Education courses are listed on page 42.

## COMPUTER INFORMATION SYSTEMS

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### Computer Information Systems — Computer Aided Drafting and Design Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is designed to prepare students for entry-level positions in computer aided drafting and design. The student receives training on the latest CADD software, as well as training in CADDware systems and other related software programs.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
BUS/CIS/ DAP	Electives <sup>1</sup>		15
CBWEP	DAP-College Based Work Experience Program <sup>2</sup>		3
CIS 101	Introduction to Computer Concepts	I	3
CIS 102	Operating Systems		3
DAP 111	Introduction to CADD		3
DAP 112	Intermediate CADD		3
DAP 114	CADDware Systems		3
DAP 223	Mechanical III Solid Modeling		3
DAP 224	Autolisp Programming		3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT	Math Elective	M	3–4
MAT 121	Precalculus	M	4
PHY 181	Introductory College Physics I with Lab	SL	4
SOC SCI	Social Science Elective	SS	3
SPH 121	Interpersonal Communications	H	3
<b>Total Credits Required in Program:</b>			<b>67–68</b>

<sup>1</sup>Courses with an ELT designation may also be used to fulfill this requirement.

<sup>2</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

General Education courses are listed on page 42.



## EDUCATION

### Early Childhood Education Associate of Arts in Teaching

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree provides the first two years of college for students preparing to become early childhood education teachers in the State of Maryland. It is designed for students desiring to transfer to a Maryland four-year college or university to earn a bachelor's degree in early childhood teacher education. This degree has been articulated with all of the transfer programs in early childhood education in the State of Maryland. To earn the A.A.T. degree, students must graduate with a 2.75 GPA, pass the PRAXIS I Exam<sup>1</sup> and complete a professional portfolio approved by the Director of Teacher Education.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ART 195	Integrated Arts		3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
EDU 131	Principles of Early Childhood		3
EDU 132	Early Childhood Curriculum and Methods		3
EDU 150	Classroom Management		3
EDU 202	Principles of Early Childhood – Field Experience		1
EDU 203	Early Childhood Curriculum and Methods – Field Experience		1
EDU 210	Processes and Acquisitions of Reading		3
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>		3
EDU 253	Introduction to Exceptional Children and Youth – Field Experience		1
EDU 260 or EGL 260	Children's Literature	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
HST 201 or HST 202	History of the United States (to reconstruction)	H	3
	History of the United States (reconstruction to present)	H	3
MAT 127	Introduction to Statistics	M	4
MAT 133	Mathematical Concepts and Structure I		4
MAT 134	Mathematical Concepts and Structure II		4
PSC 105	General Physical Science with Lab	SL	4
PSY 101	Introduction to Psychology	SS	3
PSY 203	Child Growth and Development		3
SOC 101	Introduction to Sociology	SS	3
SPH 141	Public Speaking	H	3

**Total Credits Required in Program:**

**67**

<sup>1</sup>The Praxis I Exam should be taken after completing 45 credits. For more information about the Praxis I Exam, students should contact the Director of Teacher Education or go to [www.ets.org/praxis](http://www.ets.org/praxis).

<sup>2</sup>The Introduction to Exceptional Children and Youth course required by Cecil College is a necessary requirement of the Teacher Education Program but may not be sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

General Education courses are listed on page 42.

## EDUCATION

### Early Childhood Education Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree is designed for students interested in a career in the childcare profession. Early Childhood Education emphasizes the study of child development, early childhood curriculum/strategies and classroom management. In addition, the program requires field-based experiences in early childhood learning environments. Students must meet any additional state requirements regarding age and experience for employment in the childcare field.

Students interested in teaching pre-K–3rd grade should enroll in the Early Childhood Education A.A.T. program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ART 195	Integrated Arts		3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
CIS 101	Introduction to Computer Concepts	I	3
EDU 131	Principles of Early Childhood		3
EDU 132	Early Childhood Curriculum and Methods		3
EDU 150	Classroom Management		3
EDU 202	Principles of Early Childhood – Field Experience		1
EDU 203	Early Childhood Curriculum and Methods – Field Experience		1
EDU 210	Processes and Acquisitions of Reading		3
EDU 251	Introduction to Exceptional Children and Youth		3
EDU 253	Introduction to Exceptional Children and Youth – Field Experience		1
EDU 260 or EGL 260	Children's Literature	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEO 101	Physical Geography	SS	3
HEA 130	Healthful Living	I	3
MAT 127	Introduction to Statistics	M	4
MAT 133	Mathematical Concepts and Structure I		4
MAT 134	Mathematical Concepts and Structure II		4
PSY 101	Introduction to Psychology	SS	3
PSY 203	Child Growth and Development		3
SPH 141	Public Speaking	H	3
<b>Total Credits Required in Program:</b>			<b>66</b>

General Education courses are listed on page 42.

## Elementary Education Associate of Arts in Teaching

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree provides the first two years of college for students preparing to become elementary teachers in the State of Maryland. It is designed for students desiring to transfer to a Maryland four-year college or university to earn a bachelor's degree in elementary teacher education. This degree has been articulated with all of the transfer programs in elementary education in the State of Maryland. To earn the A.A.T. degree, students must graduate with a 2.75 GPA, pass the PRAXIS I Exam<sup>1</sup> and complete a professional portfolio approved by the Director of Teacher Education.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ART 195	Integrated Arts		3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
EDU 101	Introduction to Education		3
EDU 102	Introduction to Education – Field Experience		1
EDU 207	Educational Psychology – Field Experience		1
EDU 210	Processes and Acquisitions of Reading		3
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>		3
EDU 253	Introduction to Exceptional Children and Youth – Field Experience		1
EDU 260 or EGL 260	Children's Literature	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEO 101	Physical Geography	SS	3
HST 201 or HST 202	History of the United States (to reconstruction) History of the United States (reconstruction to present)	H	3
MAT 127	Introduction to Statistics	M	4
MAT 133	Mathematical Concepts and Structure I		4
MAT 134	Mathematical Concepts and Structure II		4
PSC 105	General Physical Science with Lab	SL	4
PSY 101	Introduction to Psychology	SS	3
PSY 203	Child Growth and Development		3
PSY 207	Educational Psychology		3
SPH 141	Public Speaking	H	3

**Total Credits Required in Program:**

**64**

<sup>1</sup>The Praxis I Exam should be taken after completing 45 credits. For more information about the Praxis I Exam, students should contact the Director of Teacher Education or go to [www.ets.org/praxis](http://www.ets.org/praxis).

<sup>2</sup>The Introduction to Exceptional Children and Youth course required by Cecil College is a necessary requirement of the Teacher Education Program but may not be sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

General Education courses are listed on page 42.

## EDUCATION

### Teacher Education Transfer — Elementary Education Option Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree option is designed to provide the first two years of college for students preparing to become elementary education teachers. The program is designed primarily for students desiring to transfer to an out-of-state four-year college or university to earn a bachelor's degree in teaching. Students earning the A.A. degree must graduate with a 2.75 GPA, pass the Praxis I Exam<sup>1</sup>, and complete a professional portfolio approved by the Director of Teacher Education. Changes in the program requirements at four-year institutions may affect the transferability of credits earned in the program.

The computer literacy requirement will be met throughout the course work in the degree program.

		<b>General Education Code</b>	<b>Credits</b>
<b>General Education and Program Requirements</b>			
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
ART 195	Integrated Arts		3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
EDU 101	Introduction to Education		3
EDU 102	Introduction to Education – Field Experience		1
EDU 210	Processes and Acquisitions of Reading		3
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>		3
EDU 253	Introduction to Exceptional Children and Youth – Field Experience		1
EDU 260 or EGL 260	Children's Literature	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEO 101	Physical Geography	SS	3
HST 201 or HST 202	History of the United States (to reconstruction)	H	
	History of the United States (reconstruction to the present)	H	3
MAT 127	Introduction to Statistics	M	4
MAT 133	Mathematical Concepts and Structure I		4
MAT 134	Mathematical Concepts and Structure II		4
PSC 105	General Physical Science with Lab	SL	4
PSY 101	Introduction to Psychology	SS	3
PSY 203	Child Growth and Development		3
SPH 141	Public Speaking	H	3

**Total Credits Required in Program:**

**63**

<sup>1</sup>The Praxis I Exam should be taken after completing 45 credits. For more information about the Praxis I Exam, students should contact the Director of Teacher Education or go to [www.ets.org/praxis](http://www.ets.org/praxis).

<sup>2</sup>The Introduction to Exceptional Children and Youth course required by Cecil College is a necessary requirement of the Teacher Education Program but may not be sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

General Education courses are listed on page 42.

## Teacher Education Transfer — Secondary Education Option Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree option provides the first two years of college for students preparing to become secondary education teachers. To earn the A.A. degree, students must graduate with a 2.75 GPA pass the Praxis I Exam<sup>1</sup> and complete a professional portfolio approved by the Director of Teacher Education. All students who enroll in this program should work closely with their advisor and the Director of Teacher Education. Changes in the program requirements at four-year institutions may affect the transferability of credits earned in the program.

The College's computer literacy requirement is met throughout the degree program.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
EDU 101	Introduction to Education		3
EDU 102	Introduction to Education — Field Experience		1
EDU 207	Educational Psychology — Field Experience		1
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>		3
EDU 253	Introduction to Exceptional Children and Youth — Field Experience		1
EDU 263	Teaching Reading in the Secondary Content Area, Part I		3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
ELECT	Discipline Electives <sup>3</sup>		9–12
HST 201 or HST 202	History of the United States (to reconstruction) History of the United States (reconstruction to the present)	H	3
MAT	Math Elective		3–4
MAT 127	Introduction to Statistics	M	4
PSC 105	General Physical Science with Lab	SL	4
PSY 101	Introduction to Psychology	SS	3
PSY 203	Child Growth and Development		3
PSY 207	Educational Psychology		3
SOC SCI	Social Science Elective <sup>4</sup>	SS	3
SPH 141	Public Speaking	H	3

**Total Credits Required in Program:**

**62–66**

<sup>1</sup>The Praxis I Exam should be taken after completing 45 credits. For more information about the Praxis I Exam, students should contact the Director of Teacher Education or go to [www.ets.org/praxis](http://www.ets.org/praxis).

<sup>2</sup>The Introduction to Exceptional Children and Youth course required by Cecil College is a necessary requirement of the Teacher Education Program but may not be sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

<sup>3</sup>Student should select three electives that relate to their intended area of concentration as a secondary level teacher.

<sup>4</sup>Social Science Elective must be a course designation other than PSY.

General Education courses are listed on page 42.

## EDUCATION

### Secondary Education — Chemistry Associate of Arts in Teaching

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree provides the first two years of college for students preparing to become secondary chemistry teachers. Students completing the Associates of Arts in Teaching (A.A.T.) degree are eligible for admission to Maryland's four-year colleges or universities Secondary Teacher Education Programs in Chemistry. To earn the A.A.T. degree, students must graduate with a 2.75 GPA, pass the Praxis I Exam<sup>1</sup>, and complete a professional portfolio approved by the Director of Teacher Education.

The College's computer literacy requirement is met throughout the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
CHM 105	General Chemistry I with Lab	SL	4
CHM 106	General Chemistry II with Lab	SL	4
CHM 203	Organic Chemistry I with Lab		4
CHM 204	Organic Chemistry II with Lab		4
EDU 101	Introduction to Education		3
EDU 102	Introduction to Education – Field Experience		1
EDU 207	Educational Psychology – Field Experience		1
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>		3
EDU 253	Introduction to Exceptional Children and Youth – Field Experience		1
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PSY 101	Introduction to Psychology	SS	3
PSY 203	Child Growth and Development		3
PSY 207	Educational Psychology		3
SOC SCI	Social Science Elective <sup>3</sup>	SS	3
SPH 141	Public Speaking	H	3
<b>Total Credits Required in Program:</b>			<b>66</b>

<sup>1</sup>The Praxis I Exam should be taken after completing 45 credits. For more information about the Praxis I Exam, students should contact the Director of Teacher Education or go to [www.ets.org/praxis](http://www.ets.org/praxis).

<sup>2</sup>The Introduction to Exceptional Children and Youth course required by Cecil College is a necessary requirement of the Teacher Education Program but may not be sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

<sup>3</sup>Social Science Elective must be a course designation other than PSY.

General Education courses are listed on page 42.

## Secondary Education — Mathematics

### Associate of Arts in Teaching

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree provides the first two years of college for students preparing to become secondary mathematics teachers. Students completing the Associates of Arts in Teaching (A.A.T.) degree are eligible for admission to Maryland's four-year colleges or universities Secondary Teacher Education Programs in Mathematics. To earn the A.A.T. degree, students must graduate with a 2.75 GPA, pass the Praxis I Exam<sup>1</sup>, and complete a professional portfolio approved by the Director of Teacher Education.

The computer literacy requirement will be met throughout the course work in the degree program.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
BIO or	Biology Elective	S/SL	
CHM	Chemistry Elective	S/SL	3–4
EDU 101	Introduction to Education		3
EDU 102	Introduction to Education – Field Experience		1
EDU 207	Educational Psychology – Field Experience		1
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>		3
EDU 253	Introduction to Exceptional Children and Youth – Field Experience		1
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 127	Introduction to Statistics	M	4
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 240	Introduction to Linear Algebra	M	4
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PSY 101	Introduction to Psychology	SS	3
PSY 203	Child Growth and Development		3
PSY 207	Educational Psychology		3
SOC SCI	Social Science Elective <sup>3</sup>	SS	3
SPH 141	Public Speaking	H	3

**Total Credits Required in Program:**

**65–66**

<sup>1</sup>The Praxis I Exam should be taken after completing 45 credits. For more information about the Praxis I Exam, students should contact the Director of Teacher Education or go to [www.ets.org/praxis](http://www.ets.org/praxis).

<sup>2</sup>The Introduction to Exceptional Children and Youth course required by Cecil College is a necessary requirement of the Teacher Education Program. degree but may not be sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

<sup>3</sup>Social Science Elective must be a course designation other than PSY.

General Education courses are listed on page 42.

## Secondary Education — Physics Associate of Arts in Teaching

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree provides the first two years of college for students preparing to become secondary physics teachers. Students completing the Associates of Arts in Teaching (A.A.T.) degree are eligible for admission to Maryland's four year colleges or universities Secondary Teacher Education Programs in Physics. To earn the A.A.T. degree, students must graduate with a 2.75 GPA, pass the Praxis I Exam<sup>1</sup>, and complete a professional portfolio approved by the Director of Teacher Education.

The College's computer literacy requirement is met throughout the degree program.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
CHM 105 or PSC	General Chemistry I with Lab PSC Elective	SL SL	4
EDU 101	Introduction to Education		3
EDU 102	Introduction to Education – Field Experience		1
EDU 207	Educational Psychology – Field Experience		1
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>		3
EDU 253	Introduction to Exceptional Children and Youth – Field Experience		1
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 201	Calculus I with Analytic Geometry	M	4
MAT 202	Calculus II with Analytic Geometry	M	4
MAT 203	Multivariable Calculus	M	4
MAT 246	Introduction to Differential Equations	M	3
PHY 207	General Physics I with Lab	SL	5
PHY 208	General Physics II with Lab	SL	5
PHY 209	General Physics III with Lab		5
PSY 101	Introduction to Psychology	SS	3
PSY 203	Child Growth and Development		3
PSY 207	Educational Psychology		3
SOC SCI	Social Science Elective <sup>3</sup>	SS	3
SPH 141	Public Speaking	H	3
<b>Total Credits Required in Program:</b>			<b>66</b>

<sup>1</sup>The exam should be taken after completing 45 credits. For more information about the Praxis I Exam, students should contact the Director of Teacher Education or go to [www.ets.org/praxis](http://www.ets.org/praxis).

<sup>2</sup>The Introduction to Exceptional Children and Youth course required by Cecil College is a necessary requirement of the Teacher Education Program but may not be sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

<sup>3</sup>Social Science Elective must be from a course designation other than PSY.

General Education courses are listed on page 42.



## Equine Studies

### Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This degree is designed for immediate employment or career mobility and recognizes a curricular focus in equine studies. Equine studies trains you to become a professional in the horse industry with a firm foundation in stable management and health management with a hands-on, experience-based learning.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BIO	Biology Elective	S/SL	4
BUS 103	Introduction to Business		3
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 102 or EGL 211	Composition and Literature Technical Writing	H	3
EQS	Equine Electives		4
EQS 139	Introductory Basic Horse Handling		2
EQS 142	Introductory Equine Anatomy, Care and Maintenance		3
EQS 144	Equine Nutrition and Feeding		3
EQS 145	Equine Health Maintenance		3
EQS 147	Equine Field Study I		3
EQS 148	Equine Anatomy and Physiology		3
EQS 241	Equine Facilities Management		3
EQS 242	Equine Reproduction, Evaluation and Selection		3
EQS 243	Business Management in the Horse Industry		3
EQS 244	Equine Field Study II		3
EQS 245	Equine Pasture and Land Management		3
EQS 248	Equine Pathology		3
MAT	Elective	M	3–4
PSY or SOC	Psychology Elective Sociology Elective	SS	3
SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H	3
SPN 111	Spanish Communication in the Equine Industry		3
<b>Total Credits Required in Program:</b>			<b>66</b>

General Education courses are listed on page 42.

### Equine Studies Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate is designed for students interested in developing skills and knowledge that will prepare them for a career in the equine industry. This option is designed for those students who may not be interested in obtaining a degree, or who may wish to set a more-attainable goal while completing a defined course of study.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 103	Introduction to Business	3
EQS 139	Basic Horse Handling	2
EQS 142 or EQS 148	Introductory Equine Anatomy, Care and Maintenance Equine Anatomy and Physiology	3
EQS 144	Equine Nutrition and Feeding	3
EQS 145	Equine Health Maintenance	3
EQS 147	Equine Field Study I	3
EQS 241 or EQS 243	Equine Facilities Management Business Management in the Horse Industry	3
EQS 242	Equine Reproduction, Evaluation and Selection	3
EQS 248	Equine Pathology	3
EQS 245	Equine Pasture and Land Management	3
SPN 111	Spanish Communication in the Equine Industry	3
<b><i>Total Credits Required in Certificate:</i></b>		<b>32</b>

### Equine Studies – Management Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate focuses on business concepts and issues in the operation of equine enterprises. It is designed for those students who may not be interested in obtaining a degree, or who may wish to set a more-attainable goal while completing a defined course of study that provides a broad-based perspective of the Equine industry.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 103	Introduction to Business	3
EQS 139	Basic Horse Handling	2
EQS 142	Introductory Equine Anatomy, Care and Maintenance	3
EQS 241	Equine Facilities Management	3
EQS 243	Business Management in the Horse Industry	3
SPN 111	Spanish Communication in the Equine Industry	3
<b><i>Total Credits Required in Certificate:</i></b>		<b>17</b>

General Education courses are listed on page 42.

## Fire Science Technology Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program will prepare individuals for entry-level employment as fire fighters as well as provide the degree credential necessary for promotion and advancement of professionals currently employed with the fire service.

		<b>General Education</b>	<b>Credits</b>
<b>General Education and Program Requirements</b>		<b>Code</b>	
ACT	Activity Electives		2
BIO 208	Human Anatomy and Physiology I	S	3
BIO 209	Human Anatomy and Physiology II	S	3
BIO 218	Human Anatomy and Physiology I Lab		1
BIO 219	Human Anatomy and Physiology II Lab		1
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT	Math Elective	M	3–4
PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3
SOC 101	Introduction to Sociology	SS	3
SPH 121	Interpersonal Communications	H	3
<b>Required Occupational courses offered by Maryland Fire and Rescue Institute</b>			
ELECT	Fire Service Electives		5
EMT 102	Emergency Medical Technician – Basic		6
EMT 201	Rescue Technician		3
EMT 202	Rescue Technician – Confined Space		1
FIR 101	Firefighter I		3
FIR 102	Hazardous Materials Operation		1
FIR 114	Aerial Operator		1
FIR 201	Firefighter II		2
FIR 202	Truck Company Operations		1
FIR 206	Firefighter Safety and Survival		1
FIR 207	Fireground Operations		1
FIR 213	Emergency Response to Terrorism – Basic Concept		1
FIR 221	Fire Officer I		4
<b>Total Credits Required in Program:</b>			<b>64–65</b>

General Education courses are listed on page 42.

### General Studies Associate of Arts

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program is designed for students who want maximum flexibility in their choice of courses. The program provides a core background in the humanities, mathematics, computer science, science, and social sciences. Beyond meeting general education state requirements, the program offers students an opportunity to design, in cooperation with an academic advisor, a series of courses for exploring career opportunities, achieving personal goals, or meeting transfer requirements. By using the ARTSYS computerized transfer program, available in Student Enrollment and Support Services through an advisor or via the Internet at <http://artweb.usmd.edu>, students can design a program of studies that will transfer seamlessly to an upper division college or university of choice.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Electives <sup>1</sup>	H	6
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
ELECT	Electives		21
HEA	Elective		3
HST	History Elective	H	3
MAT	Math Elective	M	3–4
SCI	Electives <sup>2</sup>	SL	7–8
SOC SCI	Social Science Electives <sup>3</sup>	SS	6
SPH 141	Public Speaking	H	3
<b><i>Total Credits Required in Program:</i></b>			<b>63–65</b>

<sup>1</sup>One course must have an ART designation; the other course must be from a discipline other than ART.

<sup>2</sup>One course must have a BIO designation; the other course must have a designation of AST, CHM, PSC, or PHY. At least one of the courses must include a lab.

<sup>3</sup>Courses must be from two different disciplines.

# LAW ENFORCEMENT AND CORRECTIONS TECHNOLOGY

## Law Enforcement and Corrections Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program prepares students for career opportunities in the criminal justice field. The program provides a general education background while focusing on a comprehensive understanding of the criminal justice system and the legal process as it relates to the agencies within the system. The program is designed to prepare students to pursue entry-level criminal justice positions, as well as to enhance the knowledge of professionals already in the field.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
ELECT	Elective		3
LAE 101	Introduction to Law Enforcement		3
LAE 103	Police Administration I		3
LAE 104	Police Administration II		3
LAE 201	Criminal Investigation		3
LAE 202	Criminal Law Procedures – Maryland		3
LAE 203	Principles of Criminal Law		3
LAE 204	Maryland Traffic Code		3
LAE 221	Criminology		3
LAE 230	Forensic Science		3
MAT	Math Elective (MAT127 recommended)	M	3–4
PSY 101	Introduction to Psychology	SS	3
SCI	Lab Science Elective	S/SL	4
SOC 101	Introduction to Sociology	SS	3
SOC 102	Social Problems	SS	3
SOC 222	Juvenile Delinquency		3
SPH 121 or	Interpersonal Communications	H	
SPH 141	Public Speaking	H	3
<b>Total Credits Required in Program:</b>			<b>66–67</b>

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

General Education courses are listed on page 42.

## LAW ENFORCEMENT AND CORRECTIONS

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### Law Enforcement and Corrections Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
LAE 101	Introduction to Law Enforcement	3
LAE 103	Police Administration I	3
LAE 104	Police Administration II	3
LAE 201	Criminal Investigation	3
LAE 202	Criminal Law Procedures – Maryland	3
LAE 203	Principles of Criminal Law	3
LAE 204	Maryland Traffic Code	3
LAE 221	Criminology	3
SOC 101	Introduction to Sociology	3
SOC 102	Social Problems	3
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>30</i></b>

## NURSING EDUCATION, ALLIED HEALTH AND HEALTH SCIENCES

### Emergency Medical Technology – Paramedic Associate of Applied Science

Contact: Captain Richard Koch  
Cecil County Department of Emergency Services  
Phone: 410-392-2024

Emergency Medical Technology is a rapidly expanding profession involving the provision of immediate care to the critically ill and injured at the scene of an emergency, and the transport of these patients to a hospital. The entry-level workforce in Emergency Medical Technology (paramedic) in Cecil County contains 1000 contact hours of theoretical and clinical instruction. Cecil's A.A.S. degree and subsequent certificate will allow graduates to function in entry level positions in the field of emergency medical technology. Students who have paramedic certification may be able to receive credits for the EMT courses through credential assessment. Program admission information is located on page 11.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BIO 208	Human Anatomy and Physiology I	S	3
BIO 209	Human Anatomy and Physiology II	S	3
BIO 218	Human Anatomy and Physiology I Lab		1
BIO 219	Human Anatomy and Physiology II Lab		1
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
EMT 101	EMT — Paramedic – Preparatory Knowledge		5
EMT 110	EMT — Paramedic – Patient Assessment		3
EMT 210	EMT — Paramedic – Traumatic Emergencies		5
EMT 220	EMT — Paramedic – Medical Emergencies		5
EMT 230	EMT — Paramedic – Special Considerations		4
EMT 240	EMT — Paramedic – Operations		3
EMT 290	EMT — Paramedic – Clinical/Field Requirements		3
MAT	Math Elective	M	3–4
PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3
SOC 101	Introduction to Sociology	SS	3
SPH 121	Interpersonal Communications	H	3
<b>Total Credits Required in Program:</b>			<b>62–63</b>

Note: BIO101 and BIO111 (General Biology and Lab) are pre-requisites to BIO208 and BIO218.

General Education courses are listed on page 42.

### Emergency Medical Technology – Paramedic Certificate

Contact: Captain Richard Koch  
Cecil County Department of Emergency Services  
Phone: 410-392-2024

The Paramedic certificate program prepares students for entry-level positions in the field of emergency medical technology. The Paramedic curriculum in Cecil County contains a minimum of 1,000 contact hours of theoretical and clinical instruction. The certificate program courses can be used in satisfying Emergency Medical Technology degree program requirements.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
EMT 101	EMT — Paramedic – Preparatory Knowledge	5
EMT 110	EMT — Paramedic – Patient Assessment	3
EMT 210	EMT — Paramedic – Traumatic Emergencies	5
EMT 220	EMT — Paramedic – Medical Emergencies	5
EMT 230	EMT — Paramedic – Special Considerations	4
EMT 240	EMT — Paramedic – Operations	3
EMT 290	EMT — Paramedic – Clinical/Field Requirements	3
<b><i>Total Credits Required in Certificate:</i></b>		<b>28</b>

Note: Coursework must be completed through Cecil College to be eligible for this certificate.



# NURSING EDUCATION, ALLIED HEALTH AND HEALTH SCIENCES

## Registered Nurse Associate of Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The R.N. program prepares graduates to function as entry-level nurses by emphasizing educational competencies within eight core components of nursing practice: professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care. Graduates of the program are eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN). The program is directly articulated with a number of higher education nursing programs, thus providing an educational foundation for further study in nursing. The program is approved by the Maryland State Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (61 Broadway – 33rd floor, New York, NY, 10006, phone 800-669-1656, [www.nlac.org](http://www.nlac.org)). The nursing program has specific objectives that correlate with the College's educational goals. The specific objectives are described in the Nursing Student's Manual.

Information on program admission, selection policies and procedures, and eligibility criteria are located on pages 12 and 13 of this catalog.

The computer literacy requirement will be met throughout the course work of the nursing program.

		<b>General Education</b>	
<b>General Education and Program Requirements</b>		<b>Code</b>	<b>Credits</b>
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
BIO 200	Microbiology	S	3
BIO 208	Human Anatomy and Physiology I	S	3
BIO 209	Human Anatomy and Physiology II	S	3
BIO 210	Microbiology Lab		1
BIO 218	Human Anatomy and Physiology I Lab		1
BIO 219	Human Anatomy and Physiology II Lab		1
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 123	Finite Math <sup>2</sup>	M	3
NUR 101	Concepts and Processes in Nursing <sup>3</sup>		2
NUR 104	Nursing Fundamental Theory		5
NUR 105	Care of Adult and Aging Clients		4
NUR 114	Clinical Lab I: Nursing Fundamentals		2
NUR 115	Clinical Lab II: Medical/Surgical Settings		4
NUR 201	Care of Childbearing/Childrearing Families		4
NUR 204	Care of Clients Affected by Complex Stressors		4
NUR 206	Professional, Legal and Ethical Issues		2
NUR 211	Clinical Lab III: Care of Childbearing/Childrearing Families		4
NUR 214	Clinical Lab IV: Medical/Surgical/Psychiatric		4
PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3
SOC 101	Introduction to Sociology	SS	3
<b>Total Credits Required in Program:</b>			<b>68</b>

<sup>1</sup>Selection may not include EGL designation.

<sup>2</sup>Another general education mathematics elective will be accepted.

<sup>3</sup>Successful completion of NUR110 with a grade of "C" or better may be used to meet the NUR101 course requirement for LPN to RN students only.

Note: BIO101 and BIO111 (General Biology and Lab) are pre-requisites to BIO200 and BIO210 and BIO208 and BIO218.

General Education courses are listed on page 42.

## NURSING EDUCATION, ALLIED HEALTH AND HEALTH SCIENCES

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### Licensed Practical Nurse Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The certificate is designed to give the student who has successfully completed the first two semesters of the nursing program and the summer LPN option an opportunity to enter the profession of nursing at the LPN level. Successful completion of the LPN option prepares the student for the National Council Licensure Examination in Practical Nursing (NCLEX-PN). The certificate program has specific objectives that correlate with the College's educational goals. These specific objectives are described in the Nursing Student's Manual.

Information on program admission, selection policies and procedures, and eligibility criteria is located on pages 11 and 12 of this catalog.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BIO 208	Human Anatomy and Physiology I	3
BIO 209	Human Anatomy and Physiology II	3
BIO 218	Human Anatomy and Physiology I Lab	1
BIO 219	Human Anatomy and Physiology II Lab	1
EGL 101	Freshman Composition	3
LPN 201	Care of Childbearing/Childrearing Families	2
LPN 205	Advanced Medical/Surgical and Psychiatric Theory	2
LPN 206	Professional, Legal and Ethical Issues	1
LPN 211	Clinical Lab III: Care of Childbearing/Childrearing Families	1
LPN 215	Clinical Lab IV: Medical/Surgical/Psychiatric	1
NUR 101	Concepts and Processes in Nursing	2
NUR 104	Nursing Fundamentals Theory	5
NUR 105	Care of Adult and Aging Clients	4
NUR 114	Clinical Lab I: Nursing Fundamentals	2
NUR 115	Clinical Lab II: Medical/Surgical Settings	4
<b><i>Total Credits Required in Certificate:</i></b>		<b>35</b>

Note: BIO101 and BIO111 (General Biology and Lab) are pre-requisites to BIO208 and BIO218.

General Education courses are listed on page 42.

## Transportation and Logistics – Air Traffic Control Option

### Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is offered as a partnership with the Community College of Baltimore County Catonsville Campus (CCBC). It is designed to prepare students for employment by the Federal Aviation Administration (FAA) as weather briefers and specialists in Flight Service Stations (FSS) or as air traffic controllers working in control towers, terminal radar control centers, or air route traffic control centers. Air traffic control specialists guide pilots to their destinations and are responsible for the safe and orderly flow of aircraft in congested airspace. Flight service operators assist pilots in flight planning by providing air traffic delay and weather condition briefings and by disseminating important route and airport information. Most of these positions are with the Federal Government, and individuals may be required to pass a physical exam and civil service exam. The air traffic control option focuses on FAA regulations, air transportation, and air traffic control operations. This program also includes numerous hands-on visits to air traffic control facilities.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
BUS 101 or BUS 165	Accounting I		
BUS 165	Managerial Accounting		3
BUS 210	Business Law I		3
CBWEP	BUS – College Based Work Experience Program <sup>1</sup>		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 121	Precalculus	M	4
MAT 127	Introduction to Statistics	M	4
PSC 125	Essentials of Weather	SL	4
PSY 101	Introduction to Psychology	SS	3
SPH 121	Interpersonal Communications	H	3
TRL 101	Introduction to Business Logistics		3
TRL 130	Production and Operations Management		3
<b>Program Requirements in Partnership with CCBC Catonsville<sup>2</sup></b>			
AVMT 101	Aviation History and Development		3
AVMT 141	Private Pilot Ground School		3
AVMT 211	Air Transportation		3
AVMT 216	Aviation Safety		3
AVMT 221	The Air Traffic Control System		3
AVMT 226	Air Traffic Control Operations		3
<b>Total Credits Required in Program:</b>			<b>65</b>

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

<sup>2</sup>All AVMT courses are offered by Community College of Baltimore County, Catonsville and will be held at a local Cecil County site if sufficient enrollment exists. As an alternative, students may take the AVMT courses at the Catonsville campus. Students completing the AVMT courses must submit an official transcript to the Registrar's Office of Cecil College if they plan to receive their degree or certificate from Cecil.

General Education courses are listed on page 42.

## TRANSPORTATION AND LOGISTICS

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### Transportation and Logistics – Air Traffic Control Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate will provide students with academic training to enter flight operations management, air traffic control operations, and aircraft dispatching.

Students completing the air traffic control certificate are not required to satisfy the 50 percent Cecil College credit requirement, due to the partnership agreement with Community College of Baltimore County, Catonsville.

	<b><i>General Education Requirements</i></b>	<b><i>Credits</i></b>
BUS 111	Business Communications	3
CIS 101	Introduction to Computer Concepts	3
PSC 125	Essentials of Weather	4
TRL 101	Introduction to Business Logistics	3
TRL 130	Production and Operations Management	3
<b><i>Certificate Requirements in partnership with CCBC Catonsville<sup>1</sup></i></b>		
AVMT 101	Aviation History and Development	3
AVMT 141	Private Pilot Ground School	3
AVMT 211	Air Transportation	3
AVMT 216	Aviation Safety	3
AVMT 221	The Air Traffic Control System	3
AVMT 226	Air Traffic Control Operations	3
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>34</i></b>

<sup>1</sup>All AVMT courses are offered by Community College of Baltimore County, Catonsville and will be held at a local Cecil County site if sufficient enrollment exists. As an alternative, students may take the AVMT courses at the Catonsville campus. Students completing the AVMT courses must submit an official transcript to the Registrar's Office of Cecil College if they plan to receive their degree or certificate from Cecil.

General Education courses are listed on page 42.

## **Transportation and Logistics – Aviation Management Option Associate of Applied Science**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is offered as a partnership with the Community College of Baltimore County Catonsville Campus (CCBC) and is designed to prepare students to work in the aviation management field by providing students with theoretical training in the fields of business and aviation. This program focuses on giving the students the necessary knowledge to transfer to a bachelor of science degree program in business management.

Graduates of the Cecil College aviation management degree and certificate programs are qualified to transfer to bachelor of science programs offered at several colleges in the region. Graduates of bachelor of science programs will be well qualified for a variety of positions in the aerospace industry.

<i><b>General Education and Program Requirements</b></i>		<i><b>General Education Code</b></i>	<i><b>Credits</b></i>
ACT	Activity Electives		2
BUS 101 or BUS 165	Accounting I Managerial Accounting		3
BUS 210	Business Law I		3
CBWEP	BUS – College Based Work Experience Program <sup>1</sup>		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 121	Precalculus	M	4
MAT 127	Introduction to Statistics	M	4
PSC 125	Essentials of Weather	SL	4
PSY 101	Introduction to Psychology	SS	3
SPH 121	Interpersonal Communications	H	3
TRL 101	Introduction to Business Logistics		3
TRL 130	Production and Operations Management		3
<i><b>Program Requirements in partnership with CCBC Catonsville<sup>2</sup></b></i>			
AVMT 101	Aviation History and Development		3
AVMT 141	Private Pilot Ground School		3
AVMT 211	Air Transportation		3
AVMT 216	Aviation Safety		3
AVMT 251	Airport Management		3
AVMT 256	Airline Management		3
<i><b>Total Credits Required in Program:</b></i>			<b>65</b>

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

<sup>2</sup>All AVMT courses are offered by Community College of Baltimore County, Catonsville and will be held at a local Cecil County site if sufficient enrollment exists. As an alternative, students may take the AVMT courses at the Catonsville campus. Students completing the AVMT courses must submit an official transcript to the Registrar's Office of Cecil College if they plan to receive their degree or certificate from Cecil.

**General Education courses are listed on page 42.**

## TRANSPORTATION AND LOGISTICS

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### Transportation and Logistics – Aviation Management Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate is designed to prepare students to enter airline or airport operations, terminal and airport ramp management, airport security, and airport support functions.

Students completing the aviation management certificate are not required to satisfy the 50 percent Cecil College credit requirement, due to the partnership agreement with Community College of Baltimore County, Catonsville. All courses other than AVMT courses must be completed at Cecil College.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 111	Business Communications	3
CIS 101	Introduction to Computer Concepts	3
PSC 125	Essentials of Weather	4
TRL 101	Introduction to Business Logistics	3
TRL 130	Production and Operations Management	3
<b><i>Certificate Requirements in partnership with CCBC Catonsville<sup>1</sup></i></b>		
AVMT 101	Aviation History and Development	3
AVMT 141	Private Pilot Ground School	3
AVMT 211	Air Transportation	3
AVMT 216	Aviation Safety	3
AVMT 251	Airport Management	3
AVMT 256	Airline Management	3
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>34</i></b>

<sup>1</sup>All AVMT courses are offered by Community College of Baltimore County, Catonsville and will be held at a local Cecil County site if sufficient enrollment exists. As an alternative, students may take the AVMT courses at the Catonsville campus. Students completing the AVMT courses must submit an official transcript to the Registrar's Office of Cecil College if they plan to receive their degree or certificate from Cecil.

## **Transportation and Logistics – Commercial Transportation Option Associate of Applied Science**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The program option in commercial transportation is designed for students interested in the movement of raw materials and freight to manufacturing, warehousing, and retail facilities. Careers include distribution manager, traffic manager, truck driver, dispatcher, logistics salesman, and freight-forwarder.

Individuals who currently possess a valid Commercial Driver's License (CDL) may petition to receive college credit for previous licensures and experience through the credential assessment process.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
BUS 103	Introduction to Business		3
BUS 131	Principles of Management		3
BUS 165	Managerial Accounting		3
BUS 187	Business Ethics		3
BUS 210	Business Law I		3
BUS 231	Management of Human Resources		3
BUS or	Business Elective		
GIS or	Geographic Information Systems Elective		
TRL	Transportation and Logistics Elective		3
CBWEP	BUS – College Based Work Experience Program <sup>1</sup>		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 127	Introduction to Statistics	M	4
PSC 105	General Physical Science with Lab	SL	4
SPH 121	Interpersonal Communications	H	3
TRL 101	Introduction to Business Logistics		3
TRL 105	Professional Driver's Knowledge		3
TRL 106	Professional Commercial Driver's Skills		6
TRL 110	Introduction to Transportation and Distribution		3
TRL 130	Production and Operations Management		3
TRL 210	Transportation Management		3
<b>Total Credits Required in Program:</b>			<b>70</b>

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

General Education courses are listed on page 42.

## TRANSPORTATION AND LOGISTICS

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### Transportation and Logistics – Commercial Transportation Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate is designed for the individual who is working in the movement of raw materials and freight to manufacturing, warehousing, and retail facilities. Careers include distribution manager, traffic manager, truck driver dispatcher, logistics salesman, and freight-forwarder. Students who currently possess a valid Commercial Driver's License (CDL) may petition to receive college credit for previous licensures and experience through the credential assessment process.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 103	Introduction to Business	3
BUS 111	Business Communications	3
BUS 131	Principles of Management	3
CIS 101	Introduction to Computer Concepts	3
TRL 101	Introduction to Business Logistics	3
TRL 105	Professional Driver's Knowledge	3
TRL 106	Professional Commercial Driver's Skills	6
TRL 110	Introduction to Transportation and Distribution	3
TRL 130	Production and Operations Management	3
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>30</i></b>

General Education courses are listed on page 42.



## Transportation and Logistics – Flight Training Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is offered as a partnership with the Community College of Baltimore County Catonsville Campus (CCBC). It is designed to prepare students to apply technical knowledge and skills to the flying of commercial, corporate, or private airplanes, and to prepare students to sit for the Federal Aviation Administration (FAA) written and practical exams for Private Pilot (ASEL) Commercial Pilot Certificate (ASEL) and Instrument Rating. In order to complete the program, every student must successfully pass the FAA Private, Commercial, and Instrument computer examinations and be certified as a commercial pilot with instrument rating. Students who receive this degree from Cecil College and desire to transfer to another institution for completion of a four-year degree should consult an advisor.

Program Eligibility Criteria: Admission to the program requires a high school diploma with one year of algebra. High school courses in trigonometry and physics are an advantage. Students must submit an FAA Second Class Medical Certificate to the Director of the Mid-Atlantic Transportation & Logistics Institute prior to acceptance into the Flight Training Concentration (AVMT courses) portion of the program.

		<b>General Education</b>	<b>Credits</b>
<b>General Education and Program Requirements</b>		<b>Code</b>	
ACT	Activity Electives		2
BUS 101 or BUS 165	Accounting I Managerial Accounting		3
BUS 210	Business Law I		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 121	Precalculus	M	4
MAT 127	Introduction to Statistics	M	4
PSC 125	Essentials of Weather	SL	4
PSY 101	Introduction to Psychology	SS	3
SPH 121	Interpersonal Communications	H	3
TRL 101	Introduction to Business Logistics		3
<b>Program Requirements in partnership with CCBC Catonsville<sup>1</sup></b>			
AVMT 101	Aviation History and Development		3
AVMT 141	Private Pilot Ground School		3
AVMT 142	Private Pilot Certification		3
AVMT 211	Air Transportation		3
AVMT 216	Aviation Safety		3
AVMT 241	Instrument Pilot Ground School		4
AVMT 242	Instrument Pilot Rating		3
AVMT 246	Commercial Pilot Ground School		4
AVMT 247	Commercial Pilot Certification		3
<b>Total Credits Required in Program:</b>			<b>70</b>

<sup>1</sup>All AVMT courses are offered by Community College of Baltimore County, Catonsville and will be held at a local Cecil County site if sufficient enrollment exists. As an alternative, students may take the AVMT courses at the Catonsville campus. Students completing the AVMT courses must submit an official transcript to the Registrar's Office of Cecil College if they plan to receive their degree or certificate from Cecil.

General Education courses are listed on page 42.

## TRANSPORTATION AND LOGISTICS

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### Transportation and Logistics – Flight Training Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate will provide students with the required academic training to become commercial pilots.

Students completing the flight training certificate are not required to satisfy the 50 percent Cecil College credit requirement, due to the partnership agreement with Community College of Baltimore County, Catonsville. All courses other than AVMT courses must be completed at Cecil College.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 111	Business Communications	3
CIS 101	Introduction to Computer Concepts	3
PSC 125	Essentials of Weather	4
<b><i>Certificate Requirements in partnership with CCBC Catonsville<sup>1</sup></i></b>		
AVMT 101	Aviation History and Development	3
AVMT 141	Private Pilot Ground School	3
AVMT 142	Private Pilot Certification	3
AVMT 211	Air Transportation	3
AVMT 216	Aviation Safety	3
AVMT 241	Instrument Pilot Ground School	4
AVMT 242	Instrument Pilot Rating	3
AVMT 246	Commercial Pilot Ground School	4
AVMT 247	Commercial Pilot Certification	3
<b><i>Total Credits Required in Certificate:</i></b>		<b>39</b>

<sup>1</sup>All AVMT courses are offered by Community College of Baltimore County, Catonsville and will be held at a local Cecil County site if sufficient enrollment exists. As an alternative, students may take the AVMT courses at the Catonsville campus. Students completing the AVMT courses must submit an official transcript to the Registrar's Office of Cecil College if they plan to receive their degree or certificate from Cecil.

General Education courses are listed on page 42.

## **Transportation and Logistics – Materials Management Option Associate of Applied Science**

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is designed to prepare students with the basics of purchasing and materials management required to support a modern lean manufacturing facility and/or manage the flow of materials through the supply chain. Careers include, but are not limited to, inventory control manager, distribution center manager, warehousing/operations manager, customer service manager, buyer, and planner. When coupled with a degree from one of our four-year partners, students will have even greater opportunity and earnings potential.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
BUS 103	Introduction to Business		3
BUS 108	Principles of Purchasing		3
BUS 131	Principles of Management		3
BUS 165	Managerial Accounting		3
BUS 187	Business Ethics		3
BUS 210	Business Law I		3
BUS 231	Management of Human Resources		3
BUS or	Business Elective		
GIS or	Geographic Information Systems Elective		
TRL	Transportation and Logistics Elective		3
CBWEP	BUS – College Based Work Experience Program <sup>1</sup>		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 127	Introduction to Statistics	M	4
PSC 105	General Physical Science with Lab	SL	4
SPH 121	Interpersonal Communications	H	3
TRL 101	Introduction to Business Logistics		3
TRL 110	Introduction to Transportation and Distribution		3
TRL 130	Production and Operations Management		3
TRL 201	Introduction to Materials Handling		3
TRL 220	Materials Requirement Planning		3
<b>Total Credits Required in Program:</b>			<b>67</b>

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

General Education courses are listed on page 42.

## TRANSPORTATION AND LOGISTICS

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### Transportation and Logistics – Materials Management Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate will teach an individual the basics of purchasing and materials management required to support a modern lean manufacturing facility and/or manage the flow of materials through the supply chain. Careers include, but are not limited to, inventory control manager, distribution center manager, warehousing/operations manager, customer service manager, buyer, and planner.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 103	Introduction to Business	3
BUS 108	Principles of Purchasing	3
BUS 111	Business Communications	3
CIS 101	Introduction to Computer Concepts	3
TRL 101	Introduction to Business Logistics	3
TRL 110	Introduction to Transportation and Distribution	3
TRL 130	Production and Operations Management	3
TRL 201	Introduction to Materials Handling	3
TRL 220	Materials Requirement Planning	3
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>27</i></b>

General Education courses are listed on page 42.

## Transportation and Logistics – Transportation Management Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is specifically designed for those individuals who are working or who wish to pursue a career in transportation and management of transportation systems. Careers would include, but are not limited to transportation manager, route planner, physical distribution manager, distribution planning analyst, transportation marketer and operations manager. When coupled with a degree from one of our four-year partners, students will have even greater opportunity and earning potential.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
BUS 103	Introduction to Business		3
BUS 108	Principles of Purchasing		3
BUS 131	Principles of Management		3
BUS 165	Managerial Accounting		3
BUS 187	Business Ethics		3
BUS 210	Business Law I		3
BUS 212	Principles of Marketing		3
BUS 231	Management of Human Resources		3
BUS or GIS or TRL	Business Elective Geographic Information Systems Elective Transportation and Logistics Elective		3
CBWEP	BUS – College Based Work Experience Program <sup>1</sup>		3
CIS 101	Introduction to Computer Concepts	I	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 127	Introduction to Statistics	M	4
PSC 105	General Physical Science with Lab	SL	4
SPH 121	Interpersonal Communications	H	3
TRL 101	Introduction to Business Logistics		3
TRL 110	Introduction to Transportation and Distribution		3
TRL 130	Production and Operations Management		3
TRL 210	Transportation Management		3
<b>Total Credits Required in Program:</b>			<b>67</b>

<sup>1</sup>The student must contact the CBWEP administrator one semester prior to enrolling for this course.

General Education courses are listed on page 42.

## TRANSPORTATION AND LOGISTICS

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### Transportation and Logistics – Transportation Management Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is specifically designed for those individuals who are working or who wish to pursue a career in transportation and management of transportation systems. Careers would include, but are not limited to transportation manager, route planner, physical distribution manager, distribution planning analyst, transportation marketer and operations manager. When coupled with a degree from one of our four-year partners, students will have even greater opportunity and earning potential.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 103	Introduction to Business	3
BUS 108	Principles of Purchasing	3
BUS 111	Business Communications	3
BUS 131	Principles of Management	3
CIS 101	Introduction to Computer Concepts	3
TRL 101	Introduction to Business Logistics	3
TRL 110	Introduction to Transportation and Distribution	3
TRL 130	Production and Operations Management	3
TRL 210	Transportation Management	3
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>27</i></b>

General Education courses are listed on page 42.

## Transportation and Logistics – Yacht and Small Craft Design Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option is specifically for those individuals who are working or who wish to pursue a career in the small craft and yacht design profession as well as to support continued growth of the small craft marine community through the development of well-trained designers. Careers would include, but are not limited to, boat builders, design firms, institutions of higher learning, and standards organizations.

	<b>General Education and Program Requirements</b>	<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Elective		2
BUS 103	Introduction to Business		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 210	Business Law I		3
BUS 212	Principles of Marketing		3
BUS 231	Management of Human Resources		3
BUS or	Business Elective		
GIS or	Geographic Information Systems Elective		
TRL	Transportation and Logistics Elective		3
CIS 101	Introduction to Computer Concepts	I	3
DAP 111	Introduction to CADD		3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 121 or	Precalculus	M	
MAT 201	Calculus I with Analytic Geometry	M	4
PHY 103 or	Physics Today	SL	
PHY 181 or	Introductory College Physics I with Lab	SL	
PHY 207	General Physics with Lab	SL	4–5
SPH 121 or	Interpersonal Communications	H	
SPH 141	Public Speaking	H	3
TRL 151*	Principles of Yacht Design		4
TRL 152*	Aesthetics and Utilization of Design		4
TRL 251*	Construction Methods		4
TRL 252*	Systems and Equipment		4

**Total Credits Required in Program: 65–66**

\*Courses are completed through Westlawn Institute of Marine Technology.

General Education courses are listed on page 42.

## TRANSPORTATION AND LOGISTICS

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### Transportation and Logistics – Yacht and Small Craft Design Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate enables students to master the principles of design based on the fundamentals of small craft, naval architecture, and marine engineering. The student will prepare plans, computations, specifications and all the details for a variety of boat types, including powerboats, sailboats, auxiliaries and sport fishing boats.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
BUS 103	Introduction to Business	3
BUS 111	Business Communications	3
BUS 131	Principles of Management	3
MAT 127	Introduction to Statistics	4
TRL 151*	Principles of Yacht Design	4
TRL 152*	Aesthetics and Utilization of Design	4
TRL 251*	Construction Methods	4
TRL 252*	Systems and Equipment	4
<b><i>Total Credits Required in Certificate:</i></b>		<b>29</b>

\*Courses are completed through the Westlawn School of Yacht Design.

General Education courses are listed on page 42.



## Visual Communications – Communications Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students for initial employment and career advancement in the following areas: photography, digital imaging, video production, graphic design, public relations, marketing, and sales representation. Students are prepared for transfer to the corporate communications program at the University of Baltimore, as well as other four-year universities.

The computer literacy requirement will be met throughout the course work in the degree program.

<b>General Education and Program Requirements</b>		<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Elective		3
MAT	Math Elective	M	3–4
PSY or	Psychology Elective	SS	
SOC	Sociology Elective	SS	3
SCI	Lab Science Elective	S/SL	4
VCP 101	Photography I		4
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 210	Video Production I		4
VCP 279 or	Professional Portfolio Production		
VCP 289	Internship I		4
<b>Program Electives (Group 1)</b>		<b>Select 8 Credits</b>	
VCP 111	Studio Photography I		4
VCP 118	Digital Imaging III		4
VCP 212	Video Production II		4
VCP 222	Photojournalism I		4
VCP 230	Graphic Design Studio		4

**Program Electives continued on next page**

General Education courses are listed on page 42.

<b>Program Electives<sup>1</sup> (Group 2)</b>		<b>Select 18–19 Credits</b>	
ART 101	Fundamentals of Design I	H	3
ART 105	Illustration, Materials and Techniques		3
ART 110	Color	H	3
ART 130	Drawing I	H	3
ART 140	Painting I	H	3
BUS 103	Introduction to Business		3
BUS 212	Principles of Marketing		3
DAP 111	Introduction to CADD		3
DAP 112	Intermediate CADD		3
DAP 119	Computer Animation		3
DAP 160	Introduction to Data Communications		3
DAP 219	Computer Animation II		3
EGL 211	Technical Writing		3
EGL 213	Introduction to Film	H	3
JOU 101	Journalism I		3
MUC 133	Music Literature and Appreciation I	H	3
MUC 143	Music Fundamentals	H	3
SPH 121	Interpersonal Communications	H	3
SPH 141	Public Speaking	H	3
VCP 111	Studio Photography I		4
VCP 118	Digital Imaging III		4
VCP 119	Digital Imaging IV		4
VCP 120	Digital Imaging V		4
VCP 136	Multimedia Production I		4
VCP 211	Studio Photography II		4
VCP 212	Video Production II		4
VCP 214	Video Production III		4
VCP 222	Photojournalism I		4
VCP 224	Nature and Wildlife Photography		4
VCP 230	Graphic Design Studio		4
VCP 296	Photography Seminar		4

**Total Credits Required in Program:**

**66–68**

<sup>1</sup>Major field electives are chosen to tailor the program of study to a specific career and/or transfer goals. It is strongly recommended that students receive approval of the program coordinator and related faculty in selecting appropriate courses.

# Visual Communications – Communications Arts and Technology Option Web Design and Multimedia Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option provides professional quality, hands-on, creative and technical skills for applying principles of web design and multimedia production. Students will develop a strong foundation in web site planning and design, digital image manipulation, multimedia systems, current web technologies and standards, sound, video, and animation. The program helps students transfer to four-year colleges and universities, as well as, initial employment and career advancement. Students are also prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification.

The computer literacy requirement will be met throughout the course work in the degree program.

<b>General Education and Program Requirements</b>		<b>General Education Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ART 180	Basic Photography	H	3
CIS 124	Web Design I – Design Fundamentals		3
CIS 202	Creative Design	I	3
CIS 224	Web Design II – Advanced Design		3
DAP 109	Introduction to Programming		3
DAP 140	Introduction to Networking		3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	Elective		3
MAT	Math Elective	M	3–4
SCI	Science Electives (1 lab science required)	S/SL	7
SOC SCI	Social Science Electives <sup>1</sup>	SS	6
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 118	Digital Imaging III		4
VCP 119	Digital Imaging IV		4
VCP 136	Multimedia Production I		4
VCP 180	Applied Printing Techniques		1
<b>Program Electives</b>		<b>Select 4 Credits</b>	
VCP 210	Video Production I		4
VCP 279 or VCP 289	Professional Portfolio Production Internship I		4

**Total Credits Required in Program:**

**66–67**

<sup>1</sup>Courses must be from two different disciplines.

General Education courses are listed on page 42.

## VISUAL COMMUNICATIONS

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### Visual Communications – Communication Arts and Technology Option Web Development Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option provides professional quality, hands-on education and technical skills for applying principles of web design using HTML, scripting languages, program languages and database integration. The program helps students prepare for initial employment, career advancement, and transfer to four-year colleges and universities. Students are also prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ART 180	Basic Photography	H	3
CIS 124	Web Design I – Design Fundamentals		3
CIS 132	Data Base Management		3
CIS 148	Server-Side Scripting with ASP		3
CIS 182	Scripting Languages		3
CIS 202	Creative Design	I	3
CIS 224	Web Design II – Advanced Design		3
DAP 109	Introduction to Programming		3
DAP 140	Introduction to Networking		3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Elective		3
MAT	Math Elective	M	3–4
SCI	Science Electives (1 lab science required)	S/SL	7
SOC SCI	Social Science Electives <sup>1</sup>	SS	6
VCP 180	Applied Printing Techniques		1
VCP 279 or VCP 289	Professional Portfolio Production Internship I		4

***Program Electives continued on next page***

General Education courses are listed on page 42.

<b>Program Electives</b>			<b>Select 8 Credits</b>
ART 101	Fundamentals of Design	H	3
ART 181	Introduction to Filmmaking	H	3
BUS 103	Introduction to Business		3
BUS 212	Principles of Marketing		3
CIS 101	Introduction to Computer Concepts	I	3
CIS 102	Operating Systems		3
CIS 201	Human Computer Interaction		3
DAP 131	Visual Basic Programming		3
DAP 202	C Programming Language		3
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 118	Digital Imaging III		4
VCP 136	Multimedia Production I		4
VCP 210	Video Production I		4
<b>Total Credits Required in Program:</b>			<b>67–68</b>

<sup>1</sup>Courses must be from two different disciplines.

## VISUAL COMMUNICATIONS

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### Visual Communications – Professional Photography Option Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option prepares students for initial employment, career advancement, and transfer to four-year colleges. Job titles include: commercial photographer, portrait photographer, wedding photographer, photojournalist, industrial photographer, videographer, digital imager, and photography lab manager. Employment responsibilities in these areas include: photographing in a studio and/or location, digital processing and imaging, marketing, exhibiting, and video production.

The computer literacy requirement will be met throughout the course work in the degree program.

		<b>General Education</b>	
	<b>General Education and Program Requirements</b>	<b>Code</b>	<b>Credits</b>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup>	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	Elective		3
MAT	Math Elective	M	3–4
SCI	Lab Science Elective <sup>2</sup>	S/SL	4
SOC SCI	Social Science Elective	SS	3
VCP	Visual Communications Elective		4
VCP 101	Photography I		4
VCP 111	Studio Photography I		4
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 118	Digital Imaging III		4
VCP 119	Digital Imaging IV		4
VCP 210	Video Production I		4
VCP 211	Studio Photography II		4
VCP 212	Video Production II		4
VCP 222	Photojournalism I		4
VCP 223	Photojournalism II		4
VCP 279 or VCP 289	Professional Portfolio Production Internship I		4
<b>Total Credits Required in Program:</b>			<b>68–69</b>

<sup>1</sup>ART 101 recommended.

<sup>2</sup>PHY 103 or PSC 105 recommended.

General Education courses are listed on page 42.

## Visual Communications – Video Production Option

### Associate of Applied Science

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This program option provides high quality, hands-on, career education in television, film, documentary, industrial, and commercial video production. The program helps students prepare for initial employment, career advancement, and transfer to four-year colleges and universities.

The computer literacy requirement will be met throughout the course work in the degree program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
EGL 112	Scriptwriting I		3
EGL 213	Introduction to Film	H	3
MAT	Math Elective	M	3–4
PSY or	Psychology Elective	SS	
SOC	Sociology Elective	SS	3
SCI	Lab Science Elective	S/SL	4
VCP 101	Photography I		4
VCP 111	Studio Photography I		4
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 210	Video Production I		4
VCP 212	Video Production II		4
VCP 214	Video Production III		4
<i>Program Electives</i>		<i>Select 15 Credits</i>	
ART 141	Survey of Art History	H	3
BUS 212	Principles of Marketing		3
CIS 101	Introduction to Computer Concepts	I	3
EGL 212	Scriptwriting II		3
HST 252	American Diversity Through Film		3
SCI	Science Elective	S/SL	3–5
SOC SCI	Social Science Elective		3
SPH 141	Public Speaking	H	3
THE 184	Acting for Video Production		3
VCP 118	Digital Imaging III		4
VCP 119	Digital Imaging IV		4
VCP 136	Multimedia Production I		4
VCP 211	Studio Photography II		4
<b>Total Credits Required in Program:</b>			<b>66–67</b>

General Education courses are listed on page 42.

## VISUAL COMMUNICATIONS

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### Visual Communications – Basic Photography Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate prepares students for apprenticeship employment in photography or digital imaging. Job titles include: assistant photographer, lab technician, digital imager, and photographic retail sales representative. Employment responsibilities in these areas include: photographing, digital imaging, and sales. The certificate program courses can be used in satisfying degree program requirements.

<b>Certificate Requirements</b>		<b>Credits</b>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
<b>Program Electives</b>		<b>Select 7–8 Credits</b>
ART 180	Basic Photography	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
VCP 210	Video Production I	4
VCP 211	Studio Photography II	4
VCP 222	Photojournalism I	4
VCP 223	Photojournalism II	4
VCP 224	Nature and Wildlife Photography	4
VCP 270	Portfolio Production I	4
VCP 271	Portfolio Production II	4
<b>Total Credits Required in Certificate:</b>		<b>15–16</b>

General Education courses are listed on page 42.



## Visual Communications – Communication Arts and Technology Web Design and Multimedia Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

The web design and multimedia certificate provides high quality, hands-on, creative and technical skills for applying principles of web design using HTML, scripting languages, web management tools and digital multimedia. The program helps students prepare for initial employment and career advancement. Students are also prepared to test for WOW Certification and CIW Designer Certification.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
CIS 124	Web Design I – Design Fundamentals	3
CIS 202	Creative Design	3
CIS 224	Web Design II – Advanced Design	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 136	Multimedia Production I	4
<b><i>Total Credits Required in Certificate:</i></b>		<b>25</b>

## Visual Communications – Communication Arts and Technology Web Development Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate concentrates on computer technologies that are used to create interactive web sites. The program provides high quality, hands-on education and technical skills for applying principles of web design using HTML, scripting languages, program languages and database integration. The program helps students prepare for initial employment and career advancement. Students are also prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
CIS 124	Web Design I – Design Fundamentals	3
CIS 224	Web Design II – Advanced Design	3
DAP 109	Introduction to Programming	3
CIS 132	Data Base Management	3
CIS 148	Server-Side Scripting with ASP	3
CIS 182	Scripting Languages	3
<b><i>Total Credits Required in Certificate:</i></b>		<b>18</b>

General Education courses are listed on page 42.

## VISUAL COMMUNICATIONS

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### Visual Communications – Digital Imaging Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate prepares students for entry-level employment in digital imaging. Job titles include digital imager, imaging technician, graphic artist, and paginator. Employment responsibilities in these areas includes: scanning, image enhancement, image manipulation, and page layout. The certificate program courses may be used in satisfying degree requirements.

<b>Certificate Requirements</b>		<b>Credits</b>
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
<b>Program Electives</b>		<b>Select 7–8 Credits</b>
ART 180	Basic Photography	3
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 119	Digital Imaging IV	4
VCP 120	Digital Imaging V	4
VCP 136	Multimedia Production I	4
VCP 210	Video Production I	4
VCP 212	Video Production II	4
VCP 222	Photojournalism I	4
VCP 230	Graphic Design Studio	4
<b>Total Credits Required in Certificate:</b>		<b>15–16</b>

### Visual Communications – Graphic Design Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate prepares students for entry-level employment in print preparation and electronic publishing. Job titles include graphic designer, colorist, scanner operator, digital imager, pre-press technician. The certificate program courses can be used in satisfying degree requirements.

<b>Certificate Requirements</b>		<b>Credits</b>
ART 101	Fundamentals of Design I	3
ART 130 or ART 140 or ART 180	Drawing I Painting I Basic Photography	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 230	Graphic Design Studio	4
<b>Total Credits Required in Certificate:</b>		<b>22</b>

## Visual Communications – Photography Lab Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate prepares students for entry-level employment in photography. Job titles include assistant photographer, color lab technician, digital imager, and photography sales representative. Employment responsibilities include photographing, digital processing and printing, and marketing. The certificate courses may be used in satisfying degree requirements.

<b>Certificate Requirements</b>		<b>Credits</b>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
<b>Certificate Electives</b>		<b>Select 7–8 Credits</b>
ART 180	Basic Photography	3
VCP 189	Basic Internship I	4
VCP 211	Studio Photography II	4
VCP 222	Photojournalism I	4
<b>Total Credits Required in Certificate:</b>		<b>23–24</b>

## Visual Communications – Studio Photography Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate prepares students for initial employment in photography and/or digital imaging. Job titles include commercial photographer, portrait photographer, photojournalist, industrial photographer, videographer, digital imager, and photographic lab manager. Employment responsibilities in these areas include photography, digital processing and printing, digital imaging, marketing and videography. The certificate courses may be used in satisfying degree requirements.

<b>Certificate Requirements</b>		<b>Credits</b>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 210	Video Production I	4
VCP 211	Studio Photography II	4
VCP 212	Video Production II	4
VCP 222	Photojournalism I	4
VCP 279 or VCP 289	Professional Portfolio Production Internship I	4
<b>Total Credits Required in Certificate:</b>		<b>40</b>

## VISUAL COMMUNICATIONS

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### Visual Communications – Portfolio Production Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate prepares students for initial employment in photography and/or digital imaging. Job titles include commercial photographer, portrait photographer, photojournalist, industrial photographer, videographer, digital imager, and photographic lab manager. Employment responsibilities in these areas include photography, digital processing and printing, digital imaging, marketing and videography. The certificate courses may be used in satisfying degree requirements.

<b>Certificate Requirements</b>		<b>Credits</b>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
<b>Certificate Electives</b>		<b>Select 7–8 Credits</b>
ART 180	Basic Photography	3
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 136	Multimedia Production I	4
VCP 211	Studio Photography II	4
VCP 222	Photojournalism I	4
VCP 224	Nature and Wildlife Photography	4
VCP 230	Graphic Design Studio	4
VCP 270	Portfolio Production I	4
VCP 271	Portfolio Production II	4
VCP 279	Professional Portfolio Production	4
<b>Total Credits Required in Certificate:</b>		<b>27–28</b>

## Visual Communications – Professional Photography Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate prepares student for initial employment in photography, digital imaging, and video production. Job titles include: commercial photographer, portrait photographer, industrial photographer, photojournalist, videographer, digital imager, and photography lab manager. Employment responsibilities in these areas include; photographing, digital imaging, and videography. The certificate program courses can be used in satisfying degree requirements.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
VCP 210	Video Production I	4
VCP 211	Studio Photography II	4
VCP 212	Video Production II	4
VCP 279 or VCP 289	Professional Portfolio Production Internship I	4
	<b><i>Certificate Electives</i></b>	<b><i>Select 8 Credits</i></b>
VCP 119	Digital Imaging IV	4
VCP 222	Photojournalism I	4
VCP 224	Nature and Wildlife Photography	4
	<b><i>Total Credits Required in Certificate:</i></b>	<b><i>40</i></b>

## Visual Communications – Simulation Design and Gaming Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate provides high quality, hands-on, career education in designing computer and video games for learning, simulations, and gaming. The certificate helps students prepare for transfer to four-year colleges and universities in an open access, optimal learning environment for students' educational development.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
DAP 119	Computer Animation	3
EGL 101	Freshman Composition	3
EGL 211	Technical Writing	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 136	Multimedia Production I	4
	<b><i>Total Credits Required in Certificate:</i></b>	<b><i>17</i></b>

## VISUAL COMMUNICATIONS

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### Visual Communications – Video Production Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate provides high quality, hands-on, career education in television, film, documentary, industrial, and commercial video production. The program helps students prepare for initial employment and career advancement. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 210	Video Production I	4
VCP 212	Video Production II	4
VCP 214	Video Production III	4
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>20</i></b>

### Visual Communications – Video Technology Certificate

General Program Information: 410-287-1000 or [information@cecil.edu](mailto:information@cecil.edu)

This certificate provides high quality, hands-on, career education in commercial video production. The program helps students prepare for initial employment and career advancement. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

	<b><i>Certificate Requirements</i></b>	<b><i>Credits</i></b>
VCP 101	Photography I	4
VCP 210	Video Production I	4
VCP 212	Video Production II	4
<b><i>Total Credits Required in Certificate:</i></b>		<b><i>12</i></b>

8b

Cecil Whig  
October 24, 1979

# Modern IBM Office Equipment In Use At Cecil College

Cecil Community College now has the latest word in processing equipment — IBM's Office System 6, used in the secretarial science class which features the three types

The course (Word Processing, Section 212) is offered in the secretarial open laboratory site in which

machines, and business correspondence offered in the open lab.

The IBM Office System 6 features storage setups, operator prompting, scanning, search and merge-file text. These technical phases applicable to sophisticated office management and organization of highly professional skills.

has a 130-page, 10-character storage capacity on a floppy disc, variable length and access. The operates at over 500 words

who receive on this new will have coping with the technology as it ce work.

IT IS DIFFICULT to describe the functions and features of this new system in layman's language. Students and other interested persons (such as prospective employers) could contact Mrs. Bonnie Girdaldi relative to enrollment in the course in which the IBM Office System 6 is utilized.

Mrs. Girdaldi may be reached at the college, telephone 287-6060, 658-4836, or 398-8818, extension 236.

The Word Processing course is one component of the secretarial science curriculum that offers both a one year certificate, and a two year associate in Arts Degree.



## Uses Word Processor

A student enrolled in the Cecil Community College secretarial science class uses the new IBM Office System Six, the latest in word processing equipment. A CCC Spokesman said the "sophisticated equipment keeps students abreast of what is new in the office management world." Students enrolled in Word Processing, Section 212, may choose their own hours to attend class and become skilled in use of the machine, which has a 130-page, 275,000-character storage capacity and prints more than 500 words per minute. Photo by Evan Bentrup, CCC.

## Software Grant

recently by the trustees of Cecil College. Board for Colleges reals for could be computer hardware at the

These funds are needed to partially offset the software development costs associated with the installation of the Series 1 IBM mini computer.

## COURSE DESCRIPTIONS

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This section includes a list of the credit courses offered at the College. Not all courses are offered each term. Credit Course Schedules for the spring, summer and fall show which courses are offered during the term. Three letters followed by three digits and two digits or letters label each course offered by the College. The three letters designate the discipline area of the course. For instance, EGL = English and MAT = mathematics. The three digits indicate the title of the course. The last two digits designate the section or delivery method of the course. Courses are listed according to subject area, which are listed alphabetically. Courses with numbers of 100 or less carry credits but may not be used to satisfy degree or certificate requirements. Their primary purpose is to prepare students for subsequent college level courses.

- **Pre-requisites** are courses, certifications, assessment test scores, qualifications for enrollment in other courses, such as eligibility for EGL101, or other measurable activities which must be successfully completed prior to enrollment in the course.

Pre-requisites are courses which must be completed with a grade of “C” or higher prior to enrollment in the course

- **Co-requisites** are courses that must be taken simultaneously or prior to enrollment in the specific course.

**Notes:** Students are expected to read and write at a college level for all courses except the developmental courses.

### English and Mathematics Requirement

It is strongly recommended that all students complete both a mathematics and an English course within their first 12 credit hours. To ensure maximum success, mathematics and English courses should be taken during consecutive terms until the sequence is completed. All students must have begun their English and mathematics sequences by completion of their first 30 credit hours or registration will be blocked until the student meets with an academic advisor to see if an exemption is in order.

### Activity Elective Courses

Courses that fulfill the activity elective requirement for graduation are coded “ACT” in the course description under Physical Education.

### CIS/DAP Programming Electives

CIS 143	Excel Applications and Programming
CIS 148	Server Side Scripting w/ASP
CIS 161	Oracle Introduction to SQL
CIS 182	Scripting Languages
DAP 106	Introduction to Programming Logic
DAP 109	Introduction to Programming
DAP 131	Visual Basic Programming
DAP 133	Access Applications and Programming
DAP 170	JAVA
DAP 202	C Programming Language
DAP 205	Computer Science I
DAP 215	Computer Science II
DAP 224	Autolisp Programming

### Graphic Design Electives

ART 101	Fundamentals of Design I
ART 105	Illustration, Materials and Techniques
ART 130	Drawing I
VCP 116	Digital Imaging I
VCP 117	Digital Imaging II
VCP 118	Digital Imaging III
VCP 119	Digital Imaging IV
VCP 230	Graphic Design Studio

### General Education Course Codes

The following codes are used in the course descriptions to identify elective courses that satisfy the General Education Core Requirements:

<b>E</b>	English Composition
<b>H</b>	Arts and Humanities
<b>I</b>	Interdisciplinary and Emerging Issues
<b>M</b>	Mathematics
<b>SL</b>	Science with Lab
<b>S</b>	Science
<b>SS</b>	Behavioral and Social Sciences



## Anthropology

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**ANT101 Cultural Anthropology (SS)** is an introduction to the basic concepts involved in analyzing human experience in religion, kinship, and political systems, as well as mating, marriage, and other cultural characteristics. Anthropological methods which relate to the study of small-scale and large-scale societies will be examined and discussed. 3 credits

Pre-requisites: REA100, EGL100.

## Art

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**ART101 Fundamentals of Design I (H)** provides an introductory study of two-dimensional design. It deals with the organization of the graphic elements in effective, unified designs, whether in photography, fine arts, commercial art, or everyday life. Included is a brief introduction to color theory. This course is valuable for people anticipating a career in art, photography, media technology, or education. 3 credits

**ART103 Fabric Design** introduces students to the wide variety of methods and techniques which can be utilized in the design of fabrics. The course deals with the development of personal symbols and images into useful, appropriate motifs or designs, as well as the practical application of technical processes. Assignments include various stitching techniques, batik, and printing on fabric. 3 credits

**ART105 Illustration, Materials and Techniques** is a studio course which introduces students to a variety of materials and techniques appropriate for use in the field of illustration. Topics may include the following: charcoal, graphite pencil, color pencil, pastel, inks, markers, scratchboard, various paints, printmaking techniques, collage, and airbrush. Previous experience in drawing is recommended before enrolling for this course. 3 credits

**ART110 Color (H)** is a studio course which serves as an introduction to the varied relationships and qualities of color in regard to the visual world. Assignments explore both physical and psychological aspects of color theory. This course is valuable for anyone interested in the fine/commercial arts, or in understanding how color can affect our behavior and observations. 3 credits

**ART130 Drawing I (H)** introduces students to basic drawing concepts, techniques, materials, and the development of observational skills. The course focuses on descriptive value, composition, visual and spatial relationships, linear and aerial perspective, volumetric forms, subject, and content using a variety of black and white media. The course includes vocabulary development, critical analysis activities, and reference to historic and contemporary models of drawing. Emphasis is on observational drawing. 3 credits

**ART132 Landscape and Nature Drawing** is an outdoor studio course concerned with the issues of landscape and nature drawing. The class meets and works at various outdoor locations as weather permits. Students will deal with a variety of subjects and technical approaches in relation to landscape and nature. Previous drawing experience is highly recommended before enrolling in this course. 3 credits

**ART140 Painting I (H)** covers varied approaches to painting in oils and is intended for the beginning painter with little or no background in the discipline. Exploration and experimentation are encouraged through lecture and demonstration. Breadth of experience within one medium is emphasized. Students should develop the ability to manipulate oil-based media and gain an understanding of materials and techniques. Previous drawing experience is highly recommended before enrolling in this course. Students will be required to spend additional time in the art studio to complete assigned projects. 3 credits

**ART141 Survey of Art History (H)** is a survey course which explores art forms and aesthetic intentions from prehistory to the present. The course of study parallels the development of Western Civilization and emphasizes the relationship of art forms to that development. Major emphasis is on painting, sculpture, and architecture. The course may include museum trips. 3 credits

Pre-requisites: EGL100, REA100.

**ART142 Landscape and Nature Painting** is an outdoor studio course concerned with issues of landscape and nature painting. The class meets and works at various outdoor locations as weather permits. Students will deal with a variety of subjects and approaches to landscape and nature. Previous drawing or painting experience is highly recommended before enrolling in this course. 3 credits

**ART150 Art Appreciation and Museum Studies (H)** is a lecture/discussion course which travels to various museums to view art work. Because of the number of museums accessible to our area and the continual changing of exhibits, the topics dealt with will vary from semester to semester. Discussion will center on specific artists and/or special exhibits. Artwork will be viewed with emphasis on historical context and relationship to other artists. 3 credits

Pre-requisites: EGL100, REA100.

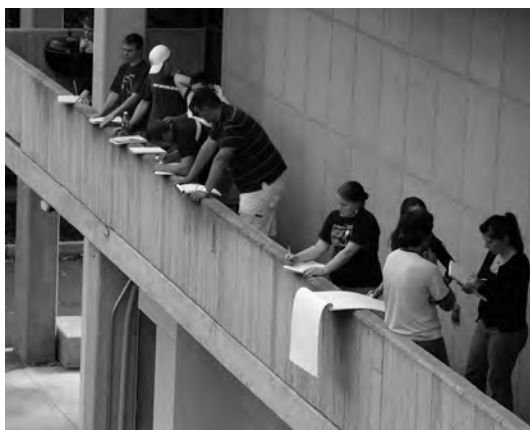
**ART152 Sculpture (H)** is a studio course which introduces students to the basic materials and techniques used in creating sculptural forms. Particular attention is paid to the development of form recognition and comprehension in the third dimension. Basic shapes encountered in daily activities are used as the building blocks in the development and construction of more complex sculptural forms. Starting with projects using both additive and subtractive methods, the basic human structure will be explored. Projects using both realistic and free-form concepts will be considered. 3 credits

**ART160 Beginning Ceramics (H)** introduces the student to processes, tools, and aesthetics of ceramic forms, both functional and sculptural. Students explore various hand-building, wheel-throwing, decorating, glazing, and firing techniques. Studio performance concerning technical, aesthetic, and skill development is stressed. 3 credits

**ART161 Ceramics/Japanese Raku** is a short course which introduces students to contemporary approaches and historical background of raku. Students will learn basic techniques used to construct, glaze, and fire raku pottery. Previous experience in clay is recommended. 1 credit

**ART162 Ceramic/Color Clay** is a studio course which introduces the student to a wide potential for the use of color clay bodies. The course will cover the creation of various color clay bodies, forming techniques, and its use in jewelry, sculpture, and functional ware. 1 credit

**ART163 Ceramics/Masks and Self Portraits** is a studio course on the design and creation of clay masks and self-portraits. The first part of the course is concerned with the development of the mask in relationship to its historical use in rituals and ceremonies of various cultures. The second part of the course deals with the creation of the self-portrait as a symbolic, psychological statement which transcends mere physical description. 1 credit



**ART164 Ceramics/Small Sculpture** is a studio course designed to expose students to a variety of techniques for creating small sculpture from clay. Along with the technical aspects of working with clay, students will learn various firing and non-firing methods of completing the sculptures. 1 credit

**ART165 Ceramics/Polymer Clay Jewelry** is a studio course dealing with the newest form of clay. Polymer clay, which is hardened in a simple toaster oven, is best known under the trademark names of Sculpty and Fimo. Emphasis is on learning basic jewelry-making techniques such as caning, marbelizing, millefiori, surface design texturing, and bead formation. Sculpture applications will also be discussed. 1 credit

**ART166 Ceramics/Egyptian Paste** is a studio course dealing with the self-glazing Egyptian paste clay body, best known by the scarabs and small turquoise sculpture of ancient Egypt. The course covers the preparation of clay bodies and various forming techniques, such as press molding and hand building, that are most appropriate to the material. The course also covers the development of personal symbols and images to be used in designs. 1 credit

**ART167 Ceramics/Japanese Raku** is a studio course dealing with the technique of raku. It will explore contemporary approaches to the art of raku as well as the historical relationship to the Japanese ritual tea ceremony and the philosophy of Zen. Technical aspects of the class deal with clay and glaze formulation, construction techniques, kiln building, glazing, and use of oxidation and reduction firing. 3 credits

**ART168 Art Glass: Stained and Fused** introduces students to the techniques of stained and kiln-fired glass in fine art forms. Emphasis is on design and craftsmanship. 3 credits

**ART169 Ceramics/Majolica Glaze Painting** examines personal approaches to clay building and decorating. Major emphasis is on development of personal style, areas of special interest, perfection of forms, and craftsmanship. The student is expected to become aware of the creative potential of the medium in relationship to function and aesthetics. 3 credits

**ART180 Basic Photography (H)** introduces students to the fundamental aesthetics and techniques of photography, to the practice of creative thinking, and to communication through visual imagery. Digital cameras and digital imaging work stations are available for student use in class. 3 credits

**ART181 Introduction to Filmmaking (H)** studies fundamental form, creative concept development, planning, capture, and editing of electronic video for artistic expression. Current genres, styles, and production techniques are used to learn theory and practice. Topics include theme development and visual mapping, production styles and methodology, postproduction editing, and graphics generation. 3 credits

Pre-requisites: EGL100, REA100.

**ART182 Sculpture II** is a continuation of Sculpture, ART 152, which explores the artistic limits of the various materials and techniques used in creating sculpture. At least two major individual pieces and an advanced class project will be completed. The continued development of form recognition and comprehension in the third dimension stressed in Sculpture I will be of major importance. Project development, using both realistic and free form concepts, will be explored from the initial sketch, through model development, to project completion. This course will integrate techniques learned in other art subject areas. 3 credits

Pre-requisite: ART152.

**ART183 Digital Illustration I** teaches traditional illustration methods combined with computer illustration techniques to enable students to learn contemporary professional illustration practices. Emphasis is placed on creative concept development, composition, design, research, workflow, drawing techniques for hand and computer, and portfolio production. Topics include fine art illustration, still life illustration, product illustration, book illustration, and editorial illustration. Previous drawing experience is preferred. 4 credits

**ART195 Integrated Arts** introduces students to the areas of visual arts, music, theatre, and dance through an exploration of representative works. Consideration is given to the historic ethnic and contemporary social influences of the arts. This experience will enhance self-expression and foster a better understanding of the human experience. This course meets the integrated arts requirement of the Maryland State approved associate of arts in teaching program. 3 credits

**ART200 Applied Art in the School** is intended for elementary education majors and those interested in art for children. The course will explore the role of art in terms of creative development and whole brain learning as it relates to children's overall growth and development. This is a studio class in which students work with a variety of materials and techniques appropriate to elementary age children. 3 credits

**ART201 Fundamentals of Design II (H)** is a studio course that introduces students to various aspects of three-dimensional design. Students deal with the application of design concepts to three-dimensional problems. Individual creative approaches to materials and techniques are encouraged. 3 credits

Pre-requisite: ART101.

**ART230 Drawing II (H)** is a studio course dealing with longer term, more involved assignments than those encountered in Drawing I. It is intended for those students with previous experience in drawing. Emphasis is on experimentation with materials and individual expression. Students will study approaches taken by various artists to develop a series of related works. 3 credits

Pre-requisite: ART130.

**ART231 Portrait Drawing** is an introductory class exploring basic mechanical and expressive components of portraiture. Emphasis is on solid structure and disciplined characterization. Instruction deals with form and structure in the first half of the course, and expression and characterization in the second half. Previous drawing experience is highly recommended before enrolling in this course. 3 credits

**ART232 Figure Drawing** is an introductory course in drawing the human figure. The first half of the course emphasizes accuracy in proportion and achieving solid form and structure; the second half deals with characterization. Projects will deal with the form and structure of the body, as well as subjective aspects of the pose. Previous drawing experience is highly recommended before enrolling in this course. 3 credits

**ART240 Painting II (H)** is a studio course dealing with individualized approaches to painting in the media of the student's choice, although oil paints are encouraged. The approach the student takes toward painting is explored in relation to other artists, both past and present. Students are encouraged to experiment with combinations of media and techniques. This course is intended for students with previous experience in painting. 3 credits

Pre-requisite: ART140.

**ART241 Portrait Painting** is an introductory class exploring the painted portrait. Assignments will deal with the application of color theory to portraiture, achieving solid form and structure, and disciplined characterization. Previous drawing or painting experience is highly recommended before enrolling in this course. 3 credits

**ART242 Survey of Modern Art History (H)** is a survey course which explores 19th and 20th century art and aesthetic intentions, as well as their roots in the late 18th century. The arts are viewed in relationship to the social, economic, painting, and two-dimensional arts; however, sculpture, architecture, and crafts are also discussed. 3 credits

Pre-requisites: EGL100, REA100.

**ART260 Intermediate Ceramics (H)** is a studio course which emphasizes personal approaches to clay building and decorating. Major emphasis is on the development of personal style, areas of special interest, and perfection of forms. The student is expected to become aware of the relationship between the functional and aesthetic approaches to clay work, and to become more aware of craftsmanship, various styles, and artists working in clay. 3 credits

Pre-requisite: ART160.

**ART261 Advanced Ceramics** is a continuation of Intermediate Ceramics which expands on the student's personal style. Emphasis is placed on decorating techniques and glaze information. 3 credits

Pre-requisite: ART260.

**ART272 Silk Screening** is a studio course dealing with methods of color silk screen printing. Students will learn various stencil-making techniques, including solid and liquid resists; hand-cut film stencil, and photo emulsion and its application to fine and commercial arts. Students will produce printed editions using several different techniques. 3 credits

**ART291 Professional Portfolio Production** provides the opportunity for art majors who have completed 18 credit hours of art courses to concentrate on creating a portfolio of work to further their career goals. 1 credit

Pre-requisite: EGL101.

**ART292 Professional Portfolio Production** provides the opportunity for art majors who have completed 18 credit hours of art courses to concentrate on creating a portfolio of work to further their career goals. 2 credits

Pre-requisite: EGL101.

**ART293 Professional Portfolio Production** provides the opportunity for art majors who have completed 18 credit hours of art courses to concentrate on creating a portfolio of work to further career goals. 3 credits

Pre-requisite: EGL101.

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## Assessment of Prior Learning

**APL270 Assessment of Prior Learning: Portfolio Construction** provides the opportunity for the student to develop a portfolio for prior learning to be assessed for college credit. The student will be shown how to articulate, evaluate, and document this learning, organize it into courses, establish interconnections between theory and practice, and present it for evaluation by faculty experts. 1 credit.

Pre-requisite and Co-requisite: Documented employment in career area for which assessment is being done and overall GPA of at least 2.0.

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## Astronomy

**AST103 Principles of Astronomy (SL)** provides the basic concepts of the astronomical study of the universe and involves the development of astronomical ideas from ancient times to the present. The course emphasizes the relationship of Earth to the universe. The scientific principles needed to understand the concepts in astronomy are presented and include Newton's laws of motion and universal gravitation, the nature of light, spectroscopy, atomic structure, special relativity, thermonuclear reactions, and general relativity. Topics include the solar system, the sun and other stars, galaxies, and modern ideas in cosmology. Appropriate laboratory exercises and at-home activities are integrated into the course. 4 credits

Pre-requisites: MAT092, REA100.

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## Biology

**BIO101 General Biology (S)** introduces the student to the basic biological principles common to all living things, with emphasis on evolution, diversity, ecology, physiology, and genetics. 3 credits

Co-requisites: BIO111, EGL101 and MAT093.

**BIO104 Introduction to Botany (S)** will study the structure, reproduction, propagation, and life of plants. Topics covered are basic botany, classification and identification, requirements for life, propagation, challenges to plant health, and biotechnology. The course will include studies designed to understand currently relevant and visible topics such as Chesapeake Bay health, native plants, and sustainable agriculture. 3 credits

Pre-requisite: MAT092.

Co-requisites: BIO114, EGL101.

**BIO106 Introduction to Environmental Science (S)** is an introduction to major changes in the local, regional, and global environment and the use of the scientific process in addressing environmental protection and restoration. 3 credits

Co-requisites: BIO116, EGL101 and MAT093.

**BIO111 General Biology Lab** is a general education science laboratory course designed to actively involve the student in the process of science. The student will perform experimental activities that include designing experiments, using technology, and collecting, analyzing, interpreting and presenting data. 1 credit

Co-requisite: BIO101.

**BIO114 Introduction to Botany Lab** provides a hands-on and field experience to compliment the studies of Introduction to Botany. The emphasis will be on the identification of plants and familiarity with their growth habits, accompanied by exposure to native plants and invasive species. Weather permitting, educational walks and tours of native plant arboretums, greenhouses, and botanical gardens will be taken. 1 credit

Co-requisite: BIO104.

**BIO116 Introduction to Environmental Science Lab** is designed to actively involve the student in the process of science. The student will perform experimental activities that include direct experience with real phenomena, use of technology, and the collection, analysis, interpretation, and presentation of data. 1 credit

Co-requisite: BIO106.

**BIO123 Foundations of Nutrition (S)** introduces the non-science major to the basic nutritional principles used to prepare a sound diet. Particular emphasis is placed upon general food groups, fuel nutrients and the applicability and function of these foods, social fads and trends regarding food, and influences on eating habits and behaviors. 3 credits

Pre-requisite: BIO101 or BIO130.

**BIO130 Principles of Biology I (S)** is the first semester of a year-long general biology course designed for students pursuing a bachelor of science degree majoring in an area of science or health science. Basic principles of biology will be studied with emphasis on cellular and molecular biology. 3 credits

Co-requisites: BIO131, EGL101, MAT121.

**BIO131 Principles of Biology I Lab** is a foundation science laboratory course designed for students planning to earn a bachelor of science with a major in biology. The student will perform experiments involving genetics and molecular biology using technology, and collecting, analyzing, interpreting and presenting data. 1 credit

Co-requisite: BIO130.

**BIO132 Principles of Biology II (S)** is a continuation of Principles of Biology I (BIO130). This course is designed for students pursuing a bachelor of science majoring in an area of science. Topics include evolution and classification of life forms and their environments, ethology and population, and community ecology. 3 credits

Pre-requisites: BIO130, BIO131.

Co-requisite: BIO133.

**BIO133 Principles of Biology II Lab** continues the foundation science laboratory course designed for students planning to earn a Bachelor of Science. Student will perform experimental activities in the lab and field that include use of technology; and the collection, analysis, interpretation and presentation of data. 1 credit

Co-requisite: BIO132.

**BIO200 Microbiology (S)** surveys the roles of microorganisms in today's environment. We examine the history and development of microbiology, survey the diversity of microbes, and compare the structures of prokaryote and eukaryote organisms. Metabolic processes such as fermentation, photosynthesis, and aerobic and anaerobic respiration are studied. Beneficial and pathogenic microbes and epidemiology are discussed. We will examine the growing role of microbes, through bioengineering and immunology, in maintaining our environmental and personal health. 3 credits

Pre-requisite: BIO101 or BIO130.

Co-requisite: BIO210.

**BIO201 Fundamentals of Ecology** is an introduction to ecology as a science. It emphasizes the ecosystem concept, biogeochemical cycles, energy flow, tropic structure, productivity, limiting factors, population and community ecology, and major types of ecosystems. 4 credits

Co-requisites: EGL101, MAT093.

**BIO203 Nutrition** covers basic principles of nutrition and the applications of these principles to the health and well being of a person throughout the life cycle. The interaction between nutrition and disease will be covered. The course is intended primarily for students going into nursing or related fields. 3 credits

Pre-requisite: BIO101.

**BIO206 Introduction to Biotechnology** will provide the student with a survey of biotechnology applications in plant and animal sciences, industrial and medical fields, and forensics. The legal, ethical, and biological ramifications of these applications will be discussed. 3 credits

Pre-requisites: BIO101 and BIO111 or BIO130 and BIO131.

**BIO207 Zoology** will study the animal kingdom, methods of classification, evolution, genetics, comparative anatomy, physiology, and behavior of various animal groups. 3 credits  
Pre-requisites: BIO101, BIO111 or BIO130, BIO131.

**BIO208 Human Anatomy and Physiology I (S)** studies the structural and functional organization of the human organism with initial emphasis on the concepts of homeostasis and levels of organization. This is followed by a brief survey of histology and the study of four organ systems: integumentary, skeletal, muscular, and nervous. 3 credits

Pre-requisite: BIO101 or BIO130.

Co-requisite: BIO218.

**BIO209 Human Anatomy and Physiology II (S)** completes the sequence of study of the human body by studying the following organ systems: endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive. Relevant topics of metabolism, electrolytes balance, and human genetics and development are included. 3 credits

Pre-requisite: BIO208.

Co-requisite: BIO219.

**BIO210 Microbiology Lab** introduces the student to methods for studying microbes including various types of microscopy, staining techniques, transformation and culture methods. Students will learn an appreciation for the diversity of microbes, their unique physical and chemical growth requirements and appropriate identification processes. 1 credit

Co-requisite: BIO200.

**BIO216 Introduction to Biotechnology Lab** allows students to use the techniques discussed in BIO lecture. Students will have hands-on experience with the equipment and procedures currently in use in biotechnology such as immunological testing, bioengineered organisms, proteomics, and informatics. This course prepares students with the skills to perform in an industrial setting as well as a higher level biology laboratory. 1 credit

Co-requisite: BIO206.

**BIO217 Zoology Lab** will reinforce and expand on topics covered in the co-requisite course of Introduction to Zoology. This course will include laboratory and field work including dissections, and observations of animal behavior. 1 credit

Co-requisite: BIO207.

**BIO218 Human Anatomy and Physiology I Lab** provides a hands-on experience. Dissections, computer programs, models, wall charts, videos and microscope slides will be used to reinforce memorization of the anatomy and understanding of the functions of the systems of the body. 1 credit

Co-requisite: BIO208.

**BIO219 Human Anatomy and Physiology II Lab** uses models, microscopes, dissections, and human observations. Students will reinforce topics in endocrine, cardiovascular, digestive, respiratory, urinary, and reproductive systems. 1 credit

Co-requisite: BIO209.

**BIO222 Genetics** encompasses transmission genetics, molecular genetics, population genetics, genomics, and proteomics with a focus on understanding concepts and their applications. This course should be of interest to students pursuing careers in advanced studies in biology, molecular biology, biochemistry, science teaching, and health sciences. 3 credits

Pre-requisites: BIO130, BIO131 or BIO101, BIO111.

Co-requisites: BIO232.

**BIO232 Genetics Lab** uses an experimental approach to illustrate and explain the basic concepts of genetics, including recombinant DNA techniques and classical, molecular, and population genetics. Students will have hands-on experience with DNA analysis, PCR, Western blots, protein analysis, and simulations to reinforce the topics covered in the lecture. This course will prepare students to employ the techniques used in genomics, proteomics, and bioinformatics. 1 credit

Pre-requisites: BIO130, BIO131 or BIO101, BIO111.

Co-requisite: BIO222.

**BIO291 Ornithological Research I** is a course designed to meet the needs of students interested in biological research. Students will participate in ongoing research for the Maryland/DC Breeding Bird Atlas. This is a statewide research project sponsored by the Maryland Ornithological Society (MOS), the Maryland Department of Natural Resources and the U.S. Fish and Wildlife Service, to be published by MOS in or around 2007. The lecture/lab course will concentrate on the study of bird behavior as it relates to the breeding birds of Maryland. Lecture topics will investigate environmental factors that affect breeding bird populations. This is a physically rigorous course. 4 credits

Pre-requisite: BIO101 or BIO130.

**BIO292 Ornithological Research II** is designed for students skilled in basic ornithological field research who are interested in advanced, independent biological research. The students will assume the responsibility of an independent research site as part of their participation in ongoing research for the Maryland/DC Breeding Bird Atlas. The lecture/lab course will concentrate on the study of bird behavior as it relates to the breeding birds of Maryland. Lecture topics will investigate environmental factors that affect breeding bird populations. Students will predict trends and compare their predictions to the data they collect. 4 credits

Pre-requisite: BIO291.

## Business

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**BUS101 Accounting I** introduces the concepts and practices used in financial accounting. Topics studied include the use of journals and ledgers as well as the preparation of financial statements for a single proprietorship. Additional topics studied include cash, accounts and notes receivable, merchandise inventory, depreciation, current liabilities, and guidelines. Procedures for maintaining the records for service and merchandise firms are emphasized. 3 credits

**BUS102 Accounting II** develops financial and managerial accounting concepts, including partnership and corporate forms of business organizations. In addition, the concepts related to generally accepted accounting principles, the conceptual framework of accounting, and the objectives of financial reporting, long term liabilities, investments, international operations, the statement of cash flows, financial statement analysis, introductory management accounting, manufacturing accounting, and job order and process accounting are studied. 3 credits

Pre-requisite: BUS101.

**BUS103 Introduction to Business** provides an overview of the major functional areas of business and our economic systems. Organizational areas include business systems, management, human resources, marketing, production, and operations and information. Blended throughout the course are business-world trends of the growth of international business, the significance of small business, the continuing growth of the service sector, the need to manage information and communication technology, and the role of ethics and social responsibility. 3 credits

**BUS108 Principles of Purchasing** examines the purchasing process as it relates to such topics as inventory control, price determination, vendor selection, negotiation techniques, and ethical issues. 3 credits

**BUS111 Business Communications** develops the written and oral communication skills needed in the world of business. The course emphasizes process writing in the preparation of business letters, memos, employment documents, and a business report and/or proposal. Mechanics, form, style, and content of the various forms of business correspondence are emphasized. Intercultural aspects of communication, analysis of audience, and the use of bias-free language are explored. Reviews of grammar, usage, punctuation, and suggestions for document design are included. The course includes the preparation and delivery of an oral presentation on a business topic. 3 credits

Pre-requisite: EGL101.

**BUS131 Principles of Management** introduces the various principles and theories associated with management. Ethical and practical considerations are integrated through the use of lectures and the studying of management cases. 3 credits

**BUS136 Accounting with QuickBooks** will teach students the concepts and techniques of recording various business transactions, including sales, receivable, payables, and payroll. Various accounting reports and end of period accounting procedures for both a service and merchandising accounting system are covered. Procedures for converting a manual accounting system to a computerized system are covered. Only data information needed to complete assignments is provided on a CD. The QuickBooks software is not provided to the student. Additional lab time may be needed to complete assignments. 3 credits

**BUS165 Managerial Accounting** prepares individuals involved in managerial positions to make the correct accounting decisions. This course involves detailed instruction budgets, control systems, cost allocation, job costing systems, process costing systems, overhead application of costs, and variable and absorption costing. 3 credits

Pre-requisite: BUS101.

**BUS174 Accounting with Peachtree Software** teaches the concepts of the comprehensive, computerized accounting software program Peachtree. Students will learn to apply accounting concepts to the computerized records for a sole proprietorship. In addition, students will learn to maintain complete payroll records for a small business. 3 credits

Pre-requisite: BUS101.

**BUS175 Administrative Office Procedures** introduces students to common administrative procedures used in the office. Procedures are identified and the student is given an opportunity to practice the skills needed to administer the procedures. Students will learn appropriate job-seeking strategies as well. Procedures include those for maintaining records, using electronic office equipment, making travel arrangements, practicing good business etiquette, managing time, maintaining financial records, and communicating effectively. 3 credits

**BUS187 Business Ethics** focuses on ethics in the workplace. Applications, as well as past and current case studies, center on justice and governmental systems, corporations, information technology, workers' rights and related issues, discrimination and affirmative action, business professions, the international business system, international business, cultural diversity, and international obligations. Actual court cases involving ethical issues are studied. An overall view of moral philosophies, including approaches to ethical theory such as utilitarianism, deontological approaches, and the philosophies of Kant, Rawls, and others, are studied, discussed, and applied. 3 credits

Pre-requisite: EGL100.

**BUS191 Introduction to Finance** addresses fundamental concepts in financial management such as security markets, interest rates, taxes, risk analysis, time value of money, valuation models, and related global issues. This course explains how financial managers help maximize the value of a firm by making capital budgeting, cost of capital, and capital structure decisions. 3 credits

Pre-requisite: MAT121 or MAT127 or MAT201.

**BUS192 Introduction to Investments** examines the capital market and marketable securities traded in the market with emphasis on stocks and fixed income securities. Topics include portfolio theory, options, and futures. This course examines the fundamentals of risk and return as well as other practical, investment management approaches. 3 credits

Pre-requisite: MAT121 or MAT127 or MAT201.

**BUS201 Tax Accounting** is an in-depth study of the procedures for filing federal income tax forms at the personal level. Topics include forms, schedules, and statements that support the return. In addition to theory lectures, students are given an opportunity to apply the concepts and principles through preparation of simulated tax returns. Students are also given an opportunity to prepare individual returns using a tax software package. Related state income tax concepts are studied. 4 credits

Pre-requisite: BUS101.

**BUS205 Payroll Accounting** is a basic course in computerized payroll fundamentals, including computing and paying wages and salaries as well as analyzing and journalizing payroll transactions. In addition, the legal aspects of social security, income tax withholding, and unemployment compensation taxes will be covered. The course includes the completion of a payroll project. 3 credits

**BUS206 Seminar in Office Management** stresses the development of advanced document production, including development, composition, formatting, and presentation of research materials. Emphasis is on high-quality, office-style organization. Assignments include report writing, project development, and data base research projects. 3 credits

**BUS207 Introduction to Public Relations** introduces the student to the study of public relations, a distinctive management function which helps establish and maintain mutual lines of communication between an organization and its public. 3 credits

Pre-requisite: EGL100.

**BUS210 Business Law I** covers topics including the sources of law, the regulation environment, and the growing legal considerations involved with commercial activity. Heavy emphasis is placed on contract law, personal property law, sales, and the use of the uniform commercial code. A use of the case analysis and outside reading assignments are also included. 3 credits

Pre-requisite: EGL100.

**BUS212 Principles of Marketing** emphasizes the growing field of marketing. Topics studied include product service planning, marketing information management, purchasing, pricing, promotion, selling, risk management, finance, and distribution. Applicable ethics to this field are studied and discussed. In addition to the class lectures, videos and films are used to emphasize the principles. Students participate in case analysis and various marketing projects. Familiarity with computer applications, including Internet operations and some word processing, is essential for success in this course. 3 credits

**BUS213 Marketing Applications** gives the student the opportunity to apply some of the principles and concepts learned in BUS212, Principles of Marketing. Applications include activities in the areas of traditional and e-commerce marketing, advertising, merchandising, sales, marketing and sales support, as well as legal and human resources support. 3 credits

Pre-requisite: BUS212.

**BUS216 Organizational Leadership I** is a study of the characteristics and traits constituting effective leadership and its impact on organizations. Students will review the history of leadership, the various theories of leadership, and topics on organizational behavior, personality, and attitudes related to work. Additional topics studied include work motivation, interpersonal communication, use of teams and groups in organizations, and group dynamics. Also included is a review and discussion of past and current writings of various leaders. 3 credits

Pre-requisite: BUS131.



**BUS219 Integrated Document Applications** emphasizes the preparation and production of complex document formatting techniques using software to do the word processing on a personal computer. Emphasis is placed on student proficiency in preparing and producing letters, memoranda, and reports. This course also reviews and develops language skills by emphasizing the study of grammar usage, sentence structure, spelling, punctuation, and proofreading of business communications. 3 credits

Pre-requisite: CIS111.

**BUS225 Customer Relations** provides students with the opportunity to explore and develop current management concepts that will enable them to be effective in communication, motivation, and dealing with employee conflict. Students will participate in a wide range of activities, including role playing, case analysis, and various management projects that reinforce the concepts presented. If students are required to achieve results with and through other people, this course will provide the needed concepts and practices. 3 credits

**BUS226 Accounting III** is designed to provide the student with a thorough knowledge of the components of financial statements. Using FASB pronouncements and guidelines, the complex relationship between reporting methods and statements is examined. Other topics studied include asset valuations, revenue recognition, inventory valuation, acquisition and disposal of property, plant and equipment, depreciation and depletion, intangibles, and current liabilities and contingencies. 3 credits

Pre-requisite: BUS102.

**BUS227 Accounting IV** covers investments in concurrent operating assets-utilization and retirement, and in debt and equity securities, leases, income taxes, and employee compensation, including payroll, pensions, and other compensation, issues, derivatives, contingencies, business segments and interim reports, earnings per share, accounting changes and error corrections, and analysis of financial statements. Microsoft Excel is used to solve a number of assigned problems, including a continuing comprehensive problem. 3 credits

Pre-requisite: BUS102 or BUS226.

**BUS231 Management of Human Resources** provides the student an opportunity to learn the fundamental concepts of human resource management and to apply those concepts to current management practices through appropriate problem-solving situations, projects, and case studies. Topics studied include, but are not limited to, equal employment opportunity, job requirements, human resources planning and recruitment, selection of personnel, career development, appraising and improving performance, compensation, incentives and employee benefits, safety and health concerns, labor relations and collective bargaining, and creating high performance work systems. 3 credits

Pre-requisite: BUS131.

**BUS233 Business Spreadsheet Applications** students perform accounting data analysis using Microsoft Excel spreadsheeting. Templates provided in the software package are used in some of the applications while students will need to prepare their own templates for other applications. Applications include, but are not limited to, comparative financial statements, comparing of ratios and other analytical data, preparation of budgets and miscellaneous spreadsheeting applications. 3 credits

Pre-requisite: BUS101.

**BUS234 Team Building Experiential Learning** will guide students through an applied learning experience that helps them improve the direction, motivation, and goal achievement of a work-team. This practicum will provide learners with the skills needed to develop and guide a high-performing team which achieves organizational objectives, as this skill-set is an increasingly important learning experience in today's global environment. The team leader will learn to analyze the strengths and weaknesses of the team in relation to organizational goals. 3 credits

**BUS235 Applied Technology Experiential Learning** focuses on analyzing, designing, implementing, and evaluating data through the use of technology. The scope of the experiential learning course includes a review of the fundamentals of computer applications and the development of reports, charts, and graphs applicable to the student's work environment. 3 credits

Prerequisites: EGL101, BUS103.

Co-requisite: CIS101.

**BUS236 Finance Experiential Learning** will guide students in applying financial management concepts in the workplace. Learners will gain skills needed to develop financial management strategies in today's global environment. Students will gain knowledge and experience in building a basic departmental budget. Students will analyze the strengths and weaknesses of financial management strategies in relation to organizational goals. 3 credits

Prerequisites: EGL101, BUS131.

Co-requisite: BUS191.

**BUS237 International Economics Experiential Learning** will guide students through an applied learning experience within the workplace to understand the basics of international trade and finance and the effects of various international economic policies on domestic and global welfare. The course will highlight sources of comparative advantage, gains and losses from trade, the impact of trade on economic growth, and effects of trade policy interventions. Students will evaluate decisions, policies, and behaviors from an international perspective. 3 credits

Prerequisites: EGL101, BUS103.

Co-requisite: ECO 222.

**BUS242 Advertising** examines the fundamentals of advertising as it relates to marketing promotions. This course addresses planning, creating, executing, and monitoring integrated advertising campaigns. Specific topics include print media, broadcast media, copywriting, and international advertising. 3 credits.

Pre-requisite: BUS212.

**BUS243 Consumer Behavior** examines how the aspects of marketing are influenced by the actions of consumers and, in turn, how consumers are influenced by marketers. This course examines the different approaches to understanding consumer behavior. 3 credits

Pre-requisite: BUS212.

**BUS271-279 College-Based Work Experience** provides the opportunity for a student to obtain work experience that is productive in nature and an essential part of the overall educative process. The work assignment is related to the student's field of study and/or career interests. The work assignment serves as an extended laboratory and training station supervised by a faculty member from the field of study and an on-site representative of the employer, and coordinated by the CBWEP coordinator. 1-3 credits

Pre-requisite: GPA of 2.0 and completion of all relevant courses as listed in the program option.

**BUS289 Business Practicum** is designed as the capstone (core) course to be taken in the last semester of a student's program of study. Students will examine best practices in business using materials that reflect broad themes which make up the spectrum of issues that define business today. In addition, students will examine management checklists and action lists that offer practical solutions for everyday business problems, and will summarize influential business books. Students who do not have a current business-related position will be required to complete college-based work study hours. A written presentation and a team oral presentation will be required at the completion of the course. 3 credits

Pre-requisites: Student must complete 45 credits or 75 percent of their program before taking this course.

## Chemistry

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**CHM102 Introductory Chemistry with Lab (SL)** presents basic concepts and skills to students with no prior exposure to chemistry. Major topics include measurement and calculations, atomic structure, chemical formulas, nomenclature, chemical reactions, stoichiometry, gas laws, and solutions. Laboratory exercises are designed to reinforce concepts presented in lecture and to give students essential laboratory skills. This course may be used to fulfill the physical science requirement in the general studies curriculum or the science elective requirement in other curricula and programs. 4 credits

Pre-requisites: REA100, MAT092.

**CHM105 General Chemistry I with Lab (SL)** students study the fundamental principles of chemistry including measurement, atomic structure, stoichiometry, energy relationships, chemical bonding, molecular structure, and gases. The laboratory portion of the course reinforces concepts learned in lecture and teaches essential chemistry laboratory skills. 4 credits

Pre-requisite: MAT121.

**CHM106 General Chemistry II with Lab (SL)** is a continuation of CHM 105. Topics include solutions, chemical kinetics, chemical equilibrium, acids and bases, equilibrium in aqueous solution, chemical thermodynamics, electrochemistry, nuclear chemistry, and coordination chemistry. Laboratory exercises are designed to reinforce concepts discussed in lecture and to teach essential chemistry laboratory techniques. 4 credits

Pre-requisite: CHM105.

**CHM109 Chemistry and Art (SL)** studies the application of chemical principles to various aspects of the visual arts. Topics include elements, compounds, atomic structure, the periodic table, chemical bonding, chemical reactions, acids and bases, oxidation-reduction reactions, and polymers. These concepts are introduced where appropriate in the exploration of the chemistry of art media such as paints, dyes, metals, glass, ceramics, plastics, paper, fibers, and photographic materials. Laboratory activities have been designed to complement and enhance the lecture topics. The instructional approach used in this course is a combination of lecture, demonstrations, small group work, experiential exercises, and discussion. 4 credits

Pre-requisite: MAT092.

**CHM203 Organic Chemistry I with Lab** studies the structure, properties, major reactions, and nomenclature of organic compounds. Also included in the course are stereochemistry and spectroscopic methods of analysis. Major classes of organic compounds discussed are aliphatic hydrocarbons, alkyl halides, aromatic hydrocarbons, and alcohols. The laboratory portion of the course includes essential organic chemistry laboratory techniques and experiments designed to reinforce concepts discussed in lecture. 4 credits

Pre-requisite: CHM106.

**CHM204 Organic Chemistry II with Lab** is the continuation of CHM 203. Topics include organometallic compounds, carbonyl compounds, carboxylic acids and their derivatives, condensation reactions, amines, aryl halides, and phenols. Special topics include carbohydrates, proteins, and nucleic acids. The laboratory portion is designed to reinforce concepts discussed in lecture and to teach organic chemistry laboratory techniques. 4 credits

Pre-requisite: CHM203.

### **Communications/Reading**

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**COM091 Communication Skills** presents an integrated approach to the development of those reading and writing skills necessary for college success. Instructional activities are designed to emphasize the connection between reading and writing and to develop the skills and confidence that enhance success in subsequent courses. While the scope of the course is broad, the primary focus is on achieving proficiency in core comprehension and writing skills. The core reading skills include increasing vocabulary knowledge and dictionary skills, identifying main ideas and implied meanings, identifying supporting details, and developing lifelong reading habits. The writing component focuses on both sentence-level concerns and whole discourse, but the emphasis is on sentence-level problems common to basic writers. 5 credits

Pre-requisite: Skills Assessment.

### **Computer Information Systems**

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**CIS100 Computer Basics** is intended to familiarize the student with Windows-based PCs including introduction to Microsoft Windows and installing software. Navigating the Internet and the Web and using e-mail are emphasized. Application software including graphics, sound, and video, learning about recording and editing sound, creating desktop animation, and other topics are covered. Upgrades and expansions for computers will be addressed. This course may not be used to fulfill graduation requirements. 3 credits

**CIS101 Introduction to Computer Concepts (I)** is an introduction to the field of data processing. This non-technical course uses personal computers in classroom and laboratory environments to introduce the concepts of spreadsheets, data basing, and word processing. No prior computer experience is needed before taking this course. Emphasis is placed on computer theory. 3 credits

**CIS102 Operating Systems** introduces the basic concepts of operating systems such as Windows and Unix. Special attention will be given to hardware requirements, installation, and file management. 3 credits

**CIS105 Keyboarding** is the foundation skill required for effective computer usage in virtually every profession. The keyboard is now a tool used extensively by educators, managers, scientists, engineers, attorneys, physicians, factory workers, and employees in a vast array of positions. This course is designed to help you achieve the goal of using proper techniques and meaningful practice to key accurately and rapidly. 1 credit

**CIS111 Microsoft Applications** is designed to give the student a review of the basics of Microsoft Office Professional and then proceed to more advanced functions. At the beginning of the semester, a survey will be completed by the students to determine their personal requirements; these will be included within the course. Advanced features of word processing, spreadsheeting, data basing, presentation software, and data sharing and integration will be covered. 3 credits

Pre-requisite: CIS101.

**CIS124 Web Design I — Design Fundamentals** provides an overview of the major design considerations for well-balanced Web site construction, including the planning cycle, Web technologies, usability, site structure, and navigation styles. Emphasis is placed on design issues as each category is explored using HTML and CSS. Students will plan, design, and publish a home page and two lower-level pages of a Web site. 3 credits

Pre-requisites: EGL100, REA100.

**CIS129 Microsoft FrontPage** provides the basic skills necessary to design and create a Web site using Microsoft FrontPage. Topics include designing a Web site, creating and formatting Web pages, applying shared borders and themes to Web sites, adding content to Web pages, internal and external hyperlinks, and inserting Web components to a Web site. The culminating activity of this course is for the student to create a Web site. 2 credits

**CIS130 Introduction to Unix/Linux** is designed to introduce the fundamentals of the UNIX Operating System using Linux to the PC user. The course will present the installation, configuration, operation and customization of the operating system for general use. Connecting UNIX with Linux to a LAN and WAN will also be required. Students will demonstrate their ability by successfully completing lab activities on workstations and servers. In addition, the student will demonstrate knowledge and understanding of how to recommend, determine needs, purchase, install, and setup for use the UNIX operating system, which is available for free on the Internet. 3 credits

Co-requisites: CIS102, DAP140.

**CIS132 Database Management** is an introduction to basic database concepts using dBASE, the standard in the personal computer industry. Creating a database and a report will be covered. Modification of database structures and data along with report modification will be presented. An introduction to simple dBASE system programming will also be reviewed. Students will complete assignments in each of the areas mentioned. 3 credits

**CIS137 Microsoft Outlook** provides the fundamental, intermediate, and advanced Microsoft Outlook competencies to provide the user with the skills necessary to obtain Microsoft Office specialist certification. Topics include using Outlook to communicate with others inside and outside the company and manage mail, navigating through Outlook by using calendar, task, contacts, and notes, synchronizing Outlook with personal digital assistants, and integrating Office applications and other applications with Outlook components. 3 credits

**CIS138 Microsoft Publisher** is an introduction to desktop and Web-based publishing using Microsoft Publisher. Students will learn how to create and enhance paper and Web based publications, as well as integrate information and files from Microsoft Word, Excel, Access, PowerPoint, and Internet Explorer. Students will learn how to link and embed Excel charts and tables in publications, perform mail merges using an Access database, and work with a variety of clip art and photographs. Particular emphasis is given to learning the elements of design and learning to employ them to carry and support the message of a publication. 3 credits

Pre-requisite: CIS101.

**CIS139 Microsoft Applications Expert** is designed for students who have a working knowledge of Microsoft Office and want in-depth coverage of advanced features. Microsoft-approved material meeting MOUS expert level certification requirements for Word, Excel, Access, and PowerPoint will be used for this course. 3 credits

Pre-requisite: CIS111.

**CIS143 Excel Applications and Programming** presents the study and application of spreadsheet design using the current version of the Microsoft Excel program. Functions and applications studied will include designing, formatting and revising spreadsheets, use of mathematical functions, copying, importing, and exporting data, use of charts and graphics, data interchange, file operations, advanced functions, and macros. Assignments are primarily related to business applications. This course may be used as a programming elective. 3 credits

**CIS147 Introduction to Wireless Networking** is designed to provide the skills needed to install, configure, manage, monitor, and troubleshoot a wireless LAN. The topics covered include wireless fundamentals, standards, and working with wireless devices. 3 credits

Co-requisite: DAP140.

**CIS148 Server-Side Scripting with ASP** covers the concepts and techniques of generating dynamic Web pages using Active Server Pages (ASP). Students will learn how to process and store data submitted through HTML forms, personalize Web pages, and access, update, and store data from a database. This course also introduces object-based programming through the use of built-in functional objects of ASP. This course includes a large component of hands-on dynamic Web page production and computer work. 3 credits

Pre-requisites: DAP109, DAP133.

**CIS149 Microsoft Windows Vista** provides the information and skills needed to install, configure, manage, monitor, troubleshoot, and administer the newest version of the Microsoft Windows operating system. The topics covered and lab activities will prepare the student for the MSCE Exam 70-270. 3 credits

**CIS151 Introduction to Windows Server** is designed to prepare students for Microsoft Windows Server networking technology certification 70-290 MCSE exam, Managing and Maintaining a Microsoft Windows Server Environment. Students will receive extensive hands-on projects, exercises, and review questions which are designed to reinforce Microsoft Windows Server certification skills. Case projects will allow students to take on the role of a Windows Network administrator; making decisions and troubleshooting real-situation problems. 3 credits

Co-requisite: DAP140.

**CIS161 Oracle I — Introduction to SQL** is the first of two courses in Database Design and Programming with SQL in preparation for Oracle certificate 1Z0-007. Students learn to analyze complex business scenarios and create a data model, a conceptual representation of an organization's information. Students are introduced to database concepts, basic SQL SELECT statements, table creation and management, constraints, data manipulation and transaction control, and exploring SQL topics in application development. 3 credits

Prerequisite: CIS101 or consent of instructor.

**CIS182 Scripting Languages** covers the core concepts of Internet programming, using VBScript and JavaScript, that are needed to bridge the gap between Web programming languages and Web architecture from both the client and server side. 3 credits

Pre-requisite: CIS124.

**CIS201 Human Computer Interaction**, or HCI, is the design, implementation, and evaluation of what happens when humans, devices and systems interact to accomplish a task. Emphasis will be placed on concepts and the design and evaluation of interaction between users and computer systems. A basic level of proficiency with a word processor and the Internet is required. 3 credits

Pre-requisite: EGL101.

**CIS202 Creative Design (I)** introduces theories of creative thinking and their application to concept development and problem-solving. Historic principles and emerging brain research related to creative thinking are examined and applied to creative projects that engage students in the use of interdisciplinary tools and techniques drawn from art, design, science, and technology. Topics include individual creative processes, creative team dynamics, problem identification, solution design, and analysis of process, resulting in innovative, successful resolutions shared with others. 3 credits

Co-requisite: EGL101.

**CIS224 Web Design II — Advanced Design** builds on the design process covered in Design I – Design Fundamentals. This course covers advanced web technologies that make web sites interactive and dynamic to include multimedia, forms, CSS, XML, client-side programming technologies, and server-side programming technologies. Other advanced design considerations covered include how to design for disability access, maintenance, navigational aids, and search engine optimization. 3 credits

Pre-requisite: CIS124.

**CIS261 Oracle II — Database Programming with SQL** is the second of two courses in Database Design and Programming with SQL in preparation for Oracle certificate 1Z0-007. Students will implement database design by creating a physical database using SQL, the industry-standard database programming language. Upon completion of this course, students have the opportunity to sit for the first of two exams required to qualify as an Oracle Certified Associate. 3 credits

Pre-requisite: CIS161.

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## Counseling

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**COU101 Career Development** is designed to provide assistance to the student in making appropriate career selections. Topics include values, aptitudes, interests, goal setting, job hunting techniques, and labor market information. 3 credits

**COU102 Dynamics of Human Interaction (SS)** utilizes a group counseling approach to the study of personal growth and the healthy personality. Needs of the group determine the topics to be emphasized from among the following: influence of the self-concept and self-esteem upon college achievement, self-disclosure as a means of building friendships, coping with stress and anxiety, patterns of sexual behavior, ideas for improving marriage relationships, and the development of the ability to relate to other individuals in productive and meaningful ways. Through lectures, discussions, and direct student involvement in an on-going group experience, this class provides an opportunity to increase interpersonal effectiveness. 3 credits

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## Dance

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**DAN111 Modern Dance Technique I** will focus on foundational principles of modern dance: contract and release, fall and rebound, suspensions and spirals, and incorporating them into dance phrases. Breath support, proper static and dynamic alignment, and expressive phrasing will be stressed. Dance, music, and anatomical vocabulary will be incorporated throughout the class. 2 credits

Co-requisites: DAN121, DAN131 or permission of instructor.

**DAN112 Modern Dance Technique II** will focus on further skill mastery of the foundational principles of modern dance: contract and release, fall and rebound, suspensions and spirals, with the ability to incorporate them into more complex dance phrases. Breath support, proper static and dynamic alignment, and expressive phrasing will be stressed. Dance, music, and anatomical vocabulary will be incorporated throughout the class. 2 credits

Pre-requisite: DAN111.

Co-requisites: DAN122, DAN132 or permission of instructor.

**DAN121 Ballet Technique I** will focus on demonstrating proficiency in foundational elements of classical ballet: turn out, primary arm and leg positions, line and aesthetics, turning and jumping, and incorporating these elements into adagio and allegro variations. Breath support, proper static and dynamic alignment, and expressive phrasing will be stressed. French terminology, music and anatomical vocabulary will be incorporated throughout the class. 2 credits

Co-requisites: DAN111, DAN131 or permission of instructor.

**DAN122 Ballet Technique II** will focus on demonstrating further mastery of foundational elements of classical ballet: turn out, primary arm and leg positions, line and aesthetics, turning and jumping, and incorporating these elements into more complex adagio variations. Breath support, proper static and dynamic alignment, and expressive phrasing will be stressed. French, music, and anatomical vocabulary will be incorporated throughout the class. 2 credits

Pre-requisite: DAN121 or permission of instructor.

Co-requisites: DAN112, DAN132 or permission of instructor.

**DAN131 Dance Ensemble I** will focus on preparation for and performance of group dances. Students will learn choreography and participate in rehearsals culminating in a public performance. All basic theatrical elements will be incorporated, including lights, sound, costumes, makeup, theatre etiquette, and ensemble cooperation. Theatre and technical vocabulary will be incorporated throughout the class. 2 credits

Co-requisites: DAN121, DAN111 or permission of instructor.

**DAN132 Dance Ensemble II** will focus on further mastery of preparatory skills and performance of large and small group dances. Students will learn choreography and participate in rehearsals culminating in a public performance. All basic theatrical elements will be incorporated, including lights, sound, costumes, makeup, theatre etiquette, and ensemble cooperation. Theatre and technical vocabulary will be incorporated throughout the class. 2 credits

Pre-requisite: DAN131 or permission of instructor.

Co-requisites: DAN112, DAN122 or permission of instructor.

**DAN136 Modern Dance Fundamentals I** provide students with an introduction to dance. Students will acquire enhanced strength, flexibility, and grace through learning movement concepts and combinations of modern dance and ballet. The primary role of breath as the initiator of movement coupled with a basic anatomical understanding of the body will be stressed. Dance and music terminology will be incorporated throughout the class. 1 credit

**DAN137 Modern Dance Fundamentals II** will focus on further skill mastery of introductory dance concepts. Students will acquire enhanced strength, flexibility, and grace through learning more complex movement concepts and combinations incorporating modern dance and ballet. Dance, music, and anatomical terminology will be incorporated throughout the class. 1 credit

Pre-requisite: DAN136 or permission of instructor.

**DAN211 Modern Dance Technique III** will focus on intermediate level technique, such as tilts, hinges, pitches, and floor work. These elements will be incorporated with both previously learned modern dance technique and ballet technique into more complex movement phrases. Breath support, proper static and dynamic alignment, and expressive phrasing will be stressed. Dance, music, and anatomical vocabulary will be incorporated throughout the class. 2 credits

Pre-requisites: DAN112, DAN122 or permission of instructor.

Co-requisites: DAN221, DAN231 or permission of instructor.

**DAN212 Modern Dance Technique IV** will focus on further mastery of intermediate level technique, such as tilts, hinges, pitches, and floor work. This course will incorporate basic and intermediate modern dance elements with ballet technique into more complex choreography. Breath support, proper static and dynamic alignment, and expressive phrasing will be stressed. Dance, music, and anatomical vocabulary will be incorporated throughout the class. 2 credits

Pre-requisite: DAN211 or permission of instructor.

Co-requisites: DAN222, DAN232 or permission of instructor.

**DAN221 Ballet Technique III** will focus on intermediate level classical ballet technique and incorporate these elements into adagio and allegro variations. Core strength and flexibility, breath support, proper static and dynamic alignment, musicality, and expressive phrasing will be stressed. French and musical terminology will be incorporated throughout the class. 2 credits

Pre-requisites: DAN112, DAN122 or permission of instructor.

Co-requisites: DAN211, DAN231 or permission of instructor.

**DAN222 Ballet Technique IV** will focus on demonstrating further mastery of intermediate level classical ballet technique by incorporating these elements into more complex adagio and allegro variations. Core strength and flexibility, breath support, proper static and dynamic alignment, musicality, and expressive phrasing will be stressed. French and musical terminology will be incorporated throughout the class. 2 credits

Pre-requisite: DAN221 or permission of instructor.

Co-requisites: DAN212, DAN232 or permission of instructor.

**DAN231 Dance Ensemble III** will focus on rehearsal and public performance of small group dances and duets of ballet and modern choreography. Students will learn to coordinate and execute all elements of the dance ensemble performance, including planning and scheduling, design, promotion, and theatrical production. 2 credits

Pre-requisite: DAN132 or permission of instructor.

Co-requisites: DAN211, DAN 221 or permission of instructor.

**DAN232 Dance Ensemble IV** will focus on preparation and performance of a capstone experience in the form of a solo dance. Working under the guidance of a chosen faculty mentor, students may learn a repertory work, choreograph a solo, or collaborate on an interdisciplinary work. Students will produce all aspects of their project, working with appropriate staff and faculty regarding production, design, costuming, and technical elements. 2 credits

Pre-requisite: DAN231 or permission of instructor.

Co-requisites: DAN212, DAN222 or permission of instructor.

**DAN241 Performance Skills** provides a comprehensive overview of a career in the performing arts. Students will learn about researching career opportunities, funding, and resources, as well as preparing for interviews, auditions, and performances. They will conceive and prepare sample concert elements including planning, scheduling, promotion, production, and budgets. Students will develop objective language and critical thinking skills through observing, discussing and writing about the performing arts. Interdisciplinary and collaborative assignments provide deeper understanding of diverse aesthetic and cultural approaches; furthering the development of a personal aesthetic. 3 credits

Pre-requisites: Dance track DAN112, DAN122, DAN132 or permission of instructor. Music track MUC111, MUC191 or MUC141, MUC121 or permission of instructor.

Co-requisites: Dance track DAN211, DAN221, DAN231 or permission of instructor. Music track MUC210, MUC292 or MUC240, MUC220 or permission of instructor.

**DAN242 Dance Composition I** will provide an introduction to the choreographic process through improvisation studies and the application of fundamental compositional tools. Self-exploration, group interaction, musical phrasing, movement dynamics and character development will be incorporated with thematic and abstract movement invention to develop imagination, spontaneity, and creativity. 3 credits

Co-requisites: DAN212, DAN222, DAN232 or permission of instructor.

## Data Processing

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**DAP106 Introduction to Programming Logic** is designed for the beginning student in data processing. It is designed to build skills in learning structured programming techniques with programming logic. The emphasis of the course is NOT to teach any specific programming language but to develop a student's ability to solve problems by analyzing a problem, developing an algorithm, writing a pseudocode, and developing the structured flowchart and program logic. 3 credits

**DAP109 Introduction to Programming** covers the core concepts and techniques of Programming using C++ and Visual Basic that are needed to logically plan and develop programs using object oriented programming and design. 3 credits

**DAP111 Introduction to CADD** will enable students to create a basic 2D drawing in Auto CADD. Upon completion of the course, the student will be able to create and edit a simple Auto CADD drawing. This course will help the student understand the Auto CADD user interface and workspace, use basic drawing, editing, and viewing tools, organize a drawing using layers, understand and insert blocks (symbols), prepare a layout to be plotted, and add text, hatching, and dimensions. 3 credits

**DAP112 Intermediate CADD** teaches students how to access and use the powerful new tools available in AutoCAD's current release. This course introduces students to the concept of 3D drawing and its ability to manipulate the objects in 3D space. Menu/Macro creation and AutoCAD customization techniques are also covered in this course. 3 credits

Pre-requisite: DAP111.

**DAP114 CADDware Systems** will provide the student with working knowledge of third party products designed to work with or within AutoCAD and will survey other popular CAD systems currently used in industry. The course will also focus on system management and file management issues. 3 credits

Pre-requisite: DAP112.

**DAP119 Computer Animation** focuses on the tools needed to master animation concepts at both a technical and artistic level. Students will be introduced to designing and producing 3D modes; creating, texture mapping, editing, and animating 3D models, including polygon, spline, mesh editing, and lighting for object and global 3D environments. 3 credits

Pre-requisite: DAP112 or permission of instructor.

**DAP131 Visual Basic Programming** will further explore the event-driven Visual Basic language using the .Net Environment and object oriented programming techniques. It will examine the advanced concepts of single and two-dimensional arrays, sequential files utilizing the System IO classes, additional controls and objects, database management, and object-oriented programming. Emphasis will be placed on developing object-oriented programs utilizing classes and objects and the concepts of inheritance, polymorphism, overriding, and encapsulation. 3 credits

Pre-requisite: DAP109.

**DAP133 Access Applications and Programming** is a course in which the students will learn some of the most important topics of using Access and Visual Basic for Applications, including reviewing database objects, designing and documenting a database, using import wizards, action queries and SQL, designing complex forms, creating complex reports and queries, customizing the user interface, using Visual Basic for applications, error handling, comp box programming and activeX controls, data access object model, activeX data object model and security, and connecting to the Web. 3 credits

**DAP140 Introduction to Networking** provides students with an introduction to the basic concepts of computer networks, and prepares them to pass CompTIA's Network + exam. Students will gain general knowledge of networking fundamentals as well as preparation for the Network + certification. 3 credits

**DAP141 Computer Network Security Fundamentals** provides the student with network security principles and implementation. The technologies used and principles involved in creating a secure computer networking environment will be included, as will authentication, the types of attacks and malicious code that may be used against networks, the threats and countermeasures for e-mail, Web applications, remote access, and file and print services. A variety of security topologies will be discussed as well as technologies and concepts used for providing secure communications channels, secure inter-networking devices, and network medium. 3 credits

Co-requisite: DAP140.

**DAP151 Introduction to Computer Forensics and Investigations** provides students with the tools and techniques of computer forensics and investigation including personal computer operating system architectures and disk structures. Students will learn the investigative process, examine the profession, set up an investigator's office and laboratory, and learn forensic hardware and software tools. Learning the importance of digital evidence controls and how to process crime and incident scenes will also be presented and discussed. Students will learn the details of data acquisition, computer forensic analysis, e-mail investigations, image file recovery, investigative report writing, and expert witness requirements. 3 credits

**DAP160 Introduction to Data Communications** is designed to introduce data processing students to the world of data communications and networking concepts. The course will include an introduction to networks, analog/digital communications, data channels, modems, interfaces, transmission problems, control codes, protocols, multiplexers, distributed processing, performance, simulations, satellite, packet switching, LANs, system design, technical control, case studies, and the future outlook for data communications technology and potential available positions for employment opportunities. 3 credits

**DAP170 Java** introduces the fundamentals of good object-oriented programming and design in Java from the beginning and makes use of pre-existing objects. It also introduces basic concepts of graphical interface programming with the Java Abstract Windowing Toolkit including Java applets to run over the Internet. 3 credits

Pre-requisite: DAP109.

**DAP201 Business Systems Analysis and Design** allows students to do systems analysis and design using examples and cases. Actual systems projects are used to enable students to learn in the context of solving problems, much like the ones they will encounter on the job. A blend of traditional development and current techniques, such as client-server and object-oriented development, graphical user interfaces, and electronic data interchange, are also discussed. This course is the capstone to the CIS/DAP programs. 4 credits

Pre-requisite: DAP109.

**DAP202 C Programming Language** is designed to further develop programming techniques and logic and then demonstrate how they work using the high level language, C. A methodical approach to programming is acquired by imitation and refinement. Therefore, throughout the course many examples are presented. 3 credits

Pre-requisite: DAP109.



**DAP203 Seminar in Information Systems** is designed to make the student aware of the need to stay current in the field of new technologies by identifying and evaluating new technologies, reading technical journals and literature for current and future trends, and continuing their formal education in the latest technology and trends available. 1 credit

**DAP204 Seminar in Information Systems** is designed to make the student aware of the need to stay current in the field of new technologies by identifying and evaluating new technologies, reading technical journals and literature for current and future trends, and continuing their formal education in the latest technology and trends available. 1 credit

**DAP205 Computer Science I** provides an introduction to problem-solving and computer programming using C language. Subjects for this course include functions, recursion, arrays, strings, pointers, records, and files. Programming techniques covered by this course include modularity, abstraction, top-down design, specifications, documentation, debugging, and testing. Students must know the basics of a modern high-level language such as C or Pascal (expressions, basic data types, arrays, and control structures) prior to enrolling in this course. 3 credits

Pre-requisites: DAP106, DAP109 or consent of instructor.

**DAP215 Computer Science II** continues the development of programming and problem-solving skills using the C++ language, focusing on vectors of strings, functions, classes, aggregation, overload operators, dynamic memory, inheritance, polymorphism, and exceptions. Students will also examine Abstract Data Types (ADTs), encapsulation and information hiding, inheritance and polymorphism, and templates. Improved programming techniques, including adherence to programming standards, are also an important part of this course. 4 credits

Pre-requisites: DAP205, MAT201 or consent of instructor.

**DAP219 Computer Animation II** is an in-depth seminar on anatomy, proportions, and movement that can be used by any multimedia program user. The second half gives 3D Studio MAX users a better understanding of two new plugins, Character Studio and Bones ProMax. 3 credits

Pre-requisite: DAP119.

**DAP223 Mechanical III Solid Modeling** is designed to provide the student with skills to develop three-dimensional solid models of a mechanical nature. Students learn to generate complex composite solids by performing Boolean operations on solid primitives. This building block approach utilizes constructive solid geometry and boundary representation concepts as a basis for defining the model. 3 credits

Pre-requisite: DAP112.

**DAP224 Autolisp Programming** is a version of the Lisp programming language that has functions specific to AutoCAD. This course is designed to provide all levels of AutoCAD users with the knowledge to develop programs and functions that will customize AutoCAD to optimize productivity. 3 credits

Pre-requisite: DAP112.

**DAP229 Computer Animation III** is a continuation of Computer Animation I and II. Students will apply the functions of various 3DMAX plugins such as Hypermatter, Clay Studio, Sand Blaster, Splash, and Trees to develop a portfolio. 3 credits

Pre-requisite: DAP219.

**DAP271–279 DAP – College-Based Work Experience** provides the opportunity for a student to obtain work experience that is productive in nature and an essential part of the overall educative process. The work assignment is related to the student's field of study and/or career interests. The work assignment serves as an extended laboratory and training station supervised by a faculty member from the field of study and an on-site representative of the employer, and coordinated by the CBWEP coordinator. 1–3 credits

Pre-requisites: GPA of 2.0 and completion of all relevant courses as listed in the program option.

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## Economics

**ECO221 Economics – Micro (SS)** is the study of economic behavior of individual households and firms and the determination of the market prices of individual goods and services. The basics of demand, supply, elasticity, price theory, and factor markets are stressed and students are shown how to graph and explain basic economic relationships. (May be substituted as an elective in the business programs.) 3 credits

Pre-requisite: ECO222.

**ECO222 Economics – Macro (SS)** is the study of large-scale economic phenomena. Emphasis is placed on the impact of government, inflation, unemployment, and fiscal and monetary policies. International trade and currency considerations as comparative economic systems are included. (May be substituted as an elective in the business programs.) 3 credits

Pre-requisites: EGL101, MAT093.

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## Education

**EDU101 Introduction to Education** is a survey course designed to introduce the student to the American educational system. Students will examine the history of education and educational philosophy, as well as school organization, curriculum, and school law. In addition, students will examine current issues in education. 3 credits

Co-requisites: EDU102, EGL101.

**EDU102 Introduction to Education – Field Experience** is the school-based companion course to Introduction to Education. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students, and schools. 1 credit  
Co-requisite: EDU101.

**EDU131 Principles of Early Childhood**, together with Early Childhood Curriculum and Methods, has been approved by the Maryland State Department of Health and Mental Hygiene for providing the 64 classroom hours in early childhood curriculum and child development, specifically directed to the needs of children ages 2 to 6, as required for directors and senior staff in group day care centers in Maryland by COMAR 10.05.01. Through lectures, films, readings, discussions, and observations, the following areas are introduced: development and education as seen through the needs, skills, and characteristics of the young child; curriculum; principles and practices of early child care; skills of observing, recording, and reporting; and roles and professions of the early child care worker. Also provided are additional hours specifically directed toward infant care givers. 3 credits

**EDU132 Early Childhood Curriculum and Methods** introduces the student to the curriculum, materials, and methods that support the creation of developmentally appropriate environments, developing curriculum based on Early Childhood Standards (NAEYC, Head Start), and differentiated instruction to meet the needs of individual young children birth to eight years of age. 3 credits  
Pre-requisite: EDU131.

**EDU150 Classroom Management** is a course designed to problem-solve classroom concerns by using positive strategies and respectful approaches in guiding young children. The text, *Guidance of Young Children*, uses the case study approach focusing on children and teachers in early childhood classrooms. This class will address a new case study each week. The students will be actively involved in the analysis of the case studies giving them an opportunity to apply the information they have learned to real situations. These case studies will involve observations of infants, toddlers, preschool, kindergarten, and primary grade children. The course is divided into four parts. 3 credits  
Pre-requisite: EDU132.

**EDU160 Children's Literature** provides the student with opportunities to select, read, evaluate, and utilize a wide variety of children's literature from preschool through middle school. It is expected that students become familiar with various authors, poets, and illustrators of these books as well as explore the role of children's literature across the curriculum. Resources that support the use of children's literature will also be explored. 3 credits

**EDU200 Introduction to Childcare Administration** is a course designed to provide directors and prospective directors with information pertaining to planning and operating a childcare center. The course is divided into six topics which include the roll of the administrator, program planning, the environment as it relates to specific age groups, staffing, management of the center on a day-to-day basis (including safety and health issues), and the relationship between the childcare center and the family. Upon completion of the course, the student should have a better understanding of the process of setting up and maintaining a childcare center. 3 credits  
Co-requisite: EDU150.

**EDU202 Principles of Early Childhood – Field Experience** is the child care center/school-based companion course to Principles of Early Childhood I. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students, schools, and child care centers. 1 credit  
Co-requisite: EDU131.

**EDU203 Early Childhood Curriculum and Methods – Field Experience** is the child care center/school-based companion course to Early Childhood Curriculum and Methods. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students, schools, and child care centers. 1 credit  
Co-requisite: EDU132.

**EDU207 Educational Psychology – Field Experience** is the school-based companion course to Educational Psychology (PSY 207). Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students, and schools. 1 credit  
Co-requisite: PSY207.

**EDU210 Processes and Acquisitions of Reading** will offer a look into the mind of an emergent reader and stages of literacy development. It will begin with an overview of brain research as it relates to language acquisition. The course will also explain the components of reading instruction and how they impact a literacy program that encompasses listening, speaking, reading, and writing. 3 credits  
Pre-requisite: EDU131.

**EDU211 Instruction of Reading** will offer students a look at the components of balanced literacy instruction. It will begin with the identification of the stages of reading development and will continue by addressing the role of word recognition, vocabulary, and comprehension in literacy development. The course will also analyze a variety of approaches to teaching reading in order to meet the needs of a diverse student population. Course participants will be provided with the opportunity to authentically apply course knowledge through book club discussions. 3 credits

Pre-requisite: EDU210.

**EDU251 Introduction to Exceptional Children and Youth** is an introductory survey of the field of special education in which the psychological, sociological, behavioral, and physical characteristics of exceptional children and youth are explored. Emphasis is placed on characteristics, issues, laws, and educational approaches to teaching the exceptional child. 3 credits

Pre-requisite: EDU101.

Co-requisite: EDU253.

**EDU253 Introduction to Exceptional Children and Youth Field Experience** is the school-based companion course to Introduction to Exceptional Children and Youth. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, exceptional students, and schools. 1 credit

Co-requisite: EDU251.

**EDU260 Children's Literature** provides opportunities to select, read, evaluate, and utilize a wide variety of children's literature from preschool through middle school. It is expected that students become familiar with various authors, poets, and illustrators of these books, as well as explore the role of children's literature across the curriculum. Resources that support the use of children's literature will also be explored. 3 credits

Pre-requisite: EGL102.

**EDU263 Teaching Reading in the Secondary Content Area, Part I** is the first of two courses designed to meet the Maryland State Department of Education (MSDE) requirements for reading coursework for current and prospective teachers in the secondary content areas. The course introduces teachers to the assessment of student reading, cognitive strategies in reading, incorporating reading skills through student-centered instruction, and intrinsic and extrinsic motivation for reading. 3 credits

Pre-requisite: EDU101.

**EDU264 Teaching Reading in the Secondary Content Areas, Part II** is the second of two courses designed to meet the Maryland State Department of Education (MSDE) requirements for reading coursework for current and prospective teachers in the secondary content areas. This second course expands on Part I, focusing on types of reading, skills in reading, and instruction. 3 credits

Pre-requisite: EDU101.

## **Emergency Medical Technician**

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**EMT101 EMT–Paramedic – Preparatory Knowledge** introduces the EMT-paramedic student to the preparatory information needed to move forward in paramedic knowledge, practical skills, and clinical experiences. Included in the class are roles and responsibilities of the paramedic, the well-being of the paramedic, illness and injury prevention, medical/legal issues, ethics, general principles of pathophysiology, pharmacology, venous access and medication administration, therapeutic communications and lifespan development. 5 credits

**EMT110 EMT–Paramedic Patient Assessment** introduces the paramedic student to the patient assessment skills needed to rapidly and appropriately assess, triage, and treat patients with medical, traumatic, and emotional injuries and illnesses at the nationally registered EMT – paramedic level. 3 credits

**EMT210 EMT–Paramedic Traumatic Emergencies** prepares the paramedic student to effectively triage, assess, and treat the numerous mechanisms of injuries, kinematics, and trauma injuries to which emergency medical services providers respond on a daily basis. This includes trauma systems and mechanism of injuries, hemorrhagic and shock, soft tissue trauma, burns, head and facial trauma, spinal trauma, thoracic trauma, abdominal trauma, and musculoskeletal trauma. 5 credits

**EMT220 EMT–Paramedic Medical Emergencies** prepares the paramedic student to manage medical emergencies most common to the emergency medical services arena, as well as associated physiology, pathophysiology, and anatomy of the pulmonary system, cardiovascular system, neurology, endocrinology, allergies and anaphylaxis, gastroenterology, renal and urology, toxicology, hematology, environmental conditions, infectious and communicable diseases, behavioral and psychiatric disorders, gynecology, and obstetrics. 5 credits

**EMT230 EMT–Paramedic Special Consideration** prepares the paramedic student to effectively triage, assess, and treat the numerous types of special emergencies encountered by emergency medical services providers on a daily basis, including neonatology, pediatrics, geriatrics, abuse and assault, patients with special challenges, and acute interventions for the chronic care patient. 4 credits

**EMT240 EMT–Paramedic Operations** prepares the paramedic student to effectively manage stressful emergencies and scenes, including mass casualty accidents, resource management, ambulance operations, medical incidents, command, rescue awareness, hazardous materials incidents and crime scene awareness. 3 credits

**EMT290 EMT–Clinical Field Requirements** prepares the paramedic student to effectively utilize and practice the multitude of assessment skills and treatment modalities included in the paramedic curriculum. This includes assessment and treatment for all categories of patients encountered by EMS providers such as medical, traumatic, pediatric, neonatology, geriatric, gynecological, obstetrics, psychiatric, and emotional disorders. This course also allows for the practice of effective documentation skills needed at the NREMT-paramedic level. 3 credits

## **Engineering**

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**PHE201 Introduction to Engineering Design** will introduce students to the product development process, which includes teamwork, product research, product design, product analysis and evaluation, and product presentation. Engineering fundamentals, such as data analysis, properties of materials, statics, heat transfer, computer programming, and other engineering topics, will be studied by working in teams, practicing written, oral, and graphical communication skills, and using modern computer tools. Group projects will be assigned. 3 credits

Co-requisites: PHY207, MAT201.

**PHE211 Statics** will introduce students to the study of the equilibrium of bodies, both solids and fluids, under the influence of various kinds of loads. Forces, moments, couples, equilibrium of a particle, equilibrium of a rigid body, analysis of trusses, frames, and machines, internal forces in structural members, friction, center of gravity, centroids, composite bodies, and fluid pressure are topics which will be considered. Vector and scalar methods are used to solve problems. Conceptual understanding will be integrated with problem-solving. 3 credits

Pre-requisite: PHE201.

Co-requisite: MAT202.

**PHE212 Dynamics** will introduce students to the study of systems of heavy particles and rigid bodies at rest and in motion. Force, acceleration, work-energy, and impulse-momentum relationships, and motion of one body relative to another in a plane and in space are topics which will be considered. Vector and scalar methods are used to solve problems. Conceptual understanding will be integrated with problem-solving. 3 credits

Pre-requisite: PHE211.

**PHE213 Mechanics of Materials** will introduce students to the study of stress and deformation of beams, shafts, columns, tanks, and other structural, machine, and vehicle members. Topics include stress transformation using Mohr's circle, centroids and moments of inertia, shear and bending moment diagrams, derivation of elastic curves, and Euler's buckling formula. Conceptual understanding will be integrated with problem-solving. 3 credits

Pre-requisite: PHE211.

**PHE221 Thermodynamics** will introduce students to the interaction between heat and mechanical energy in materials and machines and its application to mechanical systems. Topics covered include first and second laws of thermodynamics, cycles, reactions, and mixtures, fluid mechanics, heat transfer, fluid-energetics laboratory, and the application of these engineering sciences to energy systems design. Conceptual understanding will be integrated with problem-solving. 3 credits

Pre-requisites: PHE211, PHY208.

**PHE225 Electronics and Instrumentation** will introduce students to those elements of electronics most frequently encountered in basic instrumentation, such as low power, low frequency analog, and digital techniques. The student will gain an understanding of the principles, as well as the practical limitations of the electronics commonly used in experimental science and engineering, and will design and build simple but useful and functional electronic circuits. Problem-solving and laboratory skills will be emphasized in this course. 4 credits

Pre-requisites: PHE201, PHY208, MAT202.

## **English**

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**EGL100 Fundamentals of Writing** introduces students to the important relationship between English grammar and effective writing. Students study the construction, variety, and punctuation of the sentence; through reading, group discussion, and writing assignments, students should learn to compose paragraphs that are unified, coherent, and fully developed. 4 credits

Pre-requisite: COM091.

Co-requisite: REA100.

**EGL101 Freshman Composition (E)** introduces students to the principles necessary for writing effective expository and argumentative essays; narrative and descriptive essays may be included. Students have frequent opportunities to write in the essay form, including a brief analytical research paper. 3 credits

Pre-requisites: EGL100, REA100.

**EGL102 Composition and Literature (H)** introduces students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and an analytical research paper are assigned. 3 credits  
Pre-requisite: EGL101.

**EGL108 Introduction to Creative Writing (H)** introduces students to the techniques and practice of writing and reading the genres of poetry, fiction, and literary nonfiction with the goal of understanding the creative process of writers, the state of contemporary culture as seen in current literature, and the students' own writing process, passions, and limitations. 3 credits  
Prerequisite: EGL101.

**EGL112 Scriptwriting I** introduces the concepts and practices used in writing fictional and commercial scripts for film and television. Topics studied include the use of literary sources (finding, adapting, and writing), storyboards, shot composition, editing, camera angles, lighting, and sound. Additional topics studied include framing the story and evaluating the methods and strategies of successful film directors. Procedures for developing the creative process are emphasized, including personal introspection, broad inquiry, group collaboration, and maximizing the impact of a film upon its audience. 3 credits  
Pre-requisite: EGL101.

**EGL203 Survey of English Literature (H)** covers the development of English literature from the Anglo-Saxon period to the 19th century. Through readings, class discussions, and lectures, the student should develop a critical awareness of and an appreciation for English literature, and will be given at least one opportunity to express that knowledge in a brief research paper. 3 credits  
Pre-requisite: EGL102.

**EGL204 Survey of English Literature II (19th Century to the Present) (H)** covers the development of English literature from the 19th century to the present. Through readings, class discussions, and lectures, the student should develop a critical awareness of and an appreciation for English literature, and will be given at least one opportunity to express that knowledge in a brief research paper. 3 credits  
Pre-requisite: EGL102.

**EGL205 Survey of American Literature (Beginning to Civil War) (H)** surveys American literature from its beginnings to the Civil War. Through readings, class discussions, and lectures, the students should discover the ways in which writers projected their sense of the meaning of the developing American experience. Social and intellectual background will receive special emphasis. 3 credits  
Pre-requisite: EGL102.

**EGL206 Survey of American Literature II (Civil War to Present) (H)** covers the development of American literature from the Civil War through the present. Through readings, class discussions, and lectures, the student should discover the ways in which writers projected the meaning of the developing American experience. Social and intellectual background will receive special emphasis. 3 credits  
Pre-requisite: EGL102.

**EGL209 Introduction to African-American Literature (H)** explores the writers and themes fundamental to the African-American literary tradition from the 18th century to the present. The course introduces critical questions and paradigms that are central to the study of African-American letters and to the nation's multicultural heritage. Students should gain a greater understanding of and appreciation for African American literature's contributions to the rich diversity that is American culture, history, and literature. Course materials include fiction, poetry, drama, literary theory, essay, autobiography, film, folktale, sermon, spirituals, blues, and contemporary music. 3 credits  
Pre-requisite: EGL102.

**EGL211 Technical Writing** entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. 3 credits  
Pre-requisites: CIS101, EGL101.

**EGL212 Scriptwriting II** continues the study of writing dramatic scripts for television and film. Emphasis is placed on defining and articulating effective narrative structure. Students study successful screenplays and build their own portfolios by writing several short scenes and longer scripts. Emphasis is placed on expanding scriptwriting skills by determining each character's dramatic need, using action and dialogue, isolating emotional and dramatic elements, moving the narrative forward, and solving scriptwriting problems. 3 credits  
Pre-requisite: EGL112.

**EGL213 Introduction to Film (H)** introduces students to cinematic theory, practice, and criticism. Through readings, class discussions, and lectures, the student should discover the ways in which directors communicate through the art form of film. Special emphasis will be placed on developing "cineliteracy," the literacy of the cinema. 3 credits  
Pre-requisite: EGL102.

**EGL260 Children's Literature (H)** provides opportunities to select, read, evaluate, and utilize a wide variety of children's literature from preschool through middle school. It is expected that students become familiar with various authors, poets, and illustrators of these books, as well as explore the role of children's literature across the curriculum. Resources that support the use of children's literature will also be explored. 3 credits

Pre-requisite: EGL102.

## **Equine Studies**

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**EQS139 Basic Horse Handling** provides an introduction to safe handling procedures to deal with a variety of horses. Students will develop competence, certainty, and self-assurance when working with horses. 2 credits

Pre-requisites: EGL100, REA100.

**EQS140 Equine Practicum** is designed to provide a basic foundation for understanding the equine. Using hands-on activities, the lessons teach elements of horse management. Students gain a greater understanding of conformation and selection of the horse, costs of ownership, nutrition, grooming, anatomy and care of the hoof, health care, breeds, colors, tack and design and management of a large stable offering a variety of equine services to the public. 3 credits

**EQS142 Introductory Equine Anatomy, Care and Maintenance** provides a basic foundation for understanding the equine. Using hands-on activities, the lessons include elements of horse ownership: general terminology, horse selection, stabling requirements, and basic care and maintenance of the healthy horse. Students gain a greater understanding of conformation and selection of the horse, costs of ownership, nutrition, grooming, anatomy and care of the hoof, health care, breeds, and colors. 3 credits

Pre-requisites: REA100, EGL100.

**EQS144 Equine Nutrition and Feeding** focuses on the basic concepts of nutrition and feed evaluation for non-ruminants. Students will learn to evaluate the horse's body condition, surroundings, workload, and other factors to develop a proper diet regimen for the best care of the horse. Students will also become familiar with forage analysis procedures and learn to interpret feed analysis reports. 3 credits.

Pre-requisite: EQS139 or permission of instructor.

**EQS145 Equine Health Maintenance** will provide students with knowledge and opportunities to recognize equine health parameters. Topics include general care, routine health care, equine emergencies, digestive disorders, respiratory disorders, parasites, equine dentistry, hoof care, and diagnosis, treatment, and prevention of equine lameness. Students will develop the skills necessary for basic horse care as well as the treatment and prevention of common horse ailments. 3 credits

Pre-requisite: EQS139 or permission of instructor.

**EQS147 Equine Field Study I** is a total immersion into the equine industry focusing on the basic tasks in caring for horses. Students will work on farms throughout the area to gain hands-on, practical experience in the everyday workings of running a horse business. 3 credits

Pre-requisite: EQS139.

**EQS148 Equine Anatomy and Physiology** will enable students to understand the horse's systems, growth, and development. This course will cover the skeletal, muscular, circulatory, respiratory, digestive, urinary, nervous, and endocrine systems. Through this course, students will acquire the knowledge and training to understand the structure and function of the horse's body. 3 credits

Pre-requisite: EQS139 or permission of instructor.

**EQS155 Equine Community Service Experiential Learning** will allow students to experience many community events, practices, and stables in the equine industry. Students will be required to complete volunteer service at several different instructor-approved equine establishments to gain valuable hands-on training. 2 credits.

Pre-requisite: EQS147.

**EQS241 Equine Facilities Management** is designed to prepare students for employment in the horse industry. Using hands-on activities, the lessons include elements of farm management: stabling requirements, event management, pasture management, safe handling techniques, basic first aid, and basic care and maintenance of the healthy horse. Students gain skills necessary for running a successful horse facility. 3 credits

Pre-requisites: EGL100, REA100.

**EQS242 Equine Reproduction, Evaluation, and Selection** focuses on the genetic improvement of horses. Students will actively apply lecture material in the lab each week. Topics will include mare and stallion reproductive physiology, live cover, artificial insemination, semen collection and evaluation, synthetic hormone regulation, foaling, and newborn care. Course is offered during the spring semester only. 3 credits

Pre-requisites: MAT093, EQS148.

**EQS243 Business Management in the Horse Industry** is designed to prepare students for running their own equine business. Using hands-on activities, the lessons will include elements of farm management: communication, regulation, marketing, staff management, sales, and service. Students will gain skills necessary for running a successful horse business. 3 credits

Pre-requisites: EGL100, REA100, MAT091.

**EQS244 Equine Field Study II** builds upon the Equine Field Study I course by presenting more advanced tasks in the care of horses such as hoof care, first aid techniques, and treating colic. Students will work on farms throughout the area to gain hands-on practical experience in the everyday workings of running a horse business. 3 credits

Pre-requisite: EQS147.

**EQS248 Equine Pathology** focuses on training students to recognize symptoms, diseases, and infections. Students will learn to properly identify system functions and determine areas of concern, and develop treatment options once a condition is diagnosed and confirmed. 3 credits.

Pre-requisite: EQS148.

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## French

**FRN101 Beginning French I (H)** is an introduction to the French language. It presents the fundamentals necessary for understanding, speaking, reading, and writing basic French. Class contents include pronunciation and basic vocabulary, greetings and other social conventions, the concepts of gender and adjective agreement, and the present tense with regular and irregular verbs. Class procedures include extensive practice in conversation, drill in basic grammatical structures, reading of short passages in French, dictation and simple composition. Students receive a basic introduction to French history, culture, and geography. 3 credits

**FRN102 Beginning French II (H)** is the second semester of introductory French. It continues the development of listening, speaking, reading and writing skills begun in FRN101. Past, future, and conditional verb tenses, the use of object pronouns, making comparisons, and the increase of vocabulary and idiomatic expressions are covered through classroom presentations, drill conversations, dialogues, readings, and compositions. The study of French history, culture, and geography is continued, and the use of French in the classroom is encouraged as much as possible. 3 credits

Pre-requisite: FRN101.

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## Geographic Information Systems

**GIS101 Geographic Information System (I)** will provide an introduction to the principles and applications of Geographic Information Systems (GIS) technology. It examines the accuracy and applications of geographic information, while emphasizing how it can be used to enhance the decision-making processes of many disciplines such as transportation and logistics, business, biology, physics, and government and planning. There will be hands-on projects that will focus on real-world problems. 3 credits

**GIS111 Advanced Geographic Information Systems** is a continuation of GIS 101. The course will utilize ArcGIS software's advanced capabilities in analyzing spatial relationships in GIS. The course also introduces students to ArcGIS's Network Analyst, Spatial Analyst, and 3D Analyst extensions, which increase the functionality and analytical power of the software in producing a GIS. 3 credits

Pre-requisite: GIS101.

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## Geography

**GEO101 Physical Geography (SS)** is an introduction to geography as a discipline: its concepts, scope, and tools as well as the physical elements such as climate, land forms, natural resources, processes, and their relationships. 3 credits

Pre-requisites: EGL100, REA100.

**GEO102 Cultural Geography (SS)** examines the distribution of humanity over the globe. Human settlement, culture, and land use patterns, as well as complex factors which interact to create cultural diversity, cultural conflicts, and differences in levels of economic development, are studied. Basic map reading and interpretation skills are included. 3 credits

Pre-requisites: EGL100, REA100.

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## Health

**HEA130 Healthful Living (I)** investigates the concept of total wellness and the consequences of behavior. By defining wellness techniques and identifying risk factors, students will be able to utilize learning in their lives to attain their optimal level of health. The course will explore pertinent aspects of the composition of health, stress management, human sexuality, preventing disease, addictive substances, nutrition, weight control, contraception, and the life cycle. 3 credits

**HEA132 Drug Use and Abuse** is designed to explore the phenomenon of drug use and abuse in our society. This course does not satisfy the Physical Education activity requirement for any degree or certificate program. 3 credits

**HEA136 Stress Management** is designed to help students understand the definition of the term stress. Students will learn to assess their own stressors and establish corresponding behavioral engineering techniques. This course does not satisfy the Physical Education activity requirements in any degree or certificate program. 3 credits

**HEA140 Alcoholism and Drug Addiction** focuses on the various ways addiction has been conceptualized, with particular focus on the disease concept. The student will be exposed to a wide range of topics associated with the addictive process, including diagnosis, progression, relapse, defenses, shame, guilt, and intervention. In addition, various population groups of the chemically dependent (women, adolescents, family members, etc.) will be examined. This course is designed for students in the chemical dependency counseling curriculum, and should provide a theoretical foundation for the various skills needed to treat a chemically dependent population. 3 credits

## **History**

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**HST101 Western Civilization I (H)** is an overview of Western Civilization from prehistory to the early 18th century. Topics include Ancient Near East, Minoan Civilization, Greek Civilization, Rome, the Middle Ages, the Renaissance, the Reformation, and the Scientific Revolution. 3 credits

Co-requisite: EGL101.

**HST102 Western Civilization II (H)** covers the development of Western Civilization from the early 18th century to the present. Topics include the Old Regime, the Enlightenment, the French Revolution, socialism, imperialism, nationalism, World War I, totalitarianism, World War II, and the Post War Era. 3 credits

Co-requisite: EGL101.

**HST103 History of Criminal Justice on Delmarva** examines the evolution of crime, punishment, and police work on the Delmarva Peninsula from the colonial era to the present. It examines old county jails, headline-grabbing criminal escapades of long ago, methods of discontinued punishment, and unheralded peace officers. Topics include the whipping post, hangings, and lynching on the peninsula. The goal of the course is to look at how crime has changed and how law enforcement and policing methods have evolved in this unique region. 3 credits

Co-requisites: EGL100, REA100.

**HST110 World History I (H)** considers the evolution and interaction of world-class civilizations across the Eurasian land mass with consideration also given to Africa and the Western Hemisphere. The variety and common denominators of the human experience are emphasized. 3 credits

Co-requisite: EGL101.

**HST111 World History II (H)** begins with the Age of Discovery and addresses the unfolding of the Modern Era and the evolution of the global village. The impact of such forces as the Scientific Revolution, democratic revolutions, Industrial Revolution, nationalism, Marxism, colonial independence, the world wars, and technology are explored in a world context. 3 credits

Co-requisite: EGL101.

**HST201 History of the United States (to reconstruction) (H)** addresses the history of the United States from the Age of Discovery through the Civil War era. Topics include Old World Background, Colonial America, the War for Independence, the Early Nation, Jeffersonian Democracy, the Jacksonian Age, Ante Bellum South, Manifest Destiny, and the Civil War. 3 credits

Co-requisite: EGL101.

**HST202 History of the United States (reconstruction to the present) (H)** follows the internal development of the United States and the nation's rise as a world power from the post Civil War period to the present. Topics include Western Movement, immigration, urbanization, industrialization, populism, progressivism, imperialism, World War I, the Great Depression, World War II, and post war America. 3 credits

Co-requisite: EGL101.

**HST203 History of Maryland** is concerned with the political, economic, social, and cultural history of Maryland from initial settlement to the present. Topics include 17th century Maryland, 18th century Maryland, Maryland before the revolution, Maryland and revolution, Maryland in the new nation, Jacksonian Maryland, the Civil War, Maryland and reform, prosperity and depression, the New Deal in Maryland, World War II and beyond. 3 credits

Co-requisite: EGL101.

**HST213 Topics in Cecil County History** introduces the study of local history with 300 years of Cecil County history as the focal point. Specific topics will vary but, in general, attention will be given to aspects of the economic, social, cultural, and political development of the county from initial settlement to the automotive age. 3 credits

**HST251 Introduction to African-American Studies** is designed to expose students of all races to the rich heritage of the African-American. This survey course will incorporate oral as well as written projects, and will cover almost four hundred years of African-American involvement in the making of America. 3 credits

Co-requisite: EGL101.



**HST252 American Diversity Through Film** examines the topic of diversity through an interdisciplinary approach that combines historical and cinematic perspectives. The American experience as seen from the viewpoints of different groups, including African-Americans, Hispanic Americans, Asian Americans, Native Americans, and European immigrants, will be explored through the screening of films that focus on each of these groups, and through discussion of the underlying historical, social, and intellectual background against which the films are set. 3 credits

Co-requisite: EGL101.

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## Journalism

**JOU101 Journalism I** introduces students to the basics of reporting and news writing. Students will learn about research, reporting, and conducting interviews, and use those skills to write articles. Students learn the history of news coverage, news judgment, the importance of the First Amendment, and basic libel law. The course emphasizes the reporting and writing skills necessary for news writing work. 3 credits

Pre-requisite: EGL101.

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## Law Enforcement

**LAE101 Introduction to Law Enforcement** is a survey of law enforcement with emphasis on social and historical backgrounds of police work and correctional agencies. Federal, state, and local administrative and technical problems are reviewed. Topics include criminal justice, methods of police control, opportunities in law enforcement work, and career orientation. 3 credits

**LAE103 Police Administration I** is an introduction to the principles of organization, administration, and service in police administration. Topics include personnel recruiting, training and promotion, grievances and complaints, planning and research, inspection and control, discipline and welfare, and public relations. 3 credits

**LAE104 Police Administration II** is a study of the principles of administration as applied to field operation. Discussions include fundamentals of patrol, design of territorial units, community problems associated with enforcement, vice, traffic, and other duties; detectives, duties of supervisory officers, records and communications, housing and transportation, laboratory, detention facilities, supply, maintenance, and property. 3 credits

**LAE201 Criminal Investigation** is a study of the principles of investigation. The theory of investigation, search of the crime scene, questioning of witnesses and suspects, collection and preservation of evidence, sources of information, interviews and interrogations, techniques in surveillance, stakeouts, and raids are studied for their implication in proper criminal investigative reports. 3 credits

**LAE202 Criminal Law Procedures – Maryland** is a procedural study of the history, organizational content, and interpretation of various sections of the Annotated Code of Maryland which are applicable to crime and punishment. 3 credits

**LAE203 Principles of Criminal Law** is a study of general criminal procedures from arrest through trial and appeal in federal and Maryland court systems. Various concepts of constitutional law and applicable U.S. Supreme Court and Maryland cases are examined as they relate to arrest, search, and seizure. 3 credits

**LAE204 Maryland Traffic Code** is a study of the Maryland motor vehicle code. Also included are methods of traffic law enforcement in Maryland and nearby areas; elements of offenses, citation, and arrest rights, duties and procedures techniques of accident investigation, and principles of safety are stressed. 3 credits

**LAE221 Criminology** is a survey of theories of criminology. Topics include crime in relation to physical and psychological factors, relationship of crime to cultural areas and to the family, and other social institutions' professional and white collar-crime. 3 credits

**LAE230 Forensic Science** is designed to familiarize the student with the function of physical evidence in establishing criminal guilt and innocence. Scientific principles of biology, chemistry, and physics will be integrated with this physical evidence study. The laboratory exercises will serve to reinforce these basic goals by acquainting students with biological, chemical, and physical examination techniques. 3 credits

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## Mathematics

**MAT091 Basic Mathematics** prepares students with essential arithmetic skills in whole numbers, fractions, decimals, ratio and proportion, percentages, and measurement. This course is taught in an individualized, guided, instructional self-paced format and by a computerized instruction integrated in a formal classroom setting and a Web-based format. 4 credits

**MAT092 Introductory Algebra** introduces the fundamental study of signed numbers, exponents, radicals, polynomials, rational expressions, first and second-degree equations, simultaneous equations, and graphing of linear equations. Students may take this course in a lecture format or individualized, guided, instructional format. 4 credits

Pre-requisite: MAT091.

**MAT093 Intermediate Algebra** is designed to provide the higher-level, prerequisite knowledge that is needed in a college-level mathematics course. Additional work on simplifying rational expressions, scientific notation, and order of operations is provided early in the course. Graphical and analytical methods are used to solve linear, quadratic, radical, rational, exponential, logarithmic, and other higher order equations. This course includes the study and determination of essential characteristics of a function such as increasing and decreasing intervals, approximating graphically local maximum and minimum points, horizontal and vertical asymptotes for rational functions, and x- and y-intercepts. The solving of inequalities and both linear and nonlinear systems of equations are taught. 3 credits

Pre-requisite: MAT092.

**MAT121 Precalculus (M)** prepares the student for the study of calculus, discrete mathematics, and other mathematics-intensive disciplines through the study of algebraic, exponential, logarithmic, and trigonometric functions. Topics include rational functions, laws of logarithms, trigonometric and inverse trigonometric functions, trigonometric identities, solutions of trigonometric equations, the Laws of Sines and Cosines, and polar coordinates. A problem solving approach utilizes applications and the graphics calculator throughout the course. 4 credits

Pre-requisite: MAT093.

**MAT123 Finite Math (M)** uses problem solving to develop critical thinking skills and illustrate mathematics in daily life. Each student will be exposed to a variety of problem solving methods including but not limited to the following: systems of linear equations, matrices, the Gauss-Jordan method, inequalities and linear programming, sets and counting techniques, probability, difference equations, Markov processes, and game theory (other topics including statistics, logic and geometry may be covered if time permits). 3 credits

Pre-requisite: MAT093.

**MAT127 Introduction to Statistics (M)** introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, simple linear regression, correlation, probability, probability distributions, parameter estimation, and hypothesis testing. The use of a statistical software package is integrated throughout the course. Additional topics in analysis of variance, linear regression, and nonparametric statistics may also be introduced. 4 credits

Pre-requisite: MAT093.

**MAT133 Mathematical Concepts and Structure I** is a required course for all elementary education majors; it provides a deeper understanding of previously learned topics and integrates new topics. Study in the following will occur: solving word problems, operations on sets and their properties, functions and their notation, logic, development of numeration systems through rational numbers, arithmetic operations and algorithms, the real numbers using exponents and decimals, and algebraic thinking and notation. The use of physical materials and appropriate technology will be required throughout the course. Activities related to various teaching strategies will be illustrated and a statistical analysis will be performed on collected data. 4 credits

Pre-requisite: MAT093.

**MAT134 Mathematical Concepts and Structure II** is a required course for all elementary education majors; it provides a deeper understanding of previously learned topics and integrates many new topics. Study in the following will occur: applications of ratios and proportions, work with percentages, simulations in probability, counting theory, graph theory, statistical concepts and their applications, basic notation in geometry, polygonal curves, linear measures, basic shapes and relationships in two- and three- dimensions, geometric networks, congruence and similarity, geometric constructions, areas and volumes of geometric shapes, and the Cartesian coordinate system with reflections and translations. The use of physical materials and appropriate technology will be required throughout the course. Activities related to various teaching strategies will be illustrated and a statistical analysis will be performed on collected data. 4 credits

Pre-requisite: MAT093.

**MAT201 Calculus I with Analytic Geometry (M)** introduces students to the study of functions and graphs, limits including L'Hospital's Rule, differentiation and integration of algebraic, trigonometric, inverse trigonometric, logarithmic, exponential, hyperbolic, and inverse hyperbolic functions, and applications of differentiation and the definite integral. 4 credits

Pre-requisite: MAT121.

**MAT202 Calculus II with Analytic Geometry (M)** extends student's knowledge of applications of the definite integral (volume, surface area, length of a curve, and work), introduces integration techniques, improper integrals, sequences, infinite series, conic sections, and polar coordinates. Maple, a computer algebra system, is introduced. (Other computer algebra systems are available for students whose transfer institution requires a program other than Maple.) MAT202 is a continuation of MAT201. 4 credits

Pre-requisite: MAT201.

**MAT203 Multivariable Calculus (M)** is designed to provide the student with a study of the following: vectors in a plane, three-dimensional space, introduction to hyperspace, partial differentiation, multiple integration, and topics in vector calculus to include Green's Theorem, Stoke's Theorem, and the divergence theorem. Knowledge of a computer algebra system, Maple, is expanded. 4 credits

Pre-requisite: MAT202.

**MAT236 Discrete Structures** introduces the fundamental tools, topics, and concepts of discrete mathematics needed to study computer science. This course emphasizes counting methods, proof techniques, and problem-solving strategies. Topics include Boolean algebra, set theory, symbolic logic, predicate calculus, number theory, the methods of direct, indirect, and inductive proofs, objective functions, equivalence relations, graphs, set partitions, combinatorics, modular arithmetic, summations, and recurrences. 3 credits

Pre-requisite: MAT202.

**MAT240 Introduction to Linear Algebra (M)** introduces the basic concepts of linear algebra: vector spaces, applications to line and plane geometry, linear equations and matrices, linear transformations, eigenvalues, determinants and quadratic forms. 4 credits

Pre-requisite: MAT202.

**MAT246 Introduction to Differential Equations (M)** introduces the basic techniques for solving and/or analyzing first and second order differential equations, both linear and nonlinear, and systems of differential equations. The use of a mathematical software system is an integral part of the course. 3 credits

Pre-requisite: MAT202.

## Music

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**MUC102 Piano Class I** is the study of music skills as they apply hands-on to piano. Music theory, sound production, pedaling techniques, posture, hand position, and knowledge of beginner/early intermediate solo and ensemble piano repertoire are developed through weekly reinforcement. Students meet once a week in a group class and participate in additional piano laboratory time. 1 credit

**MUC104 Guitar Fundamentals** is the study of fundamental music skills as they apply hands-on to guitar. Left and right hand techniques, rhythm skills, and sight reading are developed by weekly reinforcement. Musical expression, phrasing and the use of dynamics are addressed in this course. Students meet once a week in a group class. Students are expected to practice outside of class and come prepared each week with their material. 3 credits

**MUC110 Music Theory and Musicianship I** is an in-depth study of the fundamental rudiments of music that are essential for all musicians. Concepts and elements of musical design and theory, including a study of timbre, rhythm, pitch, texture, and principles of form, are studied concurrently with musicianship elements, including mastery of pitch and rhythm and the development of aural skills through sight singing, dictation, improvisation, and keyboarding applications. 4 credits

Co-requisites: MUC120, MUC140 or MUC190 or permission of instructor.

**MUC111 Music Theory and Musicianship II** will focus on further skill mastery of the fundamental rudiments of music that are essential for all musicians. Concepts and elements of musical design and theory, including a study of triads, cadences, dominants, and suspensions are studied concurrently with musicianship elements, including mastery of pitch and rhythm and the development of aural skills through sight singing, dictation, improvisation, and keyboarding applications. 4 credits

Pre-requisite: MUC110 or permission of instructor.

Co-requisites: MUC121, MUC141 or MUC191 or permission of instructor.

**MUC120 Music Ensemble I** will focus on preparation for and performance of a range of musical styles. Students will learn repertory and participate in rehearsals culminating in a public performance. All basic theatrical elements will be incorporated, including lights, sound, costumes, makeup, theatre etiquette, and ensemble cooperation. Theatre and technical vocabulary will be incorporated throughout the class. 2 credits

Co-requisites: MUC110, MUC140 or MUC190 or permission of instructor.

**MUC121 Music Ensemble II** will focus on further mastery of preparatory skills and performance of music repertoire. Students will participate in rehearsals culminating in a public performance. All basic theatrical elements will be incorporated, including lights, sound, costumes, makeup, theatre etiquette, and ensemble cooperation. Theatre and technical vocabulary will be incorporated throughout the class. 2 credits

Pre-requisite: MUC120 or permission of instructor.

Co-requisites: MUC111, MUC191 or MUC141 or permission of instructor.

**MUC133 Music Literature and Appreciation I (H)** is a survey of the development of music from ancient civilizations to the modern era of the Renaissance and the 1900s. Emphasis is placed on major composers and forms from the baroque through the romantic style periods. Selected representative pieces will be absorbed through directed listening. Topical research papers are required. 3 credits

Pre-requisites: REA100, EGL100.

**MUC134 Music Literature and Appreciation II (H)** is a survey of the development of music in the United States, as influenced by European music in the early colonies, through contemporary sound. Emphasis is on American music after 1900 through directed listening and short research topics. Units of development include jazz, theatre, country, and rock. 3 credits

Pre-requisites: REA100, EGL100.

**MUC140 Jazz Guitar I** is the study of fundamental jazz music skills as they apply hands-on to guitar. Major and natural minor scales, major and minor triads and arpeggios, rhythm skills, and blues progressions in minor are developed by weekly reinforcement. Students meet once a week for a private lesson with additional laboratory time required. 1 credit

Co-requisites: MUC110, MUC120 or permission of instructor.

**MUC141 Jazz Guitar II** will focus on further mastery of fundamental jazz music skills as they apply hands-on to guitar. Dorian and Mixolydian scales, augmented and diminished triads and arpeggios, seventh chords, rhythm skills, reading studies, and blues progressions in F will be covered. Students meet once a week for a private lesson with additional laboratory time required. 1 credit

Pre-requisite: MUC140 or permission of instructor.

Co-requisites: MUC111, MUC121 or permission of instructor.

**MUC143 Music Fundamentals (H)** introduces students to all aspects of music theory fundamentals, including sight reading, harmonization, performing techniques, and basic music fundamentals. This course is required for elementary education majors and recommended for all applied students. 3 credits

Pre-requisites: REA100, EGL100.

**MUC145 Applied Music Theory I** examines the more advanced aspects of music theory, the process of preparing music for performance, arranging/composing, and conducting. Topics will include chord construction, chord progression, modes, and scales. The principle focus will be on music performance through a hand chime choir. Students will prepare music for presentation and will have the opportunity to arrange or compose their own music. 3 credits

**MUC151 Score! Music in the Movies** will discuss the vital role of music in cinema. By viewing a series of selected films, students will learn a new way to see and hear movies, and discover how the music affects an audience's viewing pleasure. The class will cover a wide range of topics that include comedies, romances, and musicals, as well as techniques used in writing film scores. 3 credits

**MUC179 Guitar Skills I** is the study of technical mastery of the guitar: fret board, knowledge, scale forms, comprehensive scales, visualization, arpeggios, sequential planting, and finger independence. This class is required for guitar majors and recommended for all guitar students. Additional studio time is required to meet course requirements. 1 credit

**MUC180 Guitar Skills II** is the study of technical mastery on the guitar: slurs, ornamentation, upper-position scales, advanced sight-reading, music theory, and harmony. The instructor will contact all registered students to arrange private instruction sessions. Additional studio time is required to meet course requirements. 1 credit

Pre-requisite: MUC179 or permission of instructor.

**MUC190 Classical Guitar I** is the study of guitar technique in preparation for the guitar masterworks. Coursework includes left and right hand use, principles of efficient muscle function, tone development, and musical expression. Students meet once a week for a private lesson with additional laboratory time required. 1 credit

Co-requisites: MUC110, MUC120 or permission of instructor.

**MUC191 Classical Guitar II** will focus on further mastery of fundamental classical music skills as they apply hands-on to guitar. Repertoire will include beginning level works by master composers. Students meet once a week for a private lesson with additional laboratory time required. 1 credit

Pre-requisite: MUC190 or permission of instructor.

Co-requisites: MUC111, MUC121 or permission of instructor

**MUC210 Music Theory and Musicianship III** is an in-depth study of analysis of form and chromatic harmony. Tonicization, modulation, and Neapolitan chords are studied concurrently with musicianship elements, including mastery of pitch and rhythm and the development of aural skills through sight singing, dictation, improvisation, and keyboarding applications.

Pre-requisites: MUC121, MUC141 or MUC191 or permission of instructor.

Co-requisites: MUC220, MUC240 or MUC292 or permission of instructor.

**MUC211 Music Theory and Musicianship IV** completes the music major's study of chromatic harmony and large-scale traditional forms, which are studied concurrently with musicianship elements such as mastery of pitch and rhythm and the development of aural skills through sight singing, dictation, improvisation, and keyboarding skills. 4 credits

Co-requisites: MUC221, MUC241 or MUC293 or permission of instructor.

**MUC220 Music Ensemble III** will focus on rehearsal and public performance of small musical groups. Students will learn to coordinate and execute all elements of the music ensemble performance, including planning and scheduling, design, promotion, and theatrical production. 2 credits

Pre-requisite: MUC121 or permission of instructor.

Co-requisites: MUC210, MUC240 or MUC292 or permission of instructor.

**MUC221 Music Ensemble IV** will focus on preparation and performance of a capstone experience in the form of a musical solo. Working under the guidance of a chosen faculty mentor, students may learn a repertory work, compose a piece, or collaborate on an interdisciplinary work. Students will produce all aspects of their project, working with appropriate staff and faculty regarding production, design, and theatrical elements. 2 credits

Co-requisites: MUC211, MUC241 or MUC293 or permission of instructor.

**MUC240 Jazz Guitar III** is the study of intermediate level jazz music skills as they apply hands-on to guitar in the areas of harmonic minor scales, two-octave seventh chord arpeggios, rhythm skills, reading studies, and blues progressions in 12 keys. Students meet once a week for a private lesson with additional laboratory time required. 1 credit

Pre-requisite: MUC141 or permission of instructor.

Co-requisites: MUC210, MUC220 or permission of instructor.

**MUC241 Jazz Guitar IV** will focus on further mastery of intermediate level jazz music skills as they apply hands-on to guitar in the areas of real melodic minor (jazz minor) scales, three-octave triad and seventh chord arpeggios, rhythm skills, reading studies, and single note. Students meet once a week for a private lesson with additional laboratory time required. 1 credit

Pre-requisite: MUC240 or permission of instructor.

Co-requisites: MUC211, MUC221 or permission of instructor.

**MUC292 Classical Guitar III** is the study of intermediate level music skills as they apply hands-on to guitar. Repertoire will include intermediate level works by master composers. Students meet once a week for a private lesson with additional laboratory time required. 1 credit

Pre-requisite: MUC191 or permission of instructor.

Co-requisites: MUC210, MUC220 or permission of instructor.

**MUC293 Classical Guitar IV** will focus on further mastery of intermediate level music skills as they apply hands-on to guitar. Repertoire will include advanced level works by master composers. Students meet once a week for a private lesson with additional laboratory time required. 1 credit

Pre-requisite: MUC292 or permission of instructor.

Co-requisites: MUC211, MUC221 or permission of instructor.

## Nursing

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**LPN201 Care of Childbearing/Childrearing Families** introduces family systems theory in the study of childbearing/childrearing families. Study will include growth and development, normal pediatric and obstetric concepts, and stressors affecting individuals and family systems. Course offered during summer session. 2 credits

Pre-requisites: NUR105, BIO209.

Co-requisite: LPN211.

**LPN205 Advanced Medical/Surgical Theory** emphasizes the care of adults and aged clients in various health care settings. It includes the study of clients with complex diseases due to pathophysiological and psychological stressors. 2 credits

Pre-requisite: LPN201.

Co-requisite: LPN215.

**LPN206 Professional Legal Ethical Issues** stresses professional, legal, and ethical issues that influence the LPN's role and responsibilities in today's health care settings. 1 credit

Co-requisites: LPN201, LPN205.

**LPN211 Clinical Lab III: Care of Childbearing/Child-rearing Families** is the clinical companion to LPN 201. Clinical experiences are conducted in inpatient and outpatient settings with observational experiences of maternal, newborn, and pediatric clients. This course includes the application of nursing process to clients and families with a focus on assessment and planning of nursing care. 1 credit

Co-requisite: LPN201.

**LPN215 Clinical Lab IV: Medical/Surgical/Psychiatric** is the clinical companion to LPN205. Clinical experience is in an inpatient medical/surgical setting with exposure to clients and families experiencing complex stressors. 1 credit

Co-requisite: LPN205.

**NUR101 Concepts and Processes in Nursing** introduces the program of nursing, the Betty Neuman Systems Model, the role of the nurse, and the nursing process. Content includes definition of nursing, nursing competencies, conceptual model of this program and its application to client care, and the nursing process as the basis for planning client care. Special emphasis is on utilizing the Neuman Systems Model and the nursing process in planning nursing care of elderly clients. 2 credits

Pre-requisites: EGL101, BIO208.

Co-requisite: NUR104.

**NUR104 Nursing Fundamentals Theory** will introduce basic nursing concepts and processes with emphasis on the nursing process, communication skills, and the role of the nurse in assisting man to adapt in illness to achieve an optimum level of wellness. 5 credits

Co-requisites: NUR101, NUR114.

**NUR105 Care of Adult and Aging Clients** emphasizes the care of adult and aging clients in medical/surgical settings. Coursework includes the study of clients experiencing moderate alterations in level of wellness due to pathophysiological stressors. The nursing process is utilized in a one-to-one relationship with clients for the purpose of meeting client needs to attain/maintain optimal levels of wellness. 4 credits

Pre-requisite: NUR104.

Co-requisite: NUR115.

**NUR110 LPN Transition Course** is an online course designed to introduce the licensed practical nurse to the role of the registered nurse. Content includes introduction to contemporary nursing issues, role differences and role transition, the nursing process, pharmacological issues and calculations, and an introduction to the Neuman Systems Model. 2 credits

Pre-requisite: EGL101.

Co-requisites: BIO200, BIO209.

**NUR114 Clinical Lab I: Nursing Fundamentals** is the college/clinical laboratory that provides an opportunity for students to demonstrate safe and competent psychomotor and communication skills necessary for client care. Beginning skill in the use of the nursing process and the Neuman Systems Model will be demonstrated. The demonstration of client care is based upon theoretical knowledge acquired from the co-requisite courses. 2 credits

Co-requisite: NUR104.

**NUR115 Clinical Lab II: Medical/Surgical Settings** provides clinical laboratory learning experience in medical/surgical settings. The students will utilize the nursing process in the care of adults and aging clients. An introduction to teaching skills is included. 4 credits

Co-requisite: NUR105.

**NUR201 Care of Childbearing/Childrearing Families** includes the introduction and use of family systems theory, in addition to the nursing process and the Neuman Model, in the study of childbearing/childrearing families. Study will include developmental, normal, and complex stressors affecting individual, family, and community systems coupled with the nursing implications for assisting those clients to attain, maintain, or regain optimal levels of wellness. 4 credits

Pre-requisites: BIO200, NUR105, BIO209.

Co-requisites: NUR211, PSY201.

**NUR204 Care of Clients with Complex Stressors** emphasizes care of adult and aged clients in various healthcare settings and includes study of clients experiencing complex alterations in level of wellness due to pathophysiological and psychological stressors. The concepts of synthesis and integration of nursing knowledge in the care of multiple clients are introduced. 4 credits

Pre-requisite: NUR201.

Co-requisites: NUR206, NUR214.

**NUR206 Professional, Legal and Ethical Issues** stresses professional, legal, and ethical issues which influence the nurse's role and responsibilities in today's health care systems. Concerns and issues which confront graduates are discussed and problem-solving techniques are utilized to determine solutions. Involvement in community health services and professional activities are emphasized. 2 credits

Co-requisite: NUR204.

**NUR211 Clinical Lab III: Care of Childbearing/Childrearing Families** is the clinical component of NUR 201. Clinical experiences involve application of the nursing process and the Neuman Systems Model in the care of reproductive health clients and childbearing/childrearing families and their members in a variety of inpatient, outpatient, and other settings. 4 credits

Co-requisite: NUR201.

**NUR214 Clinical Lab IV: Medical/Surgical/Psychiatric** stresses the assessment, planning, implementation, and evaluation of clients in the medical/surgical and psychiatric settings and includes primary, secondary, and tertiary care. In medical/surgical settings, leadership and organizational skills are developed through supervision of peers and other nursing personnel and multiple patient assignments. In the psychiatric setting, therapeutic skills necessary for caring for psychiatrically hospitalized clients are developed. Relevant observations and/or participant observations are provided in selected institutional agencies or settings. 4 credits

Co-requisite: NUR204.

## **Philosophy**

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**PHI101 Introduction to Philosophy (H)** introduces students to traditional philosophical problems. The course objectives are to learn to think critically about philosophical topics and to apply basic philosophical concepts to everyday life. 3 credits

Pre-requisites: REA100, EGL100.

**PHI201 Ethics – Contemporary Moral Problems (H)** introduces students to philosophical thinking about morality, moral problems, and moral judgments. Emphasis is placed on the meaning of ethical questions and how ethical judgments and decisions are justified. 3 credits

Pre-requisites: REA100, EGL100.

**PHI202 Clear Thinking: An Introduction to Inductive Logic (H)** introduces students to the techniques and methods of critical thinking. Among the topics included are analysis and systematization of ideas, inductive fallacies, statistical samples, and strategies for presenting arguments. 3 credits

Pre-requisites: EGL100, REA100.

**PHI203 History of Ideas I (H)** is an examination of the major intellectual ideas which have shaped Western Civilization since the ancient Greek philosophers to Descartes. 3 credits

Pre-requisites: REA100, EGL100.

**PHI204 History of Ideas: Modern (H)** introduces students to the major intellectual ideas which have shaped Western Civilization in the last 300 years. The course emphasizes the ideas which are the core of our cultural heritage and are the foundation of our thinking in the 20th century. 3 credits

Pre-requisites: EGL100, REA100.

**PHI205 Philosophy of Religion (H)** introduces students to the vast array of religious beliefs and possible explanations for them, the arguments for God's existence and criticisms of those arguments, and the philosophical/psychological foundations of faith. Emphasis is placed on what people believe. 3 credits

Pre-requisites: EGL100, REA100.

**PHI206 Current Philosophical Issues in America** investigates the development of religious movements in the American culture. Emphasis is placed on depicting the religious life of the American people as a function of the dominant motifs of the American experience. 3 credits

Pre-requisites: EGL100, REA100.

**PHI207 World Religion (H)** studies the historical and theological development of the major religions with an emphasis on religion as a function of human behavior. 3 credits

Pre-requisites: EGL100, REA100.

## **Physical Education**

**PED104 Walking for Fun and Fitness I (ACT)** is designed to teach the components and benefits of a good walking program in terms of equipment, techniques of walking, pace, prevention and care of injuries, and resource material. At the end of the course, each participant will complete a fitness program modified to meet his or her individual needs. 1 credit

**PED204 Walking for Fun and Fitness II (ACT)** is a continuation of PED 104 and provides the student with advanced techniques for the serious walker. Emphasis is placed on improving distance and time, race walking, and prevention of injuries and motivation techniques. 1 credit

Pre-requisite: PED104.

**PED135 First Aid and CPR** covers various injury and emergency situations including American Red Cross, Community First Aid and Safety Certification. The course teaches students the skills needed to act quickly and effectively of an accident or emergency situation. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits

**PED142 Bowling I (ACT)** develops basic skills and knowledge of bowling. Emphasis is placed on techniques, rules, scoring, strategies, and language of the game. Assignments include researching and demonstrating proper deliveries for striking and picking up spares. 1 credit

**PED242 Bowling II (ACT)** demonstrates advanced bowling deliveries, strategies, and practice routines. Emphasis is placed on changing grips and steps. Assignments include researching and demonstrating techniques. 1 credit

Pre-requisite: PED142.

**PED146 Golf I (ACT)** is an introduction to the sport of golf. Instruction will include golf history, selection of equipment, and fundamentals of the full golf swing. Etiquette and rules will be covered along with all aspects of the short game: chipping, pitching, and putting. 1 credit

**PED246 Golf II (ACT)** demonstrates advanced golf swing techniques. Emphasis is placed on slicing and hooking, fading and drawing the ball, golf course strategy, and practice routines. Assignments include researching and demonstrating techniques. 1 credit

Pre-requisite: PED146.

**PED162 Karate I (ACT)** introduces the Isshinryu form of karate. Through systematic training, a student will learn when and how to defend himself, build character, and form attitudes. Students will also learn basic stances, blocks, strikes, and quick escapes. 2 credits

**PED263 Karate II (ACT)** is a continuation of advanced phases of karate. It further develops the form of self-defense. 2 credits

Pre-requisite: PED162.

**PED264 Karate III (ACT)** is a continuation of advanced phases of karate. It will incorporate the previously presented forms to allow for advancement in rank. 2 credits

Pre-requisite: PED263.

**PED265 Karate IV (ACT)** is a continuation of the advanced phases of karate. It will allow the students to learn the techniques of sparring. 2 credits

Pre-requisite: PED64.

**PED166 Co-Ed Self Defense (ACT)** instructs the beginner in maneuvers of self-defense. Students will learn the vital areas of the body which could be used as a target in the event of an attack, how to use one's own body as a weapon, how to use ordinary objects as a weapon, and how to subdue an attacker. 1 credit

**PED169 Tai Chi Ch'uan (ACT)** introduces the student to the Chinese art of T'ai Chi Ch'uan. The student of T'ai Chi Ch'uan promotes a highly sophisticated mode of body coordination and makes the mental processes more acute. This form has been used for centuries as both a method of relaxation and fitness. The student will learn a series of moves which comprise the Yang style of T'ai Chi Ch'uan form. 1 credit

**PED173 Step Aerobics I (ACT)** is designed to incorporate exercise and fundamentals of fitness into a personalized program for each student. 1 credit

**PED273 Step Aerobics II (ACT)** will continue the personal commitment to fitness established in PED 173. Advanced techniques of weight training and cardiovascular fitness will be introduced. 1 credit

Pre-requisite: PED173.

**PED174 Weight Training I (ACT)** is an activity-based class on the fundamentals of weight training. Each student is given guidelines for a workout routine to follow throughout the semester. At the conclusion of the course, students will design their own weight training program. Students will set goals and work to successfully achieve them. 2 credits

**PED274 Weight Training II (ACT)** is an activity-based class on utilizing the fundamentals of weight training. Students will use their own workout routine to follow throughout the semester. Instructor consultation will be used to optimize their program. At the conclusion of the course, students will design their own weight training program. 2 credits

Pre-requisite: PED174.

**PED275 Weight Training III (ACT)** presents an opportunity to develop competition-level skills in bodybuilding or power lifting. Individual training problems will be addressed through direct personalized assistance, reference to readings, and the use of professional consultants. Students who successfully complete this course should be prepared to enter a bodybuilding contest or power lifting meet as a novice. 2 credits

Pre-requisite: PED274.

**PED280 Weight Training IV (ACT)** presents an opportunity for competitive lifters to continue to improve their bodybuilding or power lifting. Students enrolled in this course must be actively competing in bodybuilding or power lifting. At the end of this course, the student should demonstrate significant improvement as a competitive bodybuilder or power lifter. 2 credits

Pre-requisite: PED275.

**PED175 Physical Exercise – Hatha Yoga I (ACT)** introduces the students to the principles of postural alignment, breathing techniques for increased energy, and relaxation techniques for stress reduction involving the psychological and physiological processes. It is an activity-based class that allows the students to enhance their health and skill-related fitness. At the conclusion of the course, the students will be able to demonstrate the yoga poses with acquired flexibility and strength, breath awareness, and balance. Assignments include a daily journal on their progress, reviews on yoga-related articles, and discussions on diet and nutrition. 2 credits

**PED277 Physical Exercise – Hatha Yoga II (ACT)** includes instruction in advanced physical exercise as it involves both psychological and physiological processes, and the principles of relaxation. Each student is given an individual routine to follow throughout the semester. 2 credits

Pre-requisite: PED175.

**PED177 Physical Conditioning (ACT)** is an activity-based class that will allow students the opportunity to enhance their health and skill related physical fitness. All students will participate in a variety of activities to improve every aspect of their fitness level. At the conclusion of the course, students will design their own fitness program. Each student is given an individual workout routine to follow throughout the semester. Students will be responsible for classroom material with paper and pencil assessments. 2 credits

**PED180 Introduction to Physical Education** introduces students to career opportunities in the physical education area. Emphasis is placed on the physiological, socio-cultural, and psychological foundations of the profession. Assignments include researching, writing, and presenting information on the diverse topics included in this subject area. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits

**PED181 Theory of Coaching Sport** introduces the principles and practices of coaching. Emphasis is on education and motivational variables present in the medium of athletics. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits



**PED183 Basketball Theory and Officiating** demonstrates coaching techniques, officiating knowledge, and mechanics. Emphasis is placed on developing a sound philosophy, organizing an effective program, implementing coaching strategies, and officiating skills. Assignments include researching, writing, demonstrating fundamental skills and officiating mechanics, and positioning. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits  
Pre-requisites: REA100, EGL100.

**PED184 Baseball/Softball/Theory and Officiating** introduces the student to specific areas related to baseball and softball theory and officiating. The theory section presents basic philosophies and offensive and defensive tactics of baseball and softball. The officiating segment studies the definitions, rules, and mechanics used by officials; aiding the student in passing the certification exams to officiate baseball and softball. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits

**PED185 Soccer/Volleyball Theory and Officiating** is designed to instruct the student in the basic skills, understandings and rules of play for soccer and volleyball. Students will participate in skill demonstrations and in classroom discussions of tactics and strategies. Each student will be expected to gain a fundamental understanding of the laws/rules and will be instructed in the proper techniques of officiating. This course does not satisfy the Physical Education activity requirements in any degree or certificate program. 3 credits  
Pre-requisites: REA100, EGL100.

**PED186 Soccer/Field Hockey Theory** is designed to instruct the student in the basic skills, understanding and rules of play for soccer and field hockey. Students will participate in skill demonstrations and in classroom discussions of tactics and strategies. Each student will be expected to gain a fundamental understanding of the laws/rules and will be instructed in the proper techniques of officiating. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits  
Pre-requisites: REA100, EGL100.

**PED187 Soccer Theory and Officiating** is designed to instruct the student in the basic skills, understanding, and rules of play for soccer. Students will participate in skill demonstrations and in classroom discussions of tactics and strategies. Each student will be expected to gain a fundamental understanding of the laws/rules and will be instructed in the proper techniques of officiating. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits  
Pre-requisites: REA100, EGL100.

**PED196 Tennis I (ACT)** is an introduction to the sport of tennis. Instruction will include the fundamentals of the basic strokes and strategies in singles and doubles play. Upon completion of the course, the student will be familiar with selection of equipment, keeping score, and etiquette. 1 credit

**PED296 Tennis II (ACT)** demonstrates advanced stroking techniques, strategies, and practice routines. Assignments include researching and demonstrating techniques. 1 credit  
Pre-requisite: PED196.

**PED205 Philosophy of Sport** examines current philosophical issues in sports. Among other topics covered are sportsmanship, women in sports, and aesthetics. Emphasis is placed on viewing sports as a physical extension of philosophical issues. Assignments include reading and class discussion. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits

**PED281 Psychology of Sport** explores the personality factors, including, but not limited to, motivation, aggression, and emotion as they affect sports participation and motor skill performance. Special emphasis is placed on psychologically based guidelines, which should prove useful in assisting coaches to perform more proficiently. The course is also concerned with the total well-being and personal adjustment of those involved in sports. This course does not satisfy the physical education activity requirements for any degree or certificate program. 3 credits

**PED282 Fundamentals of Sports Medicine** will serve as an introduction and hands-on practice to sports medicine. Topics covered will include common athletic injuries, evaluations of major joints (ankle, knee, shoulder), prevention techniques, rehabilitation, taping, and other related injuries (heat/cold, illness, concussions, etc.). This course will benefit all individuals who plan to continue their studies in a sports medicine field, athletic training, and physical therapy. This course does not satisfy the physical education activity requirements in any degree or certificate program. 3 credits  
Pre-requisite: BIO208.

## Physical Science

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**PSC105 General Physical Science with Lab (SL)** is a survey of systems of measurement, heat, light, sound, the physical states of matter, mechanics, electricity, magnetism, simple chemistry, geology, climate, meteorology, and astronomy. The labs reinforce the principles introduced in lecture and provide an opportunity for personal study of physical phenomena. 4 credits  
Pre-requisites: MAT092, REA100.

**PSC120 Physical Geology (SL)** provides an introduction to physical geology, the study of the structure, composition, and surface of the Earth. The geologic history of the Earth's evolution is also covered. Topics include earthquakes, volcanoes, mountain building, the major types of rocks and minerals, rock strata, weathering, glaciers, plate tectonics, geologic time scales, fossils and dating, and the processes that combine to create the Earth's surface that we see every day. 4 credits

Pre-requisites: MAT092, REA100.

**PSC125 Essentials of Weather (SL)** will provide students with a background in essential weather and climatology, with an eye toward dealing with hazardous conditions. Students will learn the concepts necessary to understand the atmosphere, atmospheric circulation, storms, icing, wind shear, turbulence, and other weather hazards. Weather forecast and weather information sources will be utilized. Real time weather data, along with archived data, will be analyzed weekly in the lab. 4 credits

Pre-requisites: MAT092, REA100.

**PSC140 Introduction to Ocean Studies with Lab (SL)** is a study of the world's oceans focusing on properties and circulation of the ocean, and some interactions between the ocean and components of the Earth system. The human/societal impacts on, and responses to, those interactions will be examined. Physical, chemical, geological, and biological aspects of the oceans will be explored. The laboratory exercises are designed to reinforce concepts presented in lecture by having students access and interpret a variety of environmental information, including recent observational data. 4 credits

Pre-requisites: MAT092, REA100.

**PSC220 Meteorology (SL)** is the study of the atmosphere, weather elements, air masses, cloud development, atmospheric motion, fronts and storms, thunderstorms, tornadoes, and hurricanes. Principles of weather forecasting will be discussed. The labs reinforce lecture principles and provide an opportunity for personal study of these phenomena. 4 credits

Pre-requisites: MAT093, REA100.

Note: Engineering courses with a prefix of PHE are listed on page 153 under the Engineering heading.
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## Physics

**PHY103 Physics Today (SL)** makes the curious liberal arts student aware of and appreciate his or her physical environment. The basics concepts of classical mechanics, thermodynamics, wave motion, electricity, magnetism, optics, and modern physics are covered. The emphasis is on the relationship between physics and everyday life. 4 credits

Pre-requisites: MAT092, REA100.

**PHY120 Light Science (SL)** is an introduction to the science of light. It is intended for students in the visual arts, liberal arts, and those interested in the nature of light. Topics covered include color, vision and the physiology of the eye, optical illusions, cameras, holography, optical recording, symmetry in art and nature, and the properties of light. The emphasis of this course is on the relationship between light, nature, and art using a hands-on, activity-based approach. 4 credits

Pre-requisites: MAT092, REA100.

**PHY181 Introductory College Physics I with Lab (SL)** is the first part of a two semester algebra-based physics course. It provides a comprehensive introduction to physics for students interested in physical, biological, health and environmental sciences. Topics include kinematics, dynamics, energy and momentum conservation, collisions, gravitation, fluids, thermodynamics, oscillations, waves and sound. Conceptual understanding will be integrated with problem solving and lab experience. Previous exposure to physics principles and strong math skills are highly recommended. 4 credits.

Co-requisite: MAT121.

**PHY182 Introductory College Physics II with Lab (SL)** is the second part of a two-semester, algebra-based, physics course. Topics include electricity, magnetism, light, optics, and modern physics. Conceptual understanding will be integrated with problem-solving and lab experience. Previous exposure to physics principles and strong math skills are highly recommended. 4 credits.

Pre-requisite: PHY181.

**PHY207 General Physics I with Lab (SL)** is the first course of a three-semester, calculus-based, general physics course sequence. This course provides a comprehensive introduction for students interested in physics and engineering. Topics related to mechanics include linear and rotational kinematics and dynamics, energy and momentum conservation, collisions, equilibrium of rigid bodies, and oscillations. Problem-solving and laboratory skills will be emphasized in this course. Previous exposure to physics principles and strong mathematics skills are highly recommended. 5 credits

Co-requisite: MAT201.

**PHY208 General Physics II with Lab (SL)** is the second course of a three-semester, calculus-based, general physics course sequence. This course provides a comprehensive introduction to students interested in physics and engineering. Topics include thermodynamics, electricity, magnetism, and radioactivity. Problem-solving and laboratory skills will be emphasized in this course. 5 credits

Pre-requisite: PHY207.

Co-requisite: MAT202.

**PHY209 General Physics III with Lab** is the third course of a three-semester, calculus-based, general physics sequence. Topics from modern physics that will be emphasized including the following waves, sound, geometrical and physical optics, special relativity, black body radiation, the photoelectric effect, Compton scattering, the Bohr model and atomic structure, quantum mechanics, nuclear structure, and semiconductors. Problem-solving and laboratory skills will be emphasized in this course. 5 credits

Pre-requisite: PHY208.

### **Political Science**

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**POS101 Introduction to Political Science (SS)** is a survey course in political science which offers an understanding of the principles, concepts, and dynamics of politics. The course will examine the goals of the government, the different systems of government, the characteristics of political leadership, the relationship between government and citizens, and the relationship among governments. 3 credits

Pre-requisites: EGL100, REA100.

**POS201 American Government (SS)** offers an understanding of how our political system works and how active involvement of the citizenry can make a difference in the responsiveness of our government to the needs of its people. This course provides an overview of the basic government institutions and the processes of American government. The course also examines the relationships between governmental institutions and how the public influences the process. 3 credits

Pre-requisites: EGL100, REA100.

**POS202 State and Local Government** is a basic course in functions and problems of state and local government in the United States. Emphasis is placed on Maryland jurisdiction with special attention given to Cecil County. 3 credits

Pre-requisites: EGL100, REA100.

### **Psychology**

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**PSY101 Introduction to Psychology (SS)** is both the scientific and philosophical study of behavior and thought. Topics covered include the following: methods used to study behavior, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. 3 credits

Pre-requisites: EGL100, REA100.

**PSY201 Human Growth and Development (SS)** studies the developing person through the lifespan, from conception to death. Current research and theories are studied in order to describe and explain physical, cognitive, social, emotional and personality development in infancy, childhood, adolescence, young adulthood, middle age, and late adulthood. The importance of specific environmental contexts in development, and applications of research and theory are emphasized. 3 credits

Pre-requisite: PSY101.

**PSY203 Child Growth and Development** studies the developing person from conception through adolescence. Current research and applications are used to describe and explain physical, cognitive, social, emotional, and personality development. The importance of specific environmental contexts in development is emphasized. Major topics explored in the course include the following: prenatal development, birth, attachment, language development, abuse and neglect, parenting, moral development, gender role development, and problems and challenges of adolescence. 3 credits

Pre-requisite: PSY101.

**PSY204 Psychology of Women** is an in-depth study of the factors which influence the physical and psychological development of women, together with an examination of topics which are of critical concern for both women and men. Topics examined include the following: research and theory, causes and consequences of gender stereotyping, lifespan development, sex differences and similarities, work and achievement motivation, intimate relationships, sexuality, marriage and motherhood, violence against women, and physical and psychological health. 3 credits

Pre-requisites: EGL100, REA100.

**PSY207 Educational Psychology** involves an examination of psychological principles and practices as they apply to educational settings. Several topics related to teaching and learning are addressed, including: developmental theory and processes, student characteristics, learning, instruction, diversity, motivation, exceptionalities, effective learning environments, evaluation, and measurement of learning outcomes. 3 credits

Pre-requisite: PSY101.

Co-requisite: EDU207.

**PSY221 Personal Adjustment and Mental Health (SS)** is a study of the problems and processes of human adjustment, focusing on such fundamental topics as development of personality and identity, dynamics of maladjustment, approaches to adjustment, and problems influencing personal growth and the enhancement of human adjustment. The course emphasizes learning and experiencing how these fundamental issues relate to the way people adapt and come to terms with their environment. 3 credits

Pre-requisites: REA100, EGL101.

**PSY222 Organizational Psychology** emphasizes the issues of increased productivity, organizational change, and improved organizational environment. Increasingly, managers have turned to the applied behavioral sciences for insights and answers to these compelling problems. The course is designed for students who want to update skills in management, supervising, and/or interpersonal relations. 3 credits

Pre-requisites: EGL100, REA100.

**PSY227 Introduction to Abnormal Psychology** is the study of abnormal behavior. The course covers perspectives on abnormal behavior, patterns of maladaptive behavior, and methods of assessment, treatment, and prevention. 3 credits

Pre-requisite: PSY101.

## Reading

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**REA098 College Success Workshop** is designed for students who want to improve their study habits and study skills. The focus will be on managing time, increasing concentration, learning to take study notes, optimizing textbook study time and developing test-taking techniques. .5 credit

**REA100 College Learning Strategies** is designed to help students develop effective reading and study strategies appropriate for college. Emphasis is placed on effective reading of college texts, development of vocabulary, and effective study techniques. Through class presentation, group work, individual lab assignments, and directed reading, students learn to meaningfully blend new information with prior knowledge so that they are able to effectively read and learn from college text material. 4 credits

Pre-requisite: COM091.

**REA101 College Thinking and Study Skills** is a credit course for students who have satisfactory reading placement scores and wish to increase their college-level study and research skills. Emphasis is placed on strategies for effective notetaking, textbook reading and marking, test taking, and library research. Through readings, class discussions, group work, instructor modeling, and individual projects, students learn practical study techniques and critical thinking skills that can be applied to other credit courses. 3 credits

Pre-requisite: REA100.

## Russian

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**RUS101 Russian I (H)** introduces the student to the basics of reading, writing, and oral communication in the Russian language. In addition, the student will be introduced to the Russian culture and history. 3 credits

**RUS102 Russian II** is a continuation of the first semester of Russian. Students will be required to give a presentation to the class on a Russian cultural figure. 3 credits

Pre-requisite: RUS101.

## Social Work

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**SWK101 Introduction to Social Work** focuses on social work as a profession. The fundamental values, ethics, skills, and knowledge relevant to social work practice will be discussed. Students examine the history, principles, and nature of social welfare, including the relationship of social welfare institutions to society and the delivery systems for social services. Students explore concepts such as human diversity, social and economic justice, the needs of oppressed and disenfranchised populations, and policy in the context of social welfare. The course requires community service activities. 3 credits

Pre-requisites: EGL100, REA100.

**SWK102 Basic Interviewing Skills** is an introduction to the principles and practices of social work interviewing and counseling. Through the use of role-play and simulated interview sessions, students will develop basic interviewing skills for assessment, planning, and intervention. Throughout the exercises, students will evaluate the outcome of the interactions and the progress of the client. Students review personal ethics while developing a counseling orientation appropriate to working with people of various social and economic backgrounds. 3 credits

**SWK201 Social Welfare Policy Research and Experience** is an introductory course in social work policy research that includes an experiential learning component. The course emphasizes understanding and applying scientific knowledge and research methodologies in providing and evaluating social services. 3 credits

Pre-requisite: SWK101.

**SWK202 Elder Care Experiential Learning** focuses on student participation in an elder care, agency-based setting under the supervision of an agency designed professional. Students will apply fundamental knowledge, skills, values, and ethics to practice. Students will examine the biological, psychological, and social changes that occur with age and how these changes influence the interactions between the elder person and his or her social environment. 2 credits

Pre-requisite: SWK101.

**SWK203 Substance Abuse Experiential Learning** focuses on the study of alcohol and drug abuse. Students will participate in a substance abuse facility under the supervision of an agency professional. Students will apply fundamental knowledge, skills, values, and ethics to practice. Students will examine the theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. 3 credits

Pre-requisite: SWK101.

## **Sociology**

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**SOC101 Introduction to Sociology (SS)** is the study of human society and social interactions. This course will introduce students to the basic concepts and theories of sociology. The course objectives are to learn to think about society critically, apply sociological concepts to everyday life, identify patterns of behavior in a diverse society, and understand the importance of sociological theory. 3 credits

Pre-requisites: EGL100, REA100.

**SOC102 Social Problems (SS)** is a study of the problems faced by society which include, but are not limited to, causes, ramifications to individuals, and how they might be solved. 3 credits

Pre-requisites: EGL100, REA100.

**SOC103 Family and Marriage (SS)** is a study of the family as the basic group in human societies and of the formation of the social characters of those within its scope. Since a marriage between two people is a marriage of their two families as well, the study of the inter-relationships of family and marriage involves ethnic, social, cultural, and historic factors. 3 credits

Pre-requisites: EGL100, REA100.

**SOC105 Perspectives in Human Diversity** is an online class introducing the concept of diversity consciousness, including recognizing and overcoming diversity barriers and identifying and appreciating cultural differences. Ethical and practical considerations are integrated through the use of case studies, projects, and journaling. 3 credits

Pre-requisites: EGL100, REA100.

**SOC222 Juvenile Delinquency** focuses on the problem of juvenile delinquency, its causation, prevention, and rehabilitations. A study of this problem will not lead to any immediate solutions, but an awareness of the problem can foster enough concerns that perhaps improvements can be made in this system of justice which has been designed to treat the youth offender. 3 credits

Pre-requisites: EGL100, REA100.

## **Spanish**

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**SPN101 Beginning Spanish I (H)** is an introduction to the Spanish language. It presents the fundamentals necessary for understanding, speaking, reading and writing basic Spanish. Class contents include basic pronunciation and vocabulary, greetings and other social conventions, the concepts of gender and number agreement, and the present tense of all regular and several commonly-used irregular verbs. Class procedure includes practice in conversation, drill in basic grammatical structures, short reading, dialogues, and compositions. Students receive an introduction to Spanish and Latin American culture, history and geography. 3 credits

**SPN102 Beginning Spanish II (H)** is the second semester of introductory Spanish. It continues the development of listening, speaking, reading, and writing skills begun in SPN101. The preterit, imperfect, future, and conditional tenses of regular and irregular verbs and mastery of the phonetically-based spelling changes are begun. The course also covers comparisons and use and placement of object pronouns, and continues vocabulary expansion. Class procedures include lecture, drills, conversation, dialogues, readings, and composition. The study of Spanish and Latin American culture, history, and geography continues, and the use of Spanish in the classroom is encouraged as much as possible. 3 credits

Pre-requisite: SPN101.

**SPN111 Spanish Communication in the Equine Industry** is a language course for equine professionals who have had little or no Spanish speaking experience, as well as those who are competent in the language but need to enhance their vocabulary. Students will learn practical words, phrases, and Spanish expressions to ease both verbal and written communications in the stable. 3 credits

## **Speech**

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**SPH121 Interpersonal Communications (H)** is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating, as well as what contributes to effectual and ineffectual communication. It also provides students with practice in verbal and listening skills. Students relate communication learning to all areas of life and career skills. Classroom discussions, activities, and experiments on a variety of topics are used as a basis for students' growing awareness of perception and skills in communication. 3 credits

Co-requisites: EGL100, REA100.

**SPH141 Public Speaking (H)** is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. 3 credits

Co-requisites: EGL100, REA100.

## **Theatre**

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**THE103 Stagecraft** introduces the technical aspects of play production, including scene construction, scene painting, property building, and stage lighting. Work on technical crews for Covered Bridge Theatre drama productions is required. 3 credits

**THE104 Script Analysis** focuses on the analysis and interpretation of play scripts as the foundation for theatrical production. Students will read varied genres of dramatic literature, compile research materials for selected plays, and attend live theatrical performances. Discussion, analysis, and written critique are essential components of this course. 3 credits

Pre-requisites: THE160, THE161 or permission of instructor.

Co-requisites: EGL101, THE108, THE112 or permission of instructor.

**THE106 Voice I** provides students with a theoretical and practical foundation in vocal techniques related to speaking onstage as they specifically apply to acting. Students will perform in class and onstage, applying a range of vocal techniques to character studies. 3 credits

Co-requisites: THE111, THE161 or permission of instructor.

**THE108 Movement for Actors** is a course which analyzes the basic elements that shape the physical life of a character and how to use them effectively in building a role. Students will develop a heightened awareness of posture and physical patterns; learn basic breathing and movement techniques to support character development; analyze the impact of emotion, sociology, and relationships on a character's physicality; and deepen their understanding of working on stage. 3 credits.

Pre-requisite: THE160 or permission of instructor.

Co-requisites: THE104, THE106.

**THE109 Ensemble Fundamentals** is an introductory course which focuses on preparation for and participation in a performance ensemble. Students will choose to participate in either a dance, music, or theatre project and will participate in rehearsals which culminate in a public performance. Basic theatrical and production elements, such as costumes, makeup, theatre etiquette, lights, sound, and technical theatre vocabulary, will be incorporated throughout the class. 2 credits

Co-requisite: DAN137 or MUC104 or THE171 or permission of instructor.

**THE110 Theatre Live** is a course designed to introduce the student to all aspects of theatrical production and to foster an appreciation for fine art. This goal will be pursued through the attendance and analysis of live theatre productions, both professional and amateur. The attended productions will be the springboard for classroom discussions and reflections papers, focusing on what makes a production a good artistic piece. Attended productions will be preceded with lecture and discussions on various aspects of theatre production to provide the student with background and a clear understanding of the focus of the "field trip." Creative talent from some of the productions will be guests for discussion who will offer special insight into their artistic participation in the production. 3 credits

**THE111 Theatre Ensemble I** facilitates the student performer's application of the knowledge, skills, language, and creativity necessary to become an effective part of a production. This will be accomplished by focusing on a strong work ethic and on cooperation and respect between individuals and groups. Students will participate, at an appropriate level, in each aspect of producing an event, culminating in a public performance. Students will gain an understanding of the duties of production team members through the experience of serving in or interacting with the artistic, technical, and performance groups. Certain aspects of this class will be taught in conjunction with other classes. 2 credits.

Co-requisite: Permission of instructor.

**THE112 Theatre Ensemble II** further facilitates the student performer's application of the knowledge necessary to become an effective part of a production. Performers will gain confidence and understanding through participation, at an appropriate level, in different aspects of a public performance. Students will also develop an understanding of and respect for other production team members through the experience of serving in or interacting with the artistic, technical, and performance groups. 2 credits

Pre-requisite: THE111 or permission of instructor.

**THE160 Acting I** provides students with the essential physical, vocal, and acting techniques that serve as the foundation for performance. Students will be required to perform in class, applying a range of acting techniques, and will participate in oral and written critique and evaluation to demonstrate an understanding of the key concepts presented. 3 credits

Co-requisites: THE111, THE161 or permission of instructor.

**THE161 Introduction to Theatre (H)** is a survey course of all facets of theatre. Students will be introduced to various theatre professions and experience different aspects of theatre production. An overview of the history of theatre, from primitive to modern times will coincide with play readings/viewings from different genres. Students will work on current Covered Bridge Theatre Company productions and will attend a professional production. 3 credits

Pre-requisites: EGL100, REA100.

**THE170 Musical Theatre** is designed to strengthen students' knowledge of musical theatre as an art form, a popular form of entertainment, and a means for collaborative creativity and communication. The course will focus on the philosophy of this art form in relationship to its historical evolution. The integration of the libretto, lyrics, and music will be examined in terms of their artistic value and combination of music, poetry, and narrative. Through inquiry and analysis, the students will become familiar with the music and plots of many musicals and their significance in the evolution of this art form and reflection of society trends in history. 3 credits

Pre-requisites: EGL100, REA100.

**THE171 Acting Fundamentals** introduces non-majors to the history, theory, and practice of acting. Students will discover differences in acting styles and theories as they have evolved through the centuries. Students will also participate in actor training and assessment activities designed to enhance verbal and non-verbal communication, creativity, critical thinking, and presentation skills; thus building self-esteem and confidence in presenting oneself in personal and professional situations. 3 credits  
Co-requisites: REA100, EGL100.

**THE184 Acting for Video Production** teaches basic acting techniques for video production. Students engage in activities which give them an overview to prepare them as actors in dramas, comedies, commercials, infomercials, corporate training videos, and industrials, and to be television interviewers, news anchors, moderators, and/or narrators. Topics will include movement training, voice training, improvisation, screen tests, make-up skills and information about video production and the business of acting, ranging from headshots to auditions. 3 credits

Pre-requisites: EGL100, REA100.

**THE211 Theatre Ensemble III** will focus on rehearsal and dramatic public performance with an emphasis on preparing material from a range of theatrical genres. Students will learn to coordinate and execute all elements of the theatre ensemble performance, including planning and scheduling, design, promotion, and theatrical production. 2 credits

Pre-requisite: THE112 or permission of instructor

Co-requisite: THE106 or permission of instructor.

**THE212 Theatre Ensemble IV** focuses on preparation and performance of a capstone theatre project. Working under the guidance of a faculty mentor, students will select a repertory work, an original work, or a collaborative piece to present. Students will produce all aspects of their project, working with appropriate staff and faculty regarding production, design, costuming, and technical elements. 2 credits

Pre-requisite: THE 211 or permission of instructor.

Co-requisite: THE 263 or permission of instructor.

**THE262 Theatre History I** is an in-depth study of the beginnings of theater in ancient Greece through the Elizabethan era. This course focuses on culture and the development of theatre exploring how each affected the other. Students will read various plays from the Greek, Roman, Medieval, Indian, Chinese, Renaissance, and Elizabethan theatres. Discussion, analysis, group presentation, and written critique are essential components of this course. 3 credits

Pre-requisites: THE160, THE 161 or permission of instructor.

Co-requisite: EGL102.

**THE263 Directing I** explores the varied techniques necessary to transform written drama into a stage performance with a specific point of view. Students will learn the fundamentals of play directing through exercises and projects, and by directing short scenes to synthesize the efforts of the actors, designers, and text into one unified production. 3 credits

Pre-requisites: THE160, THE161 or permission of instructor.

Co-requisite: THE212 or permission of instructor.

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## Transportation & Logistics

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**TRL101 Introduction To Business Logistics** is a systems approach to managing activities associated with traffic, transportation, inventory control, and forecasting activities. 3 credits

**TRL102 Foundations of Transportation Business** teaches the student survival skills for the transportation and logistics professional. The course includes units on map-reading, North American geography, and a personal finance unit for the potential owner/operator. 1 credit

**TRL103 Supply Chain Basics** is a comprehensive view of supply chain management, inventory management, and warehouse management and their importance to gaining and maintaining a competitive advantage. 1 credit

**TRL105 Professional Driver's Knowledge** students learn basic and defensive driving techniques, federal motor carrier safety regulations, drug and alcohol regulations, logging, map reading, and job search techniques. 3 credits

**TRL106 Professional Commercial Driver's Skills** students receive on-the-road training, and practice shifting, cornering, speed and space management, communication, and other skills necessary for safe and efficient operation of the vehicle on public streets and highways. 6 credits

Co-requisite: TRL105.

**TRL109 Supply Chain Work-Based Problem** is a cooperative, work-based, problem-solving seminar covering the topics of supply chain management, inventory management, and warehouse management and their interrelated importance to gaining and maintaining a competitive advantage. 1 credit

**TRL110 Introduction to Transportation and Distribution** examines the structure and importance of the commercial transportation industry in the logistics sector of business. The course includes discussions of regulations, economics, characteristics, and development in major transportation modes. 3 credits

**TRL130 Production and Operations Management** is the study of the fundamentals of the various techniques used in the practice of production management including location, design, and resource allocation. 3 credits

**TRL151 Principles of Yacht Design** covers the basic sciences required for students to understand how boats and yachts behave in the marine environment. Through self-paced study, discussions with instructors via e-mail, telephone conferencing, and lesson reports which provide a professional critique of written work and design projects, the student develops an understanding of the basic laws of flotation and propulsion. The student is also introduced to manual marine drafting and will learn how to describe hull geometry graphically by drawing and fairing hull lines. 4 credits

Pre-requisites: MAT092, EGL100, REA100.

**TRL152 Aesthetics and Utilization of Design** covers exterior and interior design, and the design of powerboats, sailboats, and multihulls, including styling, ergonomics, hull form for specific service, propulsion, stability, and desirable and undesirable performance characteristics. 4 credits

Pre-requisite: TRL151.

**TRL201 Introduction to Materials Handling** introduces the concepts and principles of materials including inventory control and forecasting activities. 3 credits

Pre-requisites: TRL101, TRL110, TRL130.

**TRL210 Transportation Management** explores the current practices used in the management of commercial transportation departments and their financial and operational impact on manufacturing, marketing, and the other departments in the firm. 3 credits

Pre-requisites: TRL101, TRL110, TRL130.

**TRL220 Materials Requirement Planning** is a study of materials requirement planning that includes a net change versus regenerative systems, lot-sizing, and time-sharing of dependent demand. 3 credits

Pre-requisites: BUS108, TRL210.

**TRL251 Construction Methods** focuses on materials and methods used to build boats in wood, fiberglass, and aluminum. Through study guides, self-paced study, reading assignments, and in-depth critiques of design projects, this course teaches the information that a designer needs in order to specify the materials, determine dimensions of construction members according to established rules and engineering methods, and prepare construction plans that the boat builder needs in order to build the boat or yacht. 4 credits

Pre-requisite: TRL152.

Co-requisite: DAP111.

**TRL252 Systems and Equipment** provides the basic information that the yacht designer requires to select the vessel's systems, design their installation, and specify the equipment needed for the efficient operation of the vessel in a safe and seaworthy manner. Design considerations relating to engine installations, propulsion, electrical, navigation, plumbing, fuel, and environmental systems are discussed. 4 credits

Pre-requisite: TRL251.

## **Visual Communications**

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**VCP101 Photography I** introduces the art and craft of photography. Students learn digital camera operation, digital scanning, and print production. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments, in addition to class activities, to produce a portfolio of fine black and white and color photographs. 4 credits

**VCP103 Introduction to Arts Media and Communication** introduces students to the art and craft of media production. Students work in teams to produce a media package of still photographs, graphic design promotional pieces, and short documentary video productions. Emphasis is placed on visual thinking and written, oral, and visual communication. 3 credits

**VCP111 Studio Photography I** introduces the art and craft of studio photography. Students will use digital cameras for commercial applications. Studio lighting is emphasized for portrait, fashion, and advertising product photography. Students complete weekly studio and lab assignments, in addition to class activities, to produce a studio photography portfolio. Photography business practices are introduced. 4 credits

Pre-requisite: VCP101.

**VCP114 Special Projects Studio Lab** enables advanced visual communications students to initiate or continue a special project. It can also provide additional studio and lab time for students currently enrolled in classes who wish to use the facility beyond the times allocated for the courses they are enrolled in. This course does not fulfill graduation requirements. Permission of the program coordinator is required prior to enrolling in the course. 1 credit

Pre-requisite: VCP101 or VCP117 or VCP210.

**VCP115 Special Projects Studio Lab** enables advanced visual communications students to initiate or continue a special project. It can also provide additional studio and lab time for students currently enrolled in classes who wish to use the facility beyond the times allocated for the courses they are enrolled in. Credits for this course do not fulfill graduation requirements. 2 credits

Pre-requisite: VCP101 or VCP117 or VCP210.



**VCP116 Digital Imaging I** introduces the student to the creation and manipulation of electronic imagery. Students learn to import digital images; scan film, prints, and artwork; create and manipulate images; prepare images for use in Web documents; and make archival inkjet prints with Adobe Photoshop. Visual thinking and communication are emphasized. Students complete weekly lab assignments and produce a final portfolio of printed images, including color correction, colorized black and white, restoration, compositing, imagery with text, abstraction, and a personal project. 2 credits

**VCP117 Digital Imaging II** is a continuation of VCP 116. Students learn to make composite artwork by working with masks and layers and to create a Web photo gallery and animated GIFs in Photoshop. Adobe InDesign is introduced along with basic graphic design concepts. Students produce a portfolio of work including the following a retouched image, a special effects image, a magazine cover, business cards, letterhead, CD disk insert, and five personal project prints. 2 credits

Pre-requisite: VCP116.

**VCP118 Digital Imaging III** advances the student's graphic design capabilities by using Adobe Illustrator and InDesign, two advanced professional graphic design programs, to combine words and images on the printed page in order to provide real-world skills essential for graphic design careers. Students will create and manipulate images, and combine graphics such as text into page layouts. Students will learn the process of creating professional business cards, brochures, and logos from concept to print. 4 credits

Pre-requisite: VCP117.

**VCP119 Digital Imaging IV** introduces the student to Web page design. Students use Adobe Photoshop, Dreamweaver, and Flash to conceive and create effective Web sites that are easy to use and that meet the demands of the target market. 4 credits

Pre-requisite: VCP118.

**VCP120 Digital Imaging V** is an independent study course where students develop and implement a design project. Students meet weekly with the instructor to review progress and receive instruction. In addition to improving existing graphic design skills, students will learn to develop a project proposal and implement that proposal in a successful design project. 4 credits

Pre-requisite: VCP118.

**VCP130 Introduction to Video** explores the use of digital video technology. Students will learn how to operate a camcorder and edit, prepare and produce video productions. Emphasis will be on student applications and hands-on experience. 4 credits

**VCP136 Multimedia Production I** introduces students to the development of new media design. Students learn different types of multimedia tools and when to use them: QuickTime, Motion, Flash, and DVD Studio Pro. They also gain an understanding of how to create artwork for multimedia productions and when to use one application over another: Illustrator, Photoshop, Image Ready, and AfterEffects. Students may use any additional tools at their disposal: Final Cut Pro and Apple Cinema Tools. Traditional art skills are emphasized: knowledge of typography, design, user interface, layout, composition, form, color, and overall visual communication and thinking. Students learn the process and methodologies of multimedia development while completing weekly assignments and a final project. 4 credits

Pre-requisite: VCP117.

**VCP139 Wedding Photography Seminar** provides an overview of the wedding photography business. Topics include available light portraiture, location lighting using studio lights, on-camera flash and slave lighting and posing individuals, couples, and large groups. 1 credit

Pre-requisite: VCP101 or consent of instructor.

**VCP140 Wedding Photography Portfolio Production** introduces the wedding photography business and engages students in the production of wedding photographs and marketing materials for a professional portfolio. Topics include available light portraiture, location lighting using studio lights, on-camera flash and slave lighting, and posing individuals, couples, and large groups. 2 credits

Pre-requisite: VCP101 or consent of instructor.

**VCP146 Multimedia Based Portfolio Presentations** teaches how to plan and produce multimedia based portfolios and presentations. Applications such as Image Ready, Flash, After Effects, Final Cut Pro, and PowerPoint will be utilized. 2 credits

Pre-requisite: VCP117.

**VCP170 Photography Seminar – Equine** is a one-day seminar for learning what elements make a good horse photograph and how to achieve them. Instructor will show photos from the Olympics and other equestrian events as examples. Conditions permitting, students will participate in photographing horses at an equestrian event or on a farm. Students should bring cameras. Students may bring previous horse photos for constructive discussion. ½ credit

**VCP180 Applied Printing Techniques** is the study of the fundamentals of black and white and color photography and digital printing. 1 credit

Co-requisite: ART180.

**VCP189 Basic Internship I** is a supervised experience with a visual communications employer for 15 days/120 hours. In addition, the student has weekly conferences with the visual communications coordinator. The student should apply for the internship with the visual communications coordinator before the semester begins, and complete an internship proposal before registering for the course. The student will complete an internship notebook and portfolio. 4 credits

Pre-requisite: VCP101 or VCP117.

**VCP210 Video Production I** introduces students to the techniques of video production. Emphasis is placed on problem-solving scenarios and hands-on experience. Several short video programs are directed and produced. Students have the opportunity to work on an individual basis as well as in teams. 4 credits

**VCP211 Studio Photography II** continues the study of the art and craft of commercial photography. Students use digital cameras, digital processing, and electronic and print output for commercial applications. Studio lighting is emphasized for portrait, fashion, and advertising product photography. Students complete weekly studio and lab assignments, in addition to class activities, to produce a commercial photography portfolio. 4 credits

Pre-requisite: VCP111.

**VCP212 Video Production II** expands to the techniques of video production. Emphasis is placed on problem-solving scenarios and hands-on experience. Several short video programs are directed and produced. Students work on an individual basis as well as in teams. 4 credits

Pre-requisite: VCP210.

**VCP214 Video Production III** provides the opportunity for the advanced visual communications student to concentrate on building a demo reel in an individual area of interest to further career and course goals. 4 credits

Pre-requisite: VCP210.

**VCP222 Photojournalism I** studies the approaches and techniques of photographic reportage. Topics include news, features, issue reporting, journalistic portraits, sports, photo essay, documentary photography, and ethics and law. Emphasis is placed on visual interpretation and communication, composition, and photo editing. Students complete weekly shooting and lab assignments, participate in class discussions and critiques, create a picture story layout, plan and photograph a group project, and produce a strong photojournalism portfolio. 4 credits

Pre-requisite: VCP101.

**VCP223 Photojournalism II** develops advanced technical proficiency, personal approach, and a strong photojournalism portfolio. Topics include general news coverage, journalistic portraits, a food feature, an architecture/interior feature, nature, sports, photoessays, editing, layout, and selling work to publications. Writing captions and short text is also emphasized. Students complete weekly shooting and lab work and participate in class critiques. 4 credits

Pre-requisite: VCP222.

**VCP224 Nature and Wildlife Photography** introduces the student to the fundamentals of professional nature and wildlife photography: equipment, processes, aesthetics, portfolio preparation, and marketing. The course includes extensive field trips to photograph with the instructor. 4 credits

Pre-requisite: VCP101.

**VCP226 Advanced Digital Imaging Production I** is an intensive workshop to develop advanced digital imaging production skills in Photoshop, focusing on image and color management. It reinforces students' current skills and enables individual work with the instructor to resolve production problems successfully. 2 credits

Pre-requisites: VCP111, VCP116.

**VCP227 Advanced Digital Imaging Production II** prepares students to create custom solutions for real commercial world production assignments using Photoshop. Advanced editing and image capture techniques are covered. Students work in teams with art directors and production staff to simulate real-world commercial environments. 2 Credits

Pre-requisite: VCP226.

**VCP230 Graphic Design Studio** implements design and production skills learned in prerequisite courses to create an integrated, singular portfolio of product design, page layout, and marketing collateral. This class prepares students for the workplace by teaching practical application and focusing on a real-world project that requires real-world solutions. Students will design, and produce all materials based on an overview of real-world marketplace expectations. 4 credits

Pre-requisite: VCP119.

**VCP270 Portfolio Production I** provides an opportunity for advanced visual communications students to concentrate on building portfolios in individual areas of interest to further their career and personal goals. Students complete weekly lab assignments, in addition to class activities, to produce a portfolio. 4 credits

Pre-requisite: VCP101.

**VCP279 Professional Portfolio Production** enables the visual communications major to prepare a capstone portfolio of imagery and written documentation suitable for presentation to meet graduation portfolio requirements and for application to a transfer institution and/or for career advancement. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments, in addition to class activities, to produce a professional portfolio and a capstone presentation to the college community. 4 credits

Pre-requisites: 19 VCP credits.

**VCP289 Internship I** is a supervised experience with a visual communications employer for 15 days/120 hours. In addition, the student has weekly conferences with the visual communications director. The student should apply for the internship with the visual communications director at least six weeks before the semester begins, and complete an internship proposal before registering for the course. Students complete an internship notebook and present a capstone portfolio. 4 credits

Pre-requisite: EGL101.

**VCP291 Multimedia Production I** is a six-credit course designed to prepare teachers to use photography and digital imaging in the classroom. Four credits cover basic imaging aesthetics with VCP101 or VCP116 and VCP117. Two credits cover teaching philosophies and techniques, curriculum design, and laboratory design and management are taught on a seminar basis. 6 credits

**VCP295 Special Problems in Visual Communications** is designed for the visual communications graduate who wishes to return to update skills in specific areas to further career goals. Course content is determined on an individual basis. 4 credits

**VCP296 Photography Seminar** provides the opportunity for experienced photographers to advance their skills in digital image making and manipulation under the guidance of an expert in the field. Creativity and problem-solving are stressed. Students complete weekly studio and lab assignments, in addition to class activities, to produce a commercial photography portfolio. 4 credits



# GENERAL INFORMATION AND SERVICES TO STUDENTS

February 1985

## CCC Photography events set

The Photography Program at Cecil Community College is planning two events this semester to help perspective photography majors learn more about careers in photography.

First, "Photojournalism Workshop with Dan Miller" on Tuesday, March 19, 1-4 p.m. Miller, an award winning freelance photographer for *Time*, *People*, *The New York Times*, and publications in Europe, Asia and South America will show his work, talk about his career, and share his ideas about making successful photographs for publication.

THIS IS A... and student assignments during the interest in high photography paper or year

### The camera's on CCC

Beginning this week, Cecil Whig will periodically feature a photograph taken for a class in the Cecil Community College photography program.

The best photograph from each class will be submitted from weekly assignments. Selection of the photograph for publishing will be made by the college's photography staff and Cecil Whig's editorial staff.

Cecil Community College offers an associate of arts degree program for photography as well as a certificate program. Adult education classes also are available.

Classes that can be taken toward any one of these programs or individually include: basic photography, black and white, color, commercial, industrial, and photojournalism. For more information contact: photography - 287-6060 ext.

The second event, "Introduction to Photographic Portraiture — Inga Style" will highlight Inga Schukraft, a successful portrait photographer who specializes in highly individualized images of people and will present a slide show of his work, talk about his ideas of what makes a strong portrait, and then actually photograph a model in our studio with color poloroid film to demonstrate his techniques. Student participation will be encouraged.



David Winters is the lab manager for... has been a Medical phot...

## Cecil College to teach ballet

Cecil community College will be starting its first college Ballet program Tuesday, Sept. 25. The college has acquired the assistance of Ms. Carol Friedman, a ballet instructor with extensive teaching and performance experience. Ms. Friedman has performed at the Metropolitan Opera, Maryland Ballet and Peabody Conservatory of Music. She has taught at the San Francisco Ballet School, Johns Hopkins University

and the Community College of Baltimore. The college will be offering Ballet 1 for adults from 4-5 p.m. and Ballet for children from 5-6 p.m. on Tuesdays and Thursdays at the Cecil Community College Physical Education Building. Please contact Don Feldscher, 287-6060, ext. 213, concerning any questions about the Ballet program.

Cecil Community College. He... tion Hospital in Elsmere Del... cial and Cultural Affairs as a... management. Winters holds an... photograph was taken with a... film at 1/250 of a second at

## GENERAL INFORMATION

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### Bookstore Services

Textbooks are available through the College Bookstore, operated by Barnes and Noble, located on the lower level of the Technology Center. In addition to textbooks, the Bookstore offers classroom and computer supplies, snack foods and beverages, gift items and College apparel. Hours of operation vary. Contact the College Information Center at 410-287-1000 or the Bookstore at 410-287-4740 for the schedule of hours.

### Café

The Seahawk Roost Café, located inside the Cecil County Veterans Memorial Library, offers a wide variety of breakfast and lunch choices. Café hours vary depending on the time of year.

### Campus Buildings and Facilities

The use of College buildings and facilities by individual community members and groups within the prescribed educational objectives of the institution is invited, subject to availability. Please contact the Conference Center at 410-287-1071 for fee structure and availability.

Visitors are required to report to the Information Desk in the Community Cultural Center. The College reserves the right to require identification from anyone who enters or uses the facilities. In accordance with Maryland law, people refusing to leave the premises after being duly warned and whose presence interferes with or contributes to the interference of the normal functions of the College and its activities will be subject to prosecution.

### Campus Hours

Fall and spring semester College hours are as follows:

Monday – Friday: 7:30 a.m. – 10:30 p.m.

Saturday: 7:30 a.m. – 6:00 p.m.

Special hours are announced for summer session and holiday periods.

### Career Programs

#### College-Based Work Experience Program (CBWEP)

CBWEP is a required course in several programs at Cecil College. The experience offers an opportunity for students to participate in a supervised work environment with local employers in their area of study. All students who plan to enroll in CBWEP must complete the Intent Form in the semester prior to enrollment in the CBWEP course. For additional information contact 410-287-6060, ext. 548.

### Course Cancellations by the College

Every effort is made to contact students when classes are canceled. Refunds will be granted and mailed to students who enrolled in a course that is canceled by the College.

The College reserves the right to cancel any registrations for which students have not complied with appropriate procedures, rules and regulations, and the financial requirements.

### Course Load for Working Students

Students who are employed are advised to carry a reduced course load during the fall and/or spring semesters and summer session. Before registering for courses, students should contact their academic advisors.

### Fragrance Free Statement

Cecil College strives to maintain an environment comfortable for all. As a courtesy to College employees and fellow students who express sensitivity to fragrances, the College requests that students and staff please refrain from wearing scented products on campus. The College deeply appreciates student and staff cooperation and support.

### Inclement Weather/College Closings

A message will be placed on the main campus telephone number, 410-287-6060, and the College Information Center number, 410-287-1000, regarding delayed openings or closings of the College. Closing will also be posted on the College's Web site at [www.cecil.edu](http://www.cecil.edu).

If inclement weather warrants the delayed opening or the closing of the College, an early announcement will be broadcast on:

#### Radio Stations:

WSTW 93.7 FM	WIIY 97.9 FM
WJBR 99.5 FM	WXYV 102.7 FM
WXCY 103.7 FM	WQSR 105.7 FM
WMIX 106.5 FM	WDEL 1150 AM
WBAL 1090 AM	WILM 1450 AM

#### Television Stations:

WJZ TV Channel 13	WMAR TV Channel 2
WBAL TV Channel 11	WBFF Channel 45

When the College announces a closing due to inclement weather, scheduled classes and activities at all designated College locations will be canceled.

### Lost and Found

Lost and found is located in the College Security Office in the Technology Center, room 203.

## Parking and Transportation

The College provides free parking to all students, visitors and staff. There are numerous conveniently located parking spaces for disabled motorists, which may be used with any valid state-issued handicap parking placard or registration. There are several College permit parking spaces available for temporary use for those with short-term needs due to injury, etc. See the safety and security coordinator in the Technology Center, room 203 for details. The College parking lots are well marked with *Fire Lanes*, *Handicapped Parking spaces*, and *No Parking areas* that are to be observed and respected by all motorists. Unless specifically indicated by security or facilities personnel, parking is restricted to the paved areas of the parking lots. **All parking regulations are enforced by towing at the owner's expense.**

## Partnership Program Higher Education Applied Technology Center (HEAT)

The HEAT Center provides an opportunity for higher education access to the citizens of Cecil and Harford counties. Through the HEAT Center, a number of colleges and universities in support of the economic development and educational goals of the counties offer baccalaureate and graduate programs. The programs have been carefully selected to articulate with associate degrees at both Cecil College and Harford Community College.

The HEAT Center is located in Aberdeen, Maryland, at the juncture of Interstate 95 and Maryland Route 22, at 1201 Technology Drive. Partner institutions provide the faculty and establish the criteria of their programs. Each institution sets its own tuition rate. As an enrolled student at one of the partner schools, one's financial obligation is to that institution. The partner school will confer the degree.

## Security and Crime Awareness

Cecil College's Office of Safety and Security is located in room 203 of the Technology Center. The coordinator of safety and security works closely with College administration, staff and students, offering a proactive approach to providing a safe and secure college campus. The office is open Monday through Friday. Students are encouraged to discuss any security matter with the coordinator. To contact security, call the college operator. The coordinator can be reached by calling 410-287-1605.

Cecil's campus offers a positive environment to learn and grow. However, like any other community, a college campus can have its share of accidents and injuries. Working together, safety and security at Cecil College is everyone's concern. The information that follows is provided to you in accordance with the Clery Act.

In an effort to ensure the safe environment we have come to enjoy at Cecil, the security coordinator will issue a timely notification memo via email should a crime occur on campus that could be construed to threaten the safety of the campus population.

In the event that you are a victim of a crime on the campus, we ask that you report it promptly to the Security Office. Local enforcement of Maryland State Law is provided by the Maryland State Police (410-398-8101) and the Cecil County Sheriff's Office (410-996-5500). Either agency can be reached by dialing 911. Cecil College security officers do not have arrest powers but may issue parking violations. An incident log is maintained in the Safety and Security Office and is available for inspection by any interested person.



## Crime Statistics

Reportable Crimes	On Campus			Public Property*		
	03	04	05	03	04	05*
Murder/Voluntary Manslaughter	0	0	0	0	0	0
Manslaughter—Involuntary	0	0	0	0	0	0
Sex Offense/Forcible	0	1	0	0	0	0
Sex Offense/Nonforcible	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0
Burglary	0	1	2	0	0	0
Vehicle Theft	0	0	0	0	0	0

\*Statistics for Public Property are obtained from other law enforcement agencies for enumerated crimes occurring in the town of North East, Md. but not part of the campus.

Hate Crimes	On Campus			Public Property*		
	03	04	05	03	04	05
Murder/Voluntary Manslaughter	0	0	0	0	0	0
Manslaughter—Involuntary	0	0	0	0	0	0
Sex Offense/Forcible	0	1	0	0	0	0
Sex Offense/Nonforcible	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0
Burglary	0	1	2	0	0	0
Vehicle Theft	0	0	0	0	0	0

On Campus & Public Property	Arrests			Disciplinary Actions		
	03	04	05	03	04	05
Illegal Weapons Possession	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	0	0
Liquor Law Violations	0	1	0	0	0	0

## Definitions

**Murder/Non Negligent Manslaughter:** The willful (non-negligent) killing of one human being by another. Note: Deaths caused by negligence, attempts to kill, assaults to kill, suicides, accidental deaths, and justifiable homicides are excluded.

**Negligent Manslaughter:** The killing of another person through gross negligence.

**Robbery:** The taking or attempting to take anything from value of the care, custody or control of a person or persons by force or threat of force or violence and/or putting the victim in fear.

**Aggravated Assault:** An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

**Burglary:** The unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes unlawful entry with intent to commit a larceny or a felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.

**Motor Vehicle Theft:** The theft or attempted theft of a motor vehicle. (Classify as motor vehicle all cases where automobiles are taken by persons not having lawful access, even through the vehicles are later abandoned — including joy riding.)

**Arson:** The willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, or personal property of another kind.

### Sex Offenses — Forcible:

Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

**A. Forcible Rape** — The carnal knowledge of a person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).

**B. Forcible Sodomy** — Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**C. Sexual Assault With An Object** — The use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

**D. Forcible Fondling** — The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental incapacity.

### Sex Offenses — Non-forcible:

Unlawful, non-forcible sexual intercourse.

**A. Incest** — Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**B. Statutory Rape** — Non-forcible sexual intercourse with a person who is under the statutory age of consent.

**Weapon Law Violations:** The violation of laws or ordinances dealing with weapon offenses, regulatory in nature, such as manufacture, sale or possession of deadly weapons; carrying deadly weapons, concealed or openly; furnishing deadly weapons to minors; aliens possessing deadly weapons; all attempts to commit any of the aforementioned.

**Drug Abuse Violations:** Violations of state and local laws regulating to the unlawful possession, sale, use growing, manufacturing, and making of narcotic drugs. The relevant substances include opium or cocaine and their derivatives; marijuana; synthetic narcotics.

**Liquor Law Violations:** The violation of laws or ordinance prohibiting the manufacture, sale, transporting, furnishing, possessing of intoxicating liquor, maintaining unlawful drinking places; bootlegging, operating a still; furnishing liquor to minor or intemperate person; using a vehicle for illegal transportation of liquor; drinking on a train or public conveyance; all attempts to commit any of the aforementioned. (Drunkenness and driving under the influence are not included in this definition.)



## Student Identification Cards

Students enrolled in credit classes will be provided a Student Identification Card. The card may be obtained from the Registration Office at the North East Campus after payment of your bill. The ID card identifies Cecil College students for participation in campus activities and College-sponsored programs, and entitles students to use campus facilities, including the Math Lab, computer labs, and Physical Education Building.

## Student Insurance

Student medical/accident insurance coverage is available at a low cost. The plan is for all students and may include coverage for dependents. Informational brochures also are available from the Admissions/Registration Office.

## Transcript Requests

Students and former students may request credit academic transcripts or non-credit records from the Registrar's Office. These requests must be made in writing and include the student's ID number, social security number, and date of birth. There is no charge for official or unofficial transcripts.

No transcripts will be released if financial obligations to the College have not been met. Transcripts will not be issued to a third party without the written authorization of the student.

## Transfer of Cecil College Credits to a Home College/University

Students currently enrolled elsewhere who wish to earn credits at Cecil College for transfer back to their home college or university should obtain advance written approval from the appropriate academic office of their home college. Without this documentation, students will be required to take Cecil's skills assessments.

## Use of Electronic Devices

The use of electronic communications devices (headphones, cell phones, beepers/pagers, laptops, etc.) in the classroom (to include both incoming and outgoing transmissions), is prohibited, except as such use is required by the nature of the course itself and/or is authorized by the instructor. A student with disabilities may make an electronic transcript of class lectures provided that his/her case is evaluated by the ADA Coordinator and he/she is given permission to do so. The ADA Coordinator must inform the course instructor that the making of an electronic transcript of class lectures is permitted under the Americans with Disabilities Act. In all such cases, the electronic recording of the class must not include class discussions, peer/group discussions, and any other student presentations; consequently, the electronic recording device must be turned off during such classroom activities.

## Voter Registration

Information about Voter Registration may be obtained from Student Services.

## STUDENT LIFE AND ACTIVITIES

Cecil College provides students with numerous opportunities for participation in various student organizations and campus activities. The level of involvement students choose can provide them with a high degree of personal accomplishment and can significantly enrich their academic experiences. There is a student activities/student development calendar of events published before each academic year. Many additional activities are added throughout the semester.

## Athletics

One of the objectives of Cecil College is to provide students with extra-curricular opportunities for intellectual, emotional, and physical development. The athletic programs at Cecil College acquire their direction through adherence to the College's vision and mission to achieve academic excellence and student success for all students. Cecil College athletics is committed to providing inter-collegiate athletic opportunities to help students formulate and achieve academic excellence and student success. In order to support and sustain academic success, personal fulfillment, and greater academic achievement for its student athletes, the athletic department emphasizes educating the whole person to develop the intellectual, social, and leadership qualities in each student-athlete. The Athletic Department's staff and coaches are dedicated to helping student-athletes obtain academic excellence and student success. It is important for our student-athletes to receive a college degree and/or transfer to a four-year college or university, but it is of equal importance that our students leave Cecil College with a competitive education, an appreciation for lifelong learning, and the knowledge and skills that will carry them successfully through life.



Cecil College is a member of the National Junior College Athletic Association (NJCAA), Region XX and participates in the Maryland JUCO Conference. This is a very highly regarded conference that gives players tremendous exposure with great opportunities to continue their athletic careers at four-year colleges and university programs. Cecil College's intercollegiate athletic teams have a long tradition of combining success on the playing field with academic achievement in class. Year in and year out, Cecil College athletic programs continue to be nationally ranked, and the College is one of the most competitive in the region. Cecil College fields competitive intercollegiate athletic teams in the following sports:

#### Men's Sports

Basketball  
Baseball  
Soccer

#### Women's Sports

Volleyball  
Basketball  
Softball  
Soccer  
Tennis

### • Athletic Eligibility Requirements

Students participating in intercollegiate athletics must be registered for at least 12 credit hours per semester. Developmental courses, such as COM091, count as hours towards eligibility. A medical examination and orientation meeting is required for all participants prior to the start of the season. For additional information please contact the Athletic Department at 410-287-1010.

### Leadership Development

During each academic year, leadership workshops are conducted for student leaders. Workshops typically focus on developing or refining interpersonal communication, group processes, decision-making, and administrative, bureaucratic and programming skills and techniques.

### Minority Student Services

The Office of Minority Student Services provides a comprehensive program of services for all students. The office works cooperatively with campus and community groups to encourage academic excellence, strengthen leadership skills, and enrich cultural awareness. Minority Student Services is committed to creating a multicultural friendly campus atmosphere and community spirit.

### Student Organizations

Participation in special interest groups on campus gives students the opportunity to develop leadership and interpersonal skills as part of their college experience. The following list of student clubs is by no means complete. Students are encouraged to start their own clubs with other interested students.

- Alpha Alpha Theta National Honor Society
- Art Club
- Cheerleading Squad
- CIAO — Cecil International Affinity Organization
- Minority Student Union
- SEAHAWK Review — a student journal of art and writing
- SEAHAWK Splash, student newspaper
- Student Government Association
- Student Nurses Association
- Visual Communications Club

### SERVICES TO STUDENTS

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#### Academic Advising

Academic advisors at the College are prepared to provide support services designed to assist students in obtaining the information they need to make knowledgeable decisions about their academic future. The best time to see an advisor is after admission but before registering for classes each semester. It is in the best interest of students to maintain contact with their advisor throughout their period of study at Cecil. Students and advisors work out an appropriate choice of courses based on the results of the skills assessments, past academic performance, curriculum choice and outside commitments. Advisors can assist students in staying on track. Students should also seek advice from their advisor if they:

- are having academic issues that have interfered with success in the academic area; or
- are contemplating a change in career education goals; or
- are nearing graduation in order to determine graduation eligibility.

Students can make an appointment with their advisor by calling 401-287-1000 or by stopping by the Advising/Registration Center located in the Division of Enrollment and Student Support Services on the first floor of the Community Cultural Center.

#### Declaration of Degree or Certificate Program

Students declare a degree or certificate option at the time of admission to the College. A Change of Curriculum Form must be submitted to the Registration Office when students wish to change their program of study.

## Transfer Advising and Articulation

Transfer information, college catalogs and applications from a variety of colleges and universities are available from the Transfer Advisor. ARTSYS (The Articulation System), a computerized transfer information program, contains information about the transferability of Cecil College courses to the colleges and universities in the University System of Maryland as well as several private schools. ARTSYS can be accessed on the Internet at <http://artweb.usmd.edu>. The Web site is very user friendly and can be an invaluable tool to the student.

On-campus visits with representatives from many colleges and universities are held during the academic year. All students who plan to transfer from Cecil College to upper division colleges or universities can benefit from this transfer advising service, and are encouraged to meet with the Transfer Advisor as early as possible in their program of study to ensure transferability of all college credits to the receiving institution.

Cecil College has articulation agreements with a number of institutions. These agreements may be course equivalency agreements and/or program transfer agreements. The following institutions have agreements with Cecil College:

- Baltimore International College
- Bowie State University
- Broadcasting Institute of Maryland
- Capitol College
- College of Notre Dame
- Coppin State University
- Drexel University
- Franklin University
- Frostburg State University
- Goldey-Beacom College
- Goucher College
- HEAT Center
- Hood College
- Immaculata College
- Johns Hopkins University
- Lincoln University
- McDaniel College
- Millersville University
- Morgan State University
- Mount St. Mary's University
- Neumann College
- Salisbury University
- Shepherd College
- St. Mary's College of Maryland
- Strayer University
- Towson University
- University of Baltimore
- University of Delaware
- University of Maryland—all campuses
- University of Phoenix
- University of Wisconsin—Green Bay
- Villa Julie College
- Washington College
- Wesley College
- West Chester University
- Wilmington College

Cecil College is also an associate college with the University of Delaware. Two bachelor degrees are currently offered through the University of Delaware's distance learning program. The degrees are the Baccalaureate for Registered Nurse and the Bachelor of Science in Hotel, Restaurant and Institutional Management.

Students will complete up to 95 credits at Cecil and then continue their studies by completing a minimum of 30 credits offered through the University of Delaware's distance learning program.

## Career Resource Center

The Career Resource Center provides students with assistance in all aspects of career planning. The Resource Center contains information about occupations, job searching, college majors, career development, resume writing, interview skills, and career trends.

Transfer and financial aid resources are also located in the Center. Students can work in the Career Resource Center with a career advisor to meet their educational and career planning needs. The career advisor is also available to assist students who are unsure of their career plans or college majors. If you wish to see the career advisor, visit the Career Center located in room 303 at Elkton Station, or call 410-287-1000 to make an appointment.

## Career and Educational Planning

The Kuder® Career Planning System can assist you with career and educational planning. You can use the system to take a career assessment, plan coursework to meet your educational and career goals, explore careers, and choose a major. You can also use Kuder® to select a college, find financial aid information, and search for scholarships. For more information on the Kuder® Career Planning System, contact the career services advisor at 410-287-6060, ext. 548.

## Job Placement

The Placement Center at Cecil College offers job placement assistance to graduates and those students seeking part-time and full-time employment. Job openings are listed on our Web site under Career Services.

Students seeking job placement service can call 410-287-1000, ext. 548.

## Childcare

The Family Education Center, a division of Cecil College, provides licensed day care, Head Start and Early Head Start at its Elkton location. The Center's certified staff provides developmental assessments and childcare for children ages six weeks to four years. Purchase of Care is accepted and a sliding fees scale is available. Cecil College provides limited funding assistance for students. For more information call the Center at 410-287-1100.

## LEARNING SUPPORT SERVICES

### Learning Center

The Learning Center assesses all students for English, reading, and math placement. These assessments are a requirement for all students. For assistance in math, reading, or writing, students of all levels and in all disciplines may refer to one of the following skill centers.

- **Math Lab** — provides free tutoring for students experiencing difficulties in mathematics.
- **The Reading and Writing Center** is a free service to all Cecil College students. It is located on the third floor of the Arts and Sciences Building, at the end of corridor 360. There are computers and printers for students to use. Tutors are available during a variety of day and evening hours to assist students with reading and writing assignments in any subject. The goal of the Reading and Writing Center is not to create perfect papers but to give students the tools they need to become effective readers, writers and students. The Center can assist with non-course writing as well: articles for the Seahawk Review, resumes, business letters, and applications. In addition, the Center provides tutoring in reading comprehension and study skills. All students at the College may use the Center free of charge. Appointments are recommended, but walk-ins will be seen according to tutor availability. The Center may also be used as a study or reading area.
- **Computer Lab** — provides free assistance to all students enrolled in credit and non-credit courses. The Lab is located in the Technology Center, room 316.
- **Prometric Testing** offered through the Computer Lab, is a highly secure, comprehensive testing and assessment service. Certifications such as Microsoft, Apple, IBM and others are available through the testing service. For information, call 410-287-6060, ext. 525 or visit <http://prometric.com>.

### Tutoring

Cecil College offers you FREE TUTORIAL SUPPORT. In addition to services offered by the Learning Center, the College extends its tutoring support, at no charge, for any class in which you are currently enrolled. This service may take the form of a study group, but is most frequently one-on-one peer tutoring. For information, call 410-287-6060, ext 374.

### College Success Program

The goal of the College Success Program at Cecil is to help students succeed in college. The heart of the program is the College Success Workshop (REA098). The course is designed to help students develop strategies and techniques for effective and efficient college study. Topics covered in the course include: The Cornell University Method of note-taking, textbook marking and note-taking, test-taking strategies, and time management techniques. The College Success Program also offers learning-to-learn sessions for nursing and science students. Students who have participated in College Success programs report that the strategies and techniques they learned helped them achieve their academic goals.

### Library

The Cecil County Veterans Memorial Library at Cecil College is an essential part of the educational program of the College, providing resources, services, and assistance to support the College's academic credit and non-credit programs.

The library contains print, multimedia, and online resources and provides students with the proper physical environment and materials fundamental to the lifelong learning process. There is always a professional librarian on duty when the library is open to assist patrons with research.



Page 34- The Rising Sun Herald Wed., May 23, 1990

## Cecil Community speakers discuss continuing education

Joe Rose, coordinator of the ABE/GED program and Angie Barnett, coordinator of the Family Support and Education

### Cecil Community College students complete work experience program

Cecil Community College held a College-Based Work Experience Program (CBWEP) for students in the area stu-

helped promote American Express products. Although his course is finished, he continues to work for that company. Carolyn Rinehart, a data

computer operator. She had the opportunity to use the programming skills she learned at Cecil Community and said she found the job to be challenging and a valuable beginning to

Center, both community College workshop and conference for Education Practice Conference, entitled "Education: The 1990's" was held at the OceanSide in Beach, Va.

Rose and Barnett presented "Strategies and Serving the Community." The program demonstrated how colleges can make changes to meet the country's



### Headed for success

Carolyn Lloyd recently completed the College-Based Work Experience Program (CBWEP) offered by Cecil Community College. Lloyd is employed by the DuPont Stein-Haskell Laboratory. CBWEP offers college credit for work experience, helping students gain entry into their career field and helping employers find motivated and trained personnel.

in Newmarket  
tive marketing skills

## BUSINESS EDUCATION AND LIFELONG LEARNING

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Through its comprehensive non-credit programs, the College offers affordable opportunities for all people, whether they want to upgrade basic skills, complete career training, or expand personal horizons. Classes are scheduled at a variety of times during weekdays, evenings, and weekends. For a current listing, refer to the most recent non-credit Schedule of Classes.

Business Education and Lifelong Learning offers a variety of classes in professional development, health care, computer skills, vocational trades, transportation, personal enrichment, and adult education. Programs specially designed for youth and seniors are also available. The Small Business Development Center offers low-cost training and resources to prospective and current small business owners.

For information about any of the following programs, call 410-392-3366.

### Youth Programs

The YES! (Youth Educational Services) Program at Cecil College features five excellent youth programs.

- **Kids in “Kollege”** provides a four-week summer program for children ages 7 to 12. The program offers a variety of classes in the areas of art, crafts, sports, math, languages, science and computers. Hands-on experience is provided through stimulating, fun, and educational activities. The classes include field trips, guest speakers, and demonstrations. The program hosts between 90 and 100 children per week.
- **Young People’s Theatre Program** offers process-focused theatre experiences for children ages 5 to 18. Students are encouraged to become actively involved in all phases of a full-scale theatrical production, while learning the basic skills necessary to participate in community theatre.
- **The After-School Enrichment Program** provides fun and expressive activities for children in Cecil County elementary and middle schools. A Foreign Language Academy has been established as an after-school program for children in grades 3–5 for Spanish and Italian instruction. The After-School Enrichment Program provides children with many opportunities to explore and develop various skills and techniques related to creativity, self-expression, foreign language, and computers in a fun and supportive environment. The extra-curricular programming offers unique and challenging courses not currently offered in the elementary school curriculum.

- **Summer Scholars** offers a series of summer institutes for students ages 13 to 15. Each institute is designed to provide students with a preview of future career pathways that parallel the Cecil County Public Schools career clusters. Students will experience a learning environment that is both challenging and supportive. Institutes will provide students with hands-on experiences through stimulating, fun and educational activities designed for teens. Career cluster pathways include arts and communications, health and human services and science, engineering and technology.
- **The Home School Program** was established to provide academic and personal enrichment courses for home school students ages 7 to 15. Academic classes, such as math, science, language arts and computer are taught, while the enrichment offerings include physical education, music, art and drama. All of our instructors are professionals in their fields of expertise or hold teaching certificates. The classes are hands-on and engaging to provide the best learning experience possible.

### Personal Enrichment

The Personal Enrichment Program provides a variety of educational opportunities for leisure, recreation, and personal enrichment. Classes vary according to consumer requests, and include languages, music, fitness, history, and creative arts. Online classes are also available. Many classes offered for credit can be taken through the Personal Enrichment Program.

### 60+ Programs

Cecil College is at the forefront in offering educational opportunities for persons age 60+. Programs are specifically designed for the older learner and courses can be pursued in a variety of ways. The Senior Education Network is a membership program offering an array of classes, including fitness, history, computer, and creative arts. Tuition is waived for Maryland residents 60+ who take credit classes. Online classes present a contemporary option for an increasingly diverse population.

## Family Education Center (FEC)

The Family Education Center, a program of Cecil College, is one of Maryland's Family Support Centers affiliated with Friends of the Family, Early Head Start and the Judy Center. In addition, the FEC is a licensed childcare center that accepts private pay and Purchase of Care. The center strives to strengthen and empower families to lead productive lives by offering the following programs in addition to child care: parenting education, prenatal education, nutrition education, ABE/GED classes, job readiness training, in home services, and computer training. The center also provides assistance to families with children who have special needs.

## Adult Literacy/GED Program

All Adult Literacy courses are offered day and evening, focused on individual needs, and self-paced.

- **Adult Basic Education** assists students in their reading, writing, and math skills, which includes life skills and computer-assisted instruction.
- **General Educational Development** prepares students for the state examination to earn a high school diploma, which is a key to employment opportunities, advancement, further education, and financial rewards.
- **Project Literacy** offers one-on-one tutoring to help teach adult basic reading and writing skills. Each student works privately and confidentially with a volunteer tutor.
- **English as a Second Language (ESOL)** assists non-native students in improving their English listening, speaking, reading, and writing skills.



## Business Training Resource Center (BTRC)

As the training division of Cecil College, the BTRC provides innovative and targeted programs benefiting employers by helping to build a better-trained and more flexible workforce. Cecil College has served the business community for over 30 years and is recognized as a provider of high-quality, cost-effective training in the areas of leadership and employee development, as well as technical, job-specific workplace skills. Training may be provided at the College's two convenient locations or at the employer's location.

## Small Business Development Center (SBDC)

A Maryland SBDC satellite office is located at the Elkton Station facility. A counselor is available to individuals seeking management or technical assistance with establishing or managing a small business. In addition to individual counseling, seminars and courses are regularly scheduled to benefit aspiring and established entrepreneurs.

## Workforce and Professional Development

For individuals seeking to gain new skills or take their current skills to a new level, there are non-credit training programs available in a number of areas. These programs are designed to prepare participants for entry-level employment, re-train workers to meet the needs of a changing workplace, and provide training for those seeking to update their skills for their current job. Classes vary in length from one day to several months, depending on the skills being addressed. Program areas include the following:

**Information Technologies** — With state-of-the-art computer equipment and software, Cecil College offers a wide variety of multi-leveled computer courses for the beginner to the more proficient user. In addition, there is preparation for various industry-recognized certifications. Courses cover topics such as operating systems, word processing, spreadsheets, and databases, as well as the use of the Internet and Web page design. Training in specialty software packages such as Quickbooks or MS Project, are also available.



**Vocational Training** — As new workplace skills are needed in our region, Cecil College responds with a number of programs to address those needs. Courses in the areas of veterinary assistant and bookkeeping help prepare individuals for very specialized office work. In the areas of the trades, courses in welding, air conditioning and refrigeration, and plumbing are available. Several programs provide preparation for certifications.

**Professional Development** — Training is available for those who would like to enhance their skills in the workplace. Courses are offered to assist individuals seeking to improve their writing, oral presentation, and problem-solving skills, in addition to certificate programs designed for business professionals.

## Transportation

Cecil College offers several transportation classes for those who want to upgrade their current skills or add new ones. Classes are available in driver education, air transportation, motorcycle safety, boater safety, flagger training, forklift training and truck driver training.

## Health Care

The Health Care programs offer training for many careers in the rapidly expanding healthcare field, including medical assistants, certified nursing assistants, hospital unit clerks, medical coders, medicine aides, and phlebotomists. The College offers a series of courses, leading to certification, for each of these careers.





## CBT to produce *Guys & Dolls* at Cecil Community College in late July

NORTH EAST — The Covered Bridge Theatre, CBT, will present the classic musical *Guys and Dolls* at the Cecil Community College Cultural Center, with performances at 8 p.m., July 28 and 29, August 4, 5, 11, and 12 and August 6 and 13 at 3 p.m.

The cast includes Rich Richardson as Sky Masterson, Amy Gee and Sarah Brown, Al Herlinger as Nathan Detroit and Marie E. Gedman as Miss Adelaide. Also in the cast are: Melodie G. Brown, Ted Cregger, Dawn DiPaola, Jim Hartwell, Larry Henn, Doree Heppner, and Dan...

Diggs Smith, Melissa Springsteen and David W. Strauss.

CBT Artistic Director Patty Richardson will serve as Director/Choreographer of the performance. Musical Director is JoAnn Springsteen, Set Designer is Dan Long, Costume Coordinator is Janice Barron, Stage Manager is Kathy McCardell and Backstage Manager is Carrie Siegel, for the production.

JoAnn Springsteen commented, "I think the audience will see a new...

than Detroit, operator of a floating crap game and Miss Adelaide, a night club singer who has a "cold" from waiting 14 years for Nathan to marry her.

Patrons will be treated to familiar songs like *A Bushel and a Peck*, *Luck Be a Lady* and *Sit Down, You're Rockin' the Boat*.

In the 1950 New York premiere of *Guys and Dolls*, received...

## THEATRE REVIEW



SPECIAL TO THE WHIG  
Marie E. Gedman and Al Herlinger in Covered Bridge Theatre's "Guys and Dolls." The production continues this week-end at Cecil Community College.

### Just the facts

**What:** Covered Bridge Theatre's production of "Guys and Dolls."

**When:** Aug. 4, 5, 11 and 12 at 8 p.m. and Aug. 6 and 13 at 3 p.m.

**Where:** Cecil Community College Cultural Center near North East.

**Cost:** Tickets are \$10, \$12, and \$14. Seniors receive \$2 off the ticket price and student admission is \$5.

**For information:** Call (410) 287-1037.

## COMMUNITY RESOURCES

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### **Milburn Stone Memorial Theatre**

This facility is the premier performing arts center in Cecil County. It comfortably seats 494 patrons and offers plenty of free, well-lit parking. The Milburn Stone Memorial Theatre presents year-round performances of theater, dance, instrumental and vocal music, and stunning visual arts exhibitions. In addition to these wonderful events, each year the Theatre presents its annual gala fundraiser. Below are all the programs and opportunities the Theatre offers. Our annual season brochure presents all the details for the upcoming season and may be obtained from the Theatre offices at the North East campus or by calling 410-287-1023.

The auditorium is available to rent for performing arts events, corporate events, receptions, and private parties, etc. Please call 410-287-1023 for rates and other information.

- **The Covered Bridge Theatre Company**

The Covered Bridge Theatre Company was founded in 1981 and presents three shows a year, including comedies, dramas and musicals. It is the resident community-theater company of the Milburn Stone Memorial Theatre. In addition to the main stage season, CBT offers “The Underground Season,” featuring works from the new American Theater (for mature audiences).

- **The Gallery**

The Gallery showcases up to 11 outstanding exhibitions of visual arts per year, including sculpture, photography, pottery, painting, fiber arts, watercolors, and student exhibits. Past and upcoming subjects include Cecil County history, equestrian art, Middle Eastern culture, traditional American arts, nature photography, fine arts, retrospectives, and African-American art. Most exhibits have a reception and artist’s talk on the first Wednesday of the month. Call 410-287-1023 for C5 Gallery event information.

- **Internships and Work Study**

Every semester, several internships and work-study positions are available in the Milburn Stone Memorial Theatre. Past participants have assisted with gallery setup and management, database development, fundraising, student and patron surveys, marketing, and technical production. Student employees also benefit from informal seminars with the director. Call 410-287-1023 for details regarding internships. For information about the work-study program, call the Financial Aid Office at 410-287-1003.

- **The Footlighters**

Volunteers are an integral part of the Milburn Stone Memorial Theatre. Volunteers help with mailings, set construction and painting, gallery setup, deck crew, costuming, lighting and sound, concessions, and ushering. The Footlighters is the official organization/club for students and community members alike to participate in making the Theatre come to life. Call 410-287-1023 to learn more.

### **Cecil College Foundation Scholarships**

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The Cecil College Foundation accepts gifts from individual donors and businesses to establish scholarships for the benefit of Cecil College students. Students may apply for the entire upcoming academic year by May 1. Students may apply for the spring semester by October 15. All applications are taken online at [www.cecil.edu/alumni/foundation/scholarships.asp](http://www.cecil.edu/alumni/foundation/scholarships.asp).

Most scholarships have specific criteria. Student scholarship applicants do not apply for a specific scholarship. Applications will be screened and matched to appropriate scholarships through the selection process. For further information, call 410-287-1053.

- **Endowed Scholarships**

When an individual or organization establishes an endowed scholarship, the gift is invested in perpetuity. The income interest from the principal is distributed as scholarship awards. Endowed scholarships are established with a minimum donation of \$10,000.

The Foundation encourages the establishment of endowed scholarships because they are a gift that continues to give! For individuals, it is a lasting tribute in honor or memory of loved ones. For organizations, it is an opportunity to provide perpetual support for students at Cecil College.

- **Temporarily Restricted Scholarships**

Temporarily restricted scholarships are established as short-term or one-time gifts. When a donor establishes a temporarily restricted scholarship, the entire gift is awarded within a 12 month period.

- **Establishing Criteria**

The Cecil College Foundation, Inc. Scholarship Committee selects student recipients based on criteria established by the donor. Criteria can include program interest, residency, financial need and/or merit, and grade point average. Please call the foundation office or 410-287-1028 for assistance.

- **Financial Management**

The Fund Management Committee of the Cecil College Foundation, Inc., in accordance with its investment policy, supervises the Foundation's funds. The Foundation's financial records are audited annually and a copy of the latest audit is available upon request.

- **Disclosure**

The Cecil College Foundation, Inc. applies a one percent administrative fee to all endowed funds annually.

## **Alumni Association**

The Cecil College Alumni Association strives to maintain and strengthen communications between the College and its alumni, and to aid the College in the fulfillment of its mission and objectives. Membership is free and open to graduates from all degree and certificate programs offered by the College, as well as those students who have earned 25 credits or more at Cecil. Our members represent a comprehensive cross-section of former students who are employed in a wide range of careers and professions.

### **Cecil College Alumni Association**

#### **Mission Statement:**

Continue to promote Cecil for continuing education, certificate and degree programs as an affordable substitute to the freshman and sophomore years of a 4-year program.

Encourage enhancement of the image of the College through alumni involvement in the community.

Communicate information between the College and the alumni so that all may be informed of College events and alumni concerns.

Initiate a scholarship fund generated by alumni efforts and awarded according to alumni criteria.

Last and most important, to broaden the community's awareness of our sense of pride in having attended Cecil.

For membership information, contact the Alumni Coordinator at 410-287-1053, [alumni@cecil.edu](mailto:alumni@cecil.edu) or visit our website at [www.cecil.edu](http://www.cecil.edu).





March 2006

## Cecil Men's Basketball

team led

# National Champions

By  
(Davis)

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More importantly, how  
it stands for how the  
trains.

"We pride ourselves  
working harder than  
opponents," Lewit  
"One more free thro  
more rep in the weight room,  
one more sprint."

All of that hard work final  
ly paid off in Danville, Ill.,  
Saturday when Cecil edged  
Kirkwood Community  
College (Iowa) 64-63 to win  
the NJCAA Division II  
National Championship.



CECIL WINS PHOTO BY MATT OWEN

gather in a circle of celebration during a pep rally held at the school on Sunday. Fans gathered to greet and  
NJCAA Division II National Championship Saturday in Danville, Ill.

## Cecil men win first National championship

Members of the  
congratulate the

► CECIL from 81

basketball team to be ranked  
No. 1 in the preseason poll,  
be ranked No. 1 in the final  
poll prior to the postseason  
and to win the national  
championship.

"That just goes to show  
you what unbelievable parity  
there is in this national tour  
nament," Lewit said. "For us  
to be able to do that, it's obvi  
ously a heck of an accom

plishment. So many teams are  
up for you, even in a tourna  
ment like this where it's all  
even-even.

"Teams gun for you,  
Super Bowl every time  
they play you, but that's  
behind us once the region  
tournament starts."

Sophomore guard Eddie  
Miller scored a game-high  
26 points, while reserve for  
ward Josiah Whitehead

grabbed a team-high seven  
rebounds. The freshman  
was forced into action due  
to foul trouble. Freshman  
forward Les Simmons  
fouled out while sopho  
more forward Joel Green  
missed time with foul trou  
ble. He, Whitehead and  
sophomore forward  
Emmanuel Njomo each  
notched three fouls.

"Championship game,  
you just want it even

more," Green said. "You  
want to be out on the floor  
as much as possible. When  
I was in foul trouble and  
on the bench, guys came  
off the bench and they  
were producing just as  
much as I was."

Green, who emerged this  
season as a dominant presence  
in the paint, averaging 12.2  
points and 8.9 rebounds per  
game, finished with just three  
points and two rebounds.

# COLLEGE POLICIES

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## Academic Honesty Policy

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### Policy

Cecil College adheres to the highest standards of academic honesty. Students at Cecil College are expected to maintain that high standard by taking responsibility for their own academic success and achievement. All forms of academic dishonesty are serious offenses and will not be tolerated, and could lead to sanctions up to and including expulsion from the college. All members of the College community share the responsibility for the academic standards of the College. Academic honesty is a cornerstone of the development and acquisition of knowledge and is a critical component of continued membership in the College community.

### Definitions

Violations of the Academic Honesty Policy include, but are not limited to:

1. Plagiarism
2. Cheating
3. Fabrication
4. Other forms of academic dishonesty not specifically described here but in violation of the intent of the Academic Honesty Policy.

Plagiarism includes but is not limited to:

- The inclusion or use of someone else's words, ideas, or data as one's own;
- The use of an author's exact words without acknowledging the source and enclosing the material in quotation marks;
- The use of an author's words, ideas, opinions, thoughts, or theories in paraphrase or summary without acknowledging the source;
- Submitting in part or whole another person's work as one's own, or permitting someone else to do academic work for oneself.

Cheating includes but is not limited to:

- The use or attempted use of unauthorized materials, information, or study aids in an academic exercise or assignment;
- Copying any portion of another's work and submitting it as one's own;
- Allowing another person to copy one's work;
- Soliciting to copy another person's work;
- The unauthorized collaboration with any other person on any academic exercise;
- The unauthorized use of electronic instruments, such as cell phones, calculators, or other devices to access or share information;
- The unauthorized completion for another person of an academic work or permitting someone else to complete an academic work for oneself.
- The use of unauthorized knowledge of the contents of test, quizzes, or assessment instruments;

- Submitting a paper in two different classes during one semester without permission of the faculty members;
- Submitting previously graded work without permission of the faculty member;
- Taking an examination or writing a paper for another student;
- Inaccurately listing as a co-author of a paper or project someone who did not contribute.

Fabrication includes but is not limited to:

- Fabricating, falsifying, or inventing any information or citation;
- Making up the data for a research project or lab experiment;
- Stating an opinion as a scientifically proven fact;
- Altering the results of a lab experiment or survey;
- Misrepresenting information such as data, facts, or results.

### Procedures

1. Faculty members should inform students of the Academic Honesty Policy at the outset of each course in writing; however, it is each student's responsibility to know and understand the policy and these procedures. Lack of awareness of the policy and procedures shall not be considered a defense against any violation of the Academic Honesty Policy.
2. If an infraction is suspected, the faculty member shall be responsible for gathering data to support the allegation of academic dishonesty.
3. Within 14 days from the initial confirmation of the suspected infraction, the faculty member shall attempt to contact the student to arrange a conference. Except where the College is closed or during semester breaks, the conference must be held within 14 days from the date of the contact. Contact may be made by email, by mail or by telephone (based upon contact information then on file with the College). See Note below if no contact is made.
4. *During the conference*, the faculty member shall inform the student of the alleged infraction, present evidence, and afford the student the opportunity to respond to the allegations.
5. *During the conference*, the faculty member may
  - (a) impose a warning or require that a student redo an assignment or
  - (b) issue a failing grade for the assignment, the test, or for the course.
6. Copies of relevant written documents should be provided to the student at the time of the conference including the Notification of Violation of the Academic Honesty Policy. The faculty member shall retain a copy and submit one copy of the Notification of Violation of the Academic Honesty Policy to the following: Dean of Academic Programs, Department Chair, Student.

*Note: If the student cannot be reached for a conference or refuses to sign the notification form, the faculty member shall file the Notification of Violation of the Academic Honesty Policy with the Dean of Academic Programs without the student's signature and attach documentation of efforts to contact the student.*

7. In all events, upon receipt of the Notification of Violation of the Academic Honesty Policy, the Dean of Academic Programs shall research the possibility of prior incidents and determine if further sanctions should be imposed.
8. If the faculty member deems a sanction stronger than course failure may be appropriate, the faculty member shall make a written recommendation to the Dean of Academic Programs who may, in collaboration with the faculty, impose sanctions up to and including expulsion from the College.
9. Upon receipt of the faculty member's recommendation or the conclusion of the Dean of Academic Programs' investigation, the Dean shall endeavor to notify both the student and the faculty member of the Dean's decision within 14 days, except where the College is closed or during semester breaks.

#### **Appealing a Sanction**

- The student may not circumvent a sanction of course failure by changing status in the course, i.e. by dropping, withdrawing, being withdrawn, removing the name from the class rolls or changing to audit.
- The type or specific nature of a sanction is not grounds for an appeal.
- If the student wishes to appeal any finding or sanction, he or she should send a written appeal within 14 days of the date upon which notice of the sanction is issued to the Vice President of Academic Programs. The appeal must specify the specific grounds for appeal and copies of all relevant documents shall be attached to the appeal. No issue shall be considered unless set forth in the appeal notice.
- If no appeal is received by the Vice President of Academic Programs within the 14 days, the student waives further right of appeal.
- After consultation with the faculty member regarding the student appeal, the Vice President of Academic Programs may uphold or modify the sanction.
- If the student wishes to appeal the Vice President's decision, the student must file the hearing request within 14 days in writing to the Vice President of Academic Programs. The request must specify the specific grounds for appeal and copies of all relevant documents shall be attached to the appeal. No issue shall be considered unless set forth in the hearing request.
- Upon receiving the appeal, the Vice President of Academic Programs will direct and appoint a Hearing Board to hear the appeal. The Board will be composed of a Vice President, Dean or designee, a representative

of the advising staff, 3 faculty members including one from the department in which the infraction was initiated (if possible), and 2 student representatives selected by the Vice President of Student Services and Institutional Effectiveness. No one previously involved directly in the matter shall be a member of the Hearing Board. The hearing shall be conducted within a maximum of 30 days of the appeal, except where the College is closed or during semester breaks, and shall be recorded. The Board ruling shall be final. Results of the appeal process will also be on file in the Dean of Academic Programs' office.

- The appeal process will be conducted as expeditiously as possible; during the appeal process the imposed penalty shall stand. During the appeal process, the student may remain in the class.
- The decision of the Hearing Board is final and is not subject to appeal.

*Note: This process applies only to sanctions related to the Academic Honesty Policy. All grievances should follow the Student Grievance Policy and Procedures.*

#### **Americans With Disabilities Act**

The Americans with Disabilities Act was signed into law on July 26, 1990. This law reinforced the concept of reasonable accommodations in education. The legal discussion in Section 504 of the Rehabilitation Act of 1973 states in part:

"No otherwise qualified handicapped individual shall, solely by reason of his/her handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

We assure that the same educational programs and services offered to other students be available to students with disabilities. We must provide physical and programmatic access by means of reasonable accommodations. This includes removal of architectural barriers, provision of auxiliary services, teaching strategies and institutional policies.

Students needing assistance with receiving accommodations or who have questions regarding ADA concerns should contact the ADA Coordinator in the Advising Center at 410-287-1000 ext. 556, or seek access through the Cecil College website.

#### **Responsible Use of Information Technology Resources**

##### **Policy**

It is the policy of Cecil College that all members who use the College's computing, information or communication resources must act responsibly. Every user is responsible for the integrity of these resources under their control. All

users of College-owned or College-leased information technology systems must respect the rights of other users, respect the integrity of the physical facilities and controls, and comply with all pertinent licenses and contractual agreements. All members of the Cecil College community will act in accordance with these responsibilities, relevant laws (including but not limited to the Telecommunications Act of 1996) and contractual obligations, and the highest standard of ethics.

Prior to accessing a Cecil College computer and/or a Cecil computer network, you will be required to agree or disagree to the following disclaimer.

You are about to access a Cecil College computer and/or computer network that is intended for authorized users only. You should have no expectation of privacy in your use of this network. Use of this network constitutes consent to monitoring, retrieval and disclosure of any information stored within the computer or network for any purpose including criminal prosecution.

Use of the Cecil College computer systems is contingent upon the following rules:

1. You may not attempt to access or modify any data or programs unless you have been granted permission.
2. You may not make unauthorized copies of any copyrighted software for personal use.
3. You may not engage in any activity which: harasses other users; makes personal profit or conducts personal business; participates in gambling activity; endangers lives or livelihoods; accesses or distributes pornographic material; or engages in criminal activity.
4. You may not download, install, or run any program from the Internet without the approval of your instructor or a network administrator.
5. You may not install or run any software, which is not supplied or authorized by the College.
6. You may not run password tracking, password cracking, or virus generating programs for any reason.
7. You may not install or run any streaming video, or live audio programs from the Internet without the specific approval of your instructor or a network administrator.

Electronic mail (Email) services are provided for students, faculty and staff and should not be used for fraudulent, harassing, or obscene purposes.

Unauthorized or illegal use of a Cecil College computing asset will not be tolerated and may result in disciplinary or criminal prosecution or both.

## **Procedure:**

### **I. Introduction**

Information technology at Cecil College is provided to facilitate the educational process and the administrative efforts in support of research and instruction for faculty,

staff and students of Cecil College. The use of said facilities must be consistent with the mission statement of the College and with facilitating the exchange of knowledge and information, while encouraging resource sharing and collaborative projects in education and research.

The Responsible Use of Information Technology Policy for Cecil College contains the governing philosophy for regulating faculty, staff, and student use of the College's information technology resources. It spells out the general principles regarding the appropriate use of equipment, software, and networks. By adopting this policy, the College recognizes that all members of the College are also bound by local, state, and federal laws relating to copyrights, security, and other statutes regarding electronic media. The policy also recognizes the responsibility of faculty and staff to take a leadership role in implementing the policy and assuring that the College community complies with the policy.

Information technology provides important means of communication, both public and private. Users and system administrators will respect the privacy of person-to-person communication in all forms, including voice (telephone), text (electronic mail and file transfer), and image (graphics and video).

Access to the College's information technology facilities is a privilege granted to the College's students, faculty, staff and others designated by the College. Access to College information resources may be granted, limited, or withdrawn by the College based on the following factors: observance of relevant guidelines, laws, and contractual obligations, the requester's need to know, the information's sensitivity, the risk of damage to or loss by the College, and the person's previous history of use.

The College reserves the right to extend, limit, restrict, or deny privileges and access to its information resources. Individuals other than College faculty, staff, and students may be permitted access to information as long as such access does not violate any license or contractual agreement, College policy, or any federal, state, county, or local law or ordinance.

College facilities and accounts are to be used for the activities or purposes for which they are assigned. College computing resources are not to be used for commercial purposes without written authorization from the College. In these cases, the College will require payment of appropriate fees. This policy applies equally to all College-owned or College-leased equipment.

Users must guard against abuses that disrupt or threaten the viability of any system, including those at the College and those on networks to which the College's systems are connected. Access to information resources without proper authorization from the data owner, unauthorized use of College facilities, and intentional corrup-

tion or misuse of information resources are direct violations of the College's standards for conduct, as outlined in the Cecil College Faculty and Staff Manuals, and the Student Handbook.

## **II. Implementation**

Cecil College's Information Technology Department and the Information Technology staff are responsible for the implementation of this policy. Faculty, staff and students are responsible for following all policies and guidelines specified and implied.

## **III. Enforcement**

Alleged violations of this policy shall be subject to the procedures outlined in the Cecil College Faculty and Staff Manuals, College Catalog (Student Misconduct Policy), and the Student Handbook. Cecil College treats access and use violations of computing facilities, equipment, software, information resources, networks, or privileges seriously. Cecil College will pursue criminal and civil prosecution of violators when appropriate.

## **IV. Procedures for Use of Information Technology at Cecil College**

1. It is prohibited for users to interfere with or disrupt network users, services or system resources. Disruptions include, but are not limited to, distribution of unsolicited advertising, creation and/or propagation of computer worms or viruses, transmission of slanderous and/or harassing materials, chain letters, and using Cecil facilities to gain unauthorized entry to any other facility, whether they be internal or external to the Cecil network.
2. It is prohibited for users to use equipment for illegal purposes as defined in the Telecommunications Act of 1996.
3. It is prohibited for users to use Cecil's information technology resources for private financial gain.
4. It is prohibited to divulge student e-mail addresses without the consent of the owner of that address.
5. All data found on Cecil administrative systems is to be considered confidential. This is true even if the software system does not enforce this confidentiality.
6. All software found on Cecil systems is licensed by Cecil and as such may not be copied for personal use, transferred to non-Cecil equipment or modified in anyway.
7. Users not accessing the systems for six consecutive months will be considered inactive and will be removed from the system unless Information Technology is informed that they are on extended leave.

## **V. Guidelines for Creation and Maintenance of World Wide Web (WWW) pages at Cecil College**

All WWW pages created for departments or organizations within Cecil and placed on the Web Server are considered an official representation of Cecil and thus must

be in compliance with the stated mission and standards for Cecil.

- a. All pages for students/student organizations must be approved by the faculty/staff advisor and the Vice President of Students and Institutional Effectiveness or designee.
- b. All departmental pages must be approved by the appropriate Vice President, Dean or Administrator.
- c. All WWW pages are subject to periodic review by appointed person(s).

## **VI. Disciplinary and Appeal Procedures Disciplinary Procedures: Students:**

Students who are charged with violation of the policy will be referred to the Vice President of Student Services and Institutional Effectiveness or designee.

Students who are found in violation of the policy may receive the following sanctions:

**First Offense:** The Vice President of Student Services and Institutional Effectiveness or designee may refer the student to appropriate counsel in the proper use of the technology resource. Sanctions may be imposed depending on the seriousness of the violation.

**Second Offense:** Sanctions may include but not be limited to temporary suspension of the technology resource.

**Third Offense:** This will result in serious disciplinary action including but not limited to suspension of the technology resource, including E-mail and Internet access. Serious multiple violations could result in dismissal from the College.

Based on the principles of standard classroom management, faculty reserve the right to dismiss students (temporarily or permanently) from a class if the student's use of technology in that class is not consistent with the academic objectives of the course.

**Appeal Procedures:** Complaints will be adjudicated as detailed in the Student Misconduct Policy. This process is described in detail in this Catalog.

### **Faculty/Staff:**

Based on the nature of the offense and/or the number of violations, and if the violation is confirmed, the appropriate supervisor may take action in accordance with due process.

**Appeal Procedures:** Any determination of the College or action taken which affects an employee of the College may be formally appealed through one of the College's available grievance procedures, if any such procedure applies to the employee. If no grievance procedure applies, any determination below the level of President may be appealed to the President, but a decision by the President will be considered final.



## Copyright

The copyright law of the United States (Title 17, U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. The person making the copy is liable for any infringement. For further information about copyright laws consult the following:

- Books about copyright laws that can be borrowed from the library.
- Videotapes about copyright laws that can be viewed in the library.
- Internet sites for more information about copyright:  
<http://fairuse.stanford.edu/>  
<http://www.loc.gov/copyright/>

## Drug Use and Alcohol Abuse Prevention Policy

It is the policy of Cecil College, in accordance with State and Federal guidelines, to promote a drug free workplace and campus. In addition, Cecil College recognizes and supports the need to continue a firm stand on the issue of drug use and alcohol abuse prevention and education.

### Procedures for a Drug Free Workplace and Campus

In compliance with the Drug Free Workplace Act of 1988, The Drug Free Schools and Communities Acts of 1986 and 1989 and The State of Maryland Executive Order 01.01.1989 — Drug and Alcohol Free Workplace, the Board of Trustees of Cecil College adopted the Drug Free Workplace Policy effective March 18, 1989 and the Drug Use and Alcohol Abuse Prevention Policy effective October 1, 1990. These procedures are reviewed and amended biannually, as required by the U.S. Department of Education.

### Philosophy

Cecil College is dedicated to maintaining an educational environment that prepares students for an enriched and productive participation in society, thus enhancing the quality of community life. Social life should assist, and not detract from, these most basic goals. All members of the academic community — trustees, students, faculty, administrators and other staff members — share the responsibility for protecting the academic environment, and all are expected to exemplify high standards of professional and personal conduct.

The illegal or abusive use of alcohol and other drugs by members of the academic community adversely affects the educational environment as well as the workplace. It is not only detrimental to academic endeavor and enjoyable social activity, but is potentially illegal, dangerous to health, frequently produces destructive behavior, is

likely to cause irresponsible use of motor vehicles or other equipment, and often impairs personal interaction and decision making.

Therefore, Cecil College is committed to having a campus that is free of alcohol and other drug use and abuse. In keeping with its mission, Cecil College will utilize prevention through education as a major approach to the problem. Standards of conduct for members of the campus community will be established herein and will include remedial actions and sanctions as required by law.

### Definitions

The following terms used in these procedures are defined as follows:

- “substance” means alcohol and other drugs;
- “alcohol” means alcohol or ethanol;
- “drug” means any substance taken into the body, other than food, which alters the way in which the body normally functions; and
- “abuse” means use of any illegal drug or use of any drug, including alcohol, over the counter or prescription drugs, when use is not in conformance with prescription requirements, or circumstances when use is not permitted.

### Prohibition Against the Abuse of Drugs, Substances and Alcohol

The sale, distribution, use, manufacture, possession or abuse of illegal drugs and the abuse of alcohol and other substances is a violation of federal and/or state laws and is prohibited at all times. Violators will be subject to arrest and prosecution. Students, faculty and staff who are found guilty of violating federal and/or state laws on College property, or while on College business, will be subject to disciplinary action up to and including dismissal and/or termination. Penalties may include drug and alcohol education and referral to the Cecil County Alcohol and Drug Center or other treatment programs in lieu of dismissal or termination.

### College-Wide Resources

Available to all members of the College community, the College supports Project Alert, a student-directed information program, providing education, individual and group support, and confidential referral to treatment and counseling services. Information projects, such as workshops, speakers and orientation programs, are designed and presented to develop awareness of the dangers and consequences of substance abuse. For additional information, contact The Advising Center at 410-287-1000.

Additional information resources available in the community include:

The Drug and Alcohol Center      410-996-5106

Family Services of Cecil County	410-398-4060
Union Hospital of Cecil County	410-398-4000
The Vet Center	410-398-0171
Cecil County Mental Health	410-996-5104
Cecil Citizens Against Drugs	410-392-0055

### Risks of Alcohol and Other Drug Use

Federal and state laws require the College to provide basic information within its policy about the numerous health risks associated with abuse of substances. It is not possible to fully explain all of them within this document, but some of the facts will be outlined in accordance with the requirements. Project Alert maintains a resource library, circulates flyers, articles and pamphlets on many of these health risks in addition to its classes, seminars and workshops.

Impairment of motor skills, loss of judgement and toxic reactions are among the many risks associated with alcohol and other drug use and abuse. Physical and psychological dependence can result from prolonged or continuous use of alcohol and other drugs. Sometimes even short term or periodic use of certain substances can produce physical and psychological dependence. Alcohol and other drug use has been related to a broad range of illnesses such as liver disease, nutritional deficiencies, ulcers, neurological and convulsive disorders, cancers, heart and artery diseases.

Some other known effects and risks include:

**HIV Infection:** (Human Immunodeficiency Virus) — the virus which causes AIDS (Acquired Immune Deficiency Syndrome). AIDS can be a fatal condition. Intravenous (IV) drug users and people under the influence of alcohol and other drugs are at risk for contracting the HIV virus. The use of alcohol and other drugs impairs judgement, lowers defenses and can put the user and user's partner(s) in danger of acquiring HIV by transfer of blood products, and the transfer of other body fluids.

**Drug Affected Infants:** Alcohol and other drug use during pregnancy can be very dangerous since these substances pass freely from the mother's body to the baby's. New studies also show that a male's use of alcohol and other drugs can affect the unborn child. One in ten children born in urban areas have been prenatally exposed to cocaine. Among the many symptoms, affected infants are likely to be born with low birth weight (under 5.5 pounds), suffer from attention deficit problems, coordination and developmental retardation and are at increased risk of Sudden Infant Death Syndrome (SIDS).

**Fetal Alcohol Syndrome (FAS):** an especially tragic result of drinking by pregnant women because its victims are helpless babies. Drinking alcohol is very risky in any stage of pregnancy, especially during the first trimester. An estimated three out of every 1,000 babies born has fetal alcohol syndrome. Effects can be similar to those described above for drug-affected infants.

Other substances and known effects include:

**Marijuana** — made from the dry leaves of the hemp plant. When smoked or eaten, it alters the chemicals in the body that control mood, appetite, perception, energy and concentration. The drug affects the brain cells in a way that disrupts long and short term memory. Marijuana also creates hormonal changes in both males and females which can lead to damage of the reproductive system, affecting the unborn child.

**Anabolic Steroids** — laboratory-made substances which are used primarily by athletes to increase muscle size and body weight. In addition to being illegal, steroids can cause serious negative side effects. Psychological problems include increased anger, uncontrolled aggression, depression and low tolerance for frustration. Physical side effects in men include a decrease in sperm count, atrophy of the testes, impotence, cancer of the prostate, early baldness, high blood pressure, heart disease and liver failure. In women, side effects include masculinizing reactions such as growth of facial and body hair, deepening of the voice, male pattern baldness and menstrual irregularities. In both sexes, there is an increased risk of birth defects in babies born to parents who use or used steroids.

**Cocaine and "Crack"** — derived from the leaves of the cocoa plant. When inhaled or smoked it stimulates the central nervous system and increases heart rate, blood pressure and body temperature. Some doses can cause weight loss, damage to the central nervous system, skin abscesses, perforation of the septum of the nose, depression and paranoid psychosis. Newborn babies of mothers abusing the drug can be addicted.

**LSD or "Acid"** — a hallucinogenic substance that is chemically derived from components of grain fungus. When ingested it causes dilation of the pupils and increases pulse rate, blood pressure and body temperature. Acting on the brain, it causes sensory distortions and hallucinations. Other responses include loss of identity, faulty judgement, sense of unreality, anxiety, depression, terror and panic. It can result in psychological dependence, and is potent in small doses.

**Narcotics** — include opium, morphine, heroin, codeine and synthetic substances that can be taken orally, snorted, smoked or injected into the skin or a vein. They relax the central nervous system and appear to be able to reduce anxiety levels, promote drowsiness and allow sleep in spite of severe pain. Short-term physical effects include pinpoint pupils, lethargy, skin abscesses, chronic constipation, nausea and respiratory depression. Psychological effects include anxiety, irritability, mood swings, depression, drug seeking and antisocial behavior.

### Maryland Alcoholic Beverage Laws

1. The minimum legal age for the possession and/or consumption of alcoholic beverages is 21 years.
2. It is unlawful to purchase alcoholic beverages for, or to give alcohol to, a person under 21 years of age.
3. It is unlawful for any minor to knowingly and willingly

make any misrepresentation or false statement to his/her age in order to obtain alcoholic beverages.

4. It is unlawful for any person to purchase alcoholic beverages for consumption by an individual who is known to be a minor.

5. It is unlawful for any persons to possess open containers of any alcoholic beverage in a public place.

6. In Maryland, the penalties for persons over 21 driving under the influence (DUI — Blood Alcohol Concentration — BAC.07) and driving while intoxicated (DWI — BAC.10) includes fines, suspension or revocation of license and imprisonment.

7. Effective January 1, 1990, the driver of a vehicle who is under 21 and who has a .02 Blood Alcohol Concentration (BAC) can have his/her driver's license suspended for one year.

### **Cecil County Code for Possession of Alcohol**

It is a violation in Cecil County to possess an open container that contains or has contained alcoholic beverages on a street, in a parking lot, on a highway, on a sidewalk, in other public places or in a motor vehicle. This applies equally to campus premises.

### **College Requirements for Alcohol Use**

Cecil College recognizes that a responsible and mature attitude towards alcohol is a desirable goal. These requirements and guidelines provide an opportunity to develop such responsibility. They presume adherence to Maryland State Law and respect for the rights of others.

1. The use, possession, and/or serving of beer and wine at all College activities is subject to county, state and federal regulations.

2. The use, possession, and/or serving of alcoholic beverages is prohibited at all on-campus College sponsored student activities. Requests for exceptions to these guidelines should be directed to the Vice President of Student Services and Institutional Effectiveness or the appropriate budget head.

3. Non-student activities sponsored by any department, faculty or staff at which alcohol will be served require approval from the Vice President or Budget Head of the division.

4. Alcoholic beverages will not be sold or served at College sporting events.

5. STUDENT PLEDGE: In accordance with Federal law, the following statement with required signature is contained in the student Application for Admission:

"In making this application, I accept and agree to abide by the policies and regulations of Cecil College concerning drug and alcohol abuse and understand that the unlawful use of drugs or alcohol will subject me to the penalties contained in those policies and regulations."

### **Guidelines for Complying with College Alcohol Requirements**

1. Admission to events where alcohol is served must be by invitation or ticket. Members of the College community are responsible for their guests to insure adherence to all applicable laws, regulations and policies as well as appropriate behavior.

2. A notice of the legal drinking age must be posted at the entrance to the event in the immediate serving area.

3. The event coordinator is responsible for a system to ensure that no one who is underage is served alcoholic beverages. A college representative or designee will be in attendance at all student events where alcoholic beverages are served in order to provide overall supervision of the event and to monitor the service and use of alcoholic beverages.

4. The burden of proof for showing legal age is placed upon the person desiring alcohol service. No service will be provided unless clear evidence of legal age is presented. No person under the legal drinking age of 21 shall be served alcohol.

The following procedures are recommended:

- Check picture I.D.s at the entrance. Acceptable identification consists of a valid driver's license with photo or other I.D. issued to non-drivers by the D.M.V.
- Use an ink stamp or other non-transferable identification for all persons who are of legal drinking age.
- Serve each person only one drink at a time.

5. No person who is intoxicated or appears under the influence of drugs or alcohol, or who is disorderly in conduct, may attend an event nor consume, serve or dispense alcoholic beverages. If an individual becomes intoxicated at the function, he/she will not be served additionally and may be asked to leave for the remainder of the event. A free ride home will be offered to anyone appearing unsafe to drive a vehicle. Unusual and/or suspicious behavior should be assessed on a case-by-case basis by the instructor or supervisor and appropriate action or referral taken. If necessary, the instructor or supervisor may seek additional advice or assistance from appropriate resources at the College.

6. All bartenders must be 21 years of age or older. According to Maryland law all facilities must have a person on site who has completed a certified alcohol intervention workshop. Server intervention workshops will be offered each semester by qualified trainers under Maryland licensing regulations for students, faculty, and staff recruited to be servers at functions where alcohol is available.

7. At all events where alcoholic beverages are served, nonalcoholic beverages such as soft drinks, lemonade, coffee and tea must be provided at minimal cost. Amounts must be reasonably related to expected attendance below the age of 21 and persons who prefer not to drink alcoholic beverages.

8. High fat, high-protein foods, in quantities proportional to the number of guests, shall be provided and prominently displayed throughout any event where alcohol is served.
9. The serving of alcohol must be discontinued one hour prior to the close of the event and a free ride home will be provided upon request or offered to anyone appearing unsafe to drive a vehicle.
10. Alcoholic beverages will be served only in the area(s) reserved.
11. Alcoholic beverages may not be brought in by others nor removed for consumption elsewhere.
12. No one should be induced or coerced, even subtly, to drink or to over indulge. The serving of alcoholic beverages must be incidental to the event and not the focus of the event.
13. Alcohol will only be available for a maximum of three hours and not past 12:00 midnight.
14. No advertising for an event which promotes alcohol or emphasizes the quantity of alcohol to be served is permitted. All promotional material and/or paid advertising must be reviewed and approved by a designated Enrollment and Student Support Services administrator.
15. Alcoholic beverages may not be given away as door prizes or raffled.

### **Policy Enforcement for Students**

1. Violations by students are subject to law enforcement procedures as applicable and/or to action according to the College's disciplinary procedures for students. Violators of College policy will receive sanctions up to and including expulsion and/or referral for prosecution. Individuals may be referred to an appropriate substance abuse education program or to the Cecil County Alcohol and Drug Center as a provision of any penalty or sanction for violation of policies and/or regulations.
2. Violations by students will be handled according to the "Due Process" procedure through Enrollment and Student Support Services or The Division of Continuing Education as applicable.

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) allows the Registrar to release student directory information. This information may include names, addresses, telephone numbers, birth dates, birth places, major fields of study, attendance dates, degrees and awards, the most recent educational agencies or institutions attended, participation in officially recognized college activities or sports, and athletic team members' weights and heights. The College generally will release only the student's name, dates of attendance and degrees, and/or certificates earned as directory information.

To have directory information withheld, written notification must be received from currently enrolled students in the Registrar's Office within two weeks after the first day of classes for the semester/term. Cecil College assumes that failure on the part of any student to request withholding of directory information indicates individual approval for disclosure.

The Act affords students the opportunity to inspect and review their educational records within forty-five (45) days of the College's receipt of request for access. Students should submit, to the Registrar, written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place for review.

Students may request an amendment of any of their educational records that they believe are inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington DC 20202-4605.

### **Non-Discrimination Policy**

It is the policy of Cecil College not to discriminate against any individual by reason of race, color, sex, marital status, citizenship, national or ethnic origin, age, religion, sexual orientation, or disability (which can be reasonably accommodated without undue hardship) in the admission and treatment of students, educational programs and activities, scholarship and loan programs, recruitment, hiring or promotion of faculty and staff, or with conditions of employment, in accordance with and to the extent required by law.

The Director of Human Resources is available to assist College employees and students in answering questions or resolving issues related to the non-discrimination, equal opportunity and issues related to access and accommodation for individuals with disabilities.

## **Rights and Responsibilities of Student Members of the College**

The following is a bill of rights and responsibilities adopted by Cecil College for the student members of the College community. The bill was adopted from a report by the Carnegie Commission on Higher Education. Student members of the campus have an obligation to fulfill the responsibilities of their particular roles within the academic community.

I. As citizens, student members of the campus enjoy the same basic rights, and are bound by the same responsibilities to respect the rights of others, as are all citizens. Among the basic rights are freedom of speech, freedom of press, freedom of peaceful assembly and association, freedom of political beliefs, and freedom from personal force and violation, threats of violence and abuse. Freedom of press implies the right to freedom from censorship in campus newspapers and other media, and the concomitant obligation to adhere to the canons of responsible journalism.

It should be made clear that editorial opinions are not necessarily those of the institution or all of its members. The campus is not a sanctuary from the general law. The campus does not stand “in loco parentis” for its members.

Each member of the campus has the right to organize his/her own personal life and behavior, so long as it does not violate the law or agreements voluntarily entered into, and does not interfere with the rights of others or the educational process.

Admission to, employment by, and promotion within the campus shall be in accordance with the provisions against discrimination in the general law.

II. All members of the campus have other responsibilities and rights based upon the nature of the educational process and the requirements of the search for the truth and its free presentation. These rights and responsibilities include:

The obligation to respect the freedom to teach, learn, and conduct research, and publish findings shall be in the spirit of free inquiry.

Institutional censorship and individual or group intolerance of the opinions of others are inconsistent with this freedom.

Freedom to teach and to learn implies that the teacher has the right to determine the specific content of the course, within the established guidelines of the college or course definition, and the responsibility not to depart significantly from the area of competence or to divert significant time to material extraneous to the subject matter of the course.

The obligation exists not to infringe upon the right of all members of the campus to privacy in offices and laboratories in the keeping of personal papers, confidential records, and effects, subject only to the general law and to conditions voluntarily entered into.

Campus records of its members should contain only information which is reasonably related to the educational purposes or safety of the campus.

The obligation exists not to interfere with any member's freedom to hear and to study unpopular and controversial views on intellectual and public issues.

The right exists to identify oneself as a member of the campus, and a concurrent obligation exists not to speak or act on behalf of the institution without authorization. The right exists to hold public meetings in which members participate, to post notices, and to engage in peaceful, orderly demonstrations.

The right exists to recourse if another member of the campus family is negligent or irresponsible in performance of his or her responsibilities, or if any member of the campus represents the work of another as his/her work. The right exists to be heard and considered at appropriate levels of the decision-making process about basic policy matters of direct concern.

Members of the campus who have a continuing association with the institution and who have substantial authority and security have an especially strong respect for the rights of others and fulfillment of academic responsibilities. All faculty should maintain the highest standards in the performance of their academic responsibilities consistent with the individual student's success.

Trustees have a particular responsibility to protect the integrity of the academic process from external and internal attacks and to prevent the political or financial exploitation of the campus by any individual or group.

III. The institution, and any division or agency which exercises direct or delegated authority for the institution has rights and responsibilities of its own. The rights and responsibilities of the institution include:

Right and obligation to provide an open forum for members of the campus to present debate issues.

Right and obligation to provide, for members of the campus, the use of meeting rooms under the rules of the campus including use of political clubs; to prohibit use of rooms by individuals members or groups of members on a regular or prolonged basis as free headquarters for political campaigns; and to prohibit use of its name, its finances, and its office equipment and supplies for any political purpose at any time.

Right and obligation not to take a position, as an institution, in electoral policies or on public issues, except on those issues which directly affect its autonomy, the freedom of its members, its financial support, and its academic functions.

Right and obligation to protect the members of the campus and visitors to it from physical harm, threats of harm or abuse; its property from damage and unauthorized use, and its academic and administrative processes from interruption.

Right to require that persons on the campus be willing to identify themselves by name and address and to state what connection, if any, they have with the campus.  
Right to set reasonable standards of conduct in order to safeguard the educational process and to provide for the safety of members of the campus and the institution's property.

IV. Student members of the campus have a right to fair and equitable procedures which shall determine the validity of charges of violation of campus regulations. The procedure shall be structured so as to facilitate a reliable determination of the truth or falsity of charges, to provide fundamental fairness to the parties, and to be an effective instrument for the maintenance of order. All members of the campus have a right to know in advance the range of penalties for violations of campus regulations. Definition of adequate cause for separation from the campus should be clearly formulated and made public.

Charges of minor infractions or regulations, penalized by small fines or reprimands which do not become part of permanent records, may be handled expeditiously by the appropriate individual or committee. Persons so penalized have the right to appeal.

In the case of charges of infractions of regulations which may lead to notation in permanent records or to more serious penalties, such as suspension or expulsion, members of the campus have a right to formal procedures with adequate due process, including the right of appeal.

Members of the campus charged with or convicted of violations under general law may be subject to campus sanctions for the same conduct, in accord with campus rule essential to the continuing protection of other members of the campus and to the safeguarding of the education process.

## **Sexual Assault Policy and Procedures**

(In compliance with Sexual Offenses on Campus – New Federal Laws Higher Education Amendments of 1992)

### **Introduction**

Cecil College seeks a safe and healthy environment for all community members and visitors. Thus, Cecil College has developed the following policy on sexual assault to set forth definitions, and to reaffirm the College's commitment to providing education, reporting, adjudication, sanctions and community resources for support.

Cecil College will also provide for the documentation of information about incidents that occur on campus and a clear process for dissemination of that information to the College community in compliance with the law.

### **Definition**

A forcible sex offense is "any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against that person's will where the victim is incapable of giving consent" because of youth, mental disability, intoxication, or inability to make a reasonable judgment concerning the nature of harmfulness of the activity which may include forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling. Nonforcible sex offenses are acts of "unlawful, nonforcible sexual intercourse," and include incest and statutory rape. Depending on the circumstance, acquaintance rape could be in either category. Offensive sexual behavior may also include obscene telephone calls, "flashing", or indecent exposure.

### **Education**

Cecil College will encourage all members of the academic community — faculty, staff, and students — to participate in educational programs about sexual harassment and sexual assault through professional development. All new students will receive information/workshops at orientation sessions.

### **Reporting Procedures & Sanctions**

Cecil College recognizes that sexual assault is not only intolerable on campus but against the law. Therefore, criminal acts will be reported to the law enforcement authorities with consent of the victim, and individuals charged may be subject to prosecution. Victims have the right to be treated with dignity and seriousness by campus personnel. Victims of crimes against the person have the right to be reasonably free from intimidation and harm. All matters pertaining to sexual assault will be kept in strict confidentiality. The College will provide assistance in clarifying the nature of the problem and outlining options that may be considered to resolve the situation. It will also provide advice and support throughout the process.

### **Procedures for Reporting Sexual Assault**

Any member of the College community who believes that he/she has been sexually assaulted should report the incident to College Security. College Security will make the appropriate notifications to the College human resources department or to the Vice President of Students depending upon the parties involved.

College Security will also, in conjunction with other college and outside resources, provide the victim with the following:

- procedures if a sex offense occurs, including who should be contacted, the importance of preserving evidence as may be necessary to the proof of criminal sexual assault, and to whom the alleged offense should be reported. The following hospitals are equipped with the Maryland State Police Sexual Assault evidence collection kit:

Union Hospital; Elkton, Maryland Veterans Medical Hospital; Perry Point, Maryland Harford Memorial Hospital; Havre de Grace, Maryland

- the victim's option to notify proper law enforcement authorities, including on-campus security and local police, and the option to be assisted by campus authorities in notifying these authorities if the victim chooses to do so;
- existing community counseling, mental health, or student support services for victims of sexual assault, which include:  
Domestic Violence/Rape Crisis Center of Cecil County — (410) 996-6033  
Cecil County Department of Social Services — (410) 996-0100,  
Emergency ONLY: (410) 398-3815
- options for, and available assistance in changing academic arrangements precipitated by the offense if requested by the victim and if these changes are reasonably available;
- transportation to medical facilities will be through the county medical emergency services unit.

### **Sanctions**

Cecil College sanctions will be imposed in accordance with student misconduct and grievance policies. These sanctions can include but are not limited to suspension, expulsion, and/or separation from the College. In addition, an individual charged may be subject to prosecution by the Office of the District Attorney under Maryland Criminal Statutes.

Other Important Agencies To Contact If An Incident Occurs

- On Campus Escort Service (410) 287-6060
- 911
- State Police (410) 398-8101
- Cecil County Sheriff Dept. (410) 996-5500

## **Sexual Harassment Policy**

### **Policy**

It is the policy of Cecil College to prohibit sexual harassment. As part of the policy, the term "sexual harassment" is defined to include conduct which constitutes:

1. Unwelcome sexual advances.
2. Requests for sexual favors, and other verbal or physical conduct of a sexual nature, that is accompanied by an explicit or implied promise of favorable employment or academic treatment, or by an explicit or implied threat that rejection would adversely affect the individual's conditions of employment or academic results.
3. A. Any verbal or physical conduct of a sexual nature which has the purpose or effect of interfering with an individual's work or academic performance, or creating an intimidating, hostile or offensive work or academic environment.

B. Sexual harassment is a violation of federal law, state law and College policy and will not be tolerated. Any person associated with the College, including administrators, faculty, staff and students, who violates this policy will be subject to disciplinary action up to and including involuntary separation from the College.

C. All persons associated with the College have a responsibility to actively promote and maintain a work place and an educational environment free from sexual harassment, intimidation, hostility and offensiveness.

D. The President shall establish and publicize procedures to handle complaints made under provisions of this policy and establish programs and publications to educate the College community about sexual harassment.

### **Procedure**

#### **Conduct and Behavior on Campus**

A. Some examples of conduct and behavior between persons of the same or different genders, by administrators, faculty, staff or students prohibited under this policy are:

1. Unwelcome sexual flirtations, advances or propositions which may occur between persons of same or different genders;
2. Verbal abuse and/or offensive noises of a sexual nature, including humor, teasing, innuendo, or gender-related epithets;
3. Graphic or degrading comments of a sexual nature about an individual's appearance;
4. Obscene gestures;
5. Display of sexually explicit or suggestive material, or pictures or objects except as germane to instructional subject matter within the course context;
6. Touching, including patting, pinching or repeated brushing against another's body.

B. Sexual harassment generally does not include occasional compliments of a socially acceptable nature or welcomed social relationships.

C. Consenting relationships are not considered sexual harassment and it is not the College's intent to regulate private behavior, however:

1. Romantic and sexual relationships are risky when they occur between a College employee and a subordinate employee or a student because a power differential is inherent.
2. An allegedly consensual relationship may considerably increase the complexities and difficulties of resolving an associated charge of sexual harassment.

### **Enforcement of Sexual Harassment Policy**

To effectively enforce the policy prohibiting sexual harassment, the College strongly encourages anyone who believes he/she has experienced sexual harassment to report all incidents. Any person may seek information, assistance or resolution by using the following informal and formal means. Further, all faculty, administrators

and supervisors must refer for investigation any possible violations of this policy of which they become aware.

#### A. Informal Procedures

1. College employees, including work-study students and volunteer workers may seek information from or direct a complaint to the Director of Human Resources.

2. Credit and non-credit students may seek information from or direct a complaint to the Vice President of Students & Institutional Effectiveness on the North East campus or the Dean of Educational Programs/Lifelong Learning on the Elkton campus.

3. An investigating official receiving the complaint and/or his/her designee will conduct a prompt and unbiased investigation of the complaint. The investigation will usually include:

- a. An interview with the complainant and, if agreeable to the complainant, taking the complaint in writing;
- b. An interview with the alleged offender;
- c. Interviews with any reported witnesses and/or others who may possess relevant information.

4. If the investigating official finds reasonable cause to believe there may be validity to the charges, he/she may attempt an informal resolution acceptable to all parties involved. Such a resolution should be undertaken in consultation with the supervisor of the alleged offender, if appropriate, and must serve to:

- a. end the alleged harassment and/or correct the harassing situation;
- b. counsel and advise the alleged offender against repeating or continuing sexually harassing behavior and/or implement discipline of less than loss of compensation or employment for the alleged offender;
- c. warn the alleged offender of potential consequences of repeat or continued prohibited behaviors;
- d. encourage the alleged offender to obtain professional counseling, if appropriate;
- e. sufficiently document and preserve the relevant facts of the case. All documentation pertaining to any complaints of sexual harassment at Cecil College must be filed in the Office of Human Resources.

5. If an informal resolution is not possible or if disciplinary action involving loss of compensation or employment is indicated after investigation as described above, due to a serious offense and/or prior incidents of unacceptable conduct, formal procedures will be required.

#### B. Formal Procedures

1. The investigating official will refer the complaint to the President.

2. The President and/or a designee may attempt a resolution acceptable to all parties. If he/she is unsuccessful or believes this to be inappropriate under the circumstances, he/she will designate three (3) individuals from the College to conduct a formal investigation of the complaint and will receive their report.

3. The President will then determine appropriate action to be taken and/or make any necessary recommendations to the Board of Trustees.

4. Any complainant may choose to by-pass the informal resolution procedure and request that a complaint of sexual harassment be referred to the President after an investigation and a reasonable cause determination has been made.

### Discipline and Other Policy Guidelines

A. If appropriate, corrective action which is consistent with the degree of seriousness of the harassment may be determined by the President or a designee, or be recommended by the President to the Board of Trustees. In general, corrective action will be commensurate with the nature and severity of the offense, and when appropriate, reflect levels of progressive discipline.

B. Guidelines for such progression are as follows:

1. A minor offense will result in at least a verbal warning plus counseling as to the provisions of this policy. Stronger disciplinary action may be taken depending upon the nature of the offense and the employee's employment record.

2. A second minor offense may be regarded as misbehavior and result in at least a formal written warning that separation from the College may result if sexual harassment continues or is repeated.

3. Additional minor and/or a major offense(s) may be regarded as gross misconduct and result in the immediate and involuntary separation from the College of the individual charged.

C. No retaliation or reprisal of any kind will be permitted or tolerated against any individual of the College who makes a complaint according to these procedures. Acts of retaliation towards such an individual may be treated as a subsequent and/or major offense and will result in appropriate discipline.

D. Filing of a knowingly false accusation of sexual harassment by any individual against an employee or student of the College is a serious violation of this policy and may result in disciplinary action up to and including involuntary separation from the College.

E. Any determination of the College or action taken which affects the complainant, the alleged offender or supervisory personnel may be formally appealed through one of the College's available grievance procedures, if any such procedure applies to the aggrieved individual. If no grievance procedure applies, any determination below the level of President may be appealed to the President, but a decision by the President is final.

F. An intentional failure by an official to take necessary and appropriate steps to refer any possible violation of this policy for investigation or otherwise act upon a bona fide complaint of sexual harassment will result in disciplinary action by the College.

G. The College will make every effort to protect the confidentiality of all parties to the extent practical while ful-



filling its obligation to investigate any possible instances of and otherwise prohibit and prevent sexual harassment.

## **Smoking Policy**

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Cecil College establishes a smoke-free environment for all property owned and/or leased by the College with the exception of designated smoking areas. All smoking and carrying of lighted tobacco products outside of designated smoking areas is prohibited. Designated smoking areas are established by Cecil College and are subject to change and review.

## **Student Grievance Policy**

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### **Policy**

A Cecil College student who wishes to file a grievance should first attempt to resolve the issue at its source with the instructor or staff member involved. Should such a resolution be impossible, however, the student may pursue the following steps if he/she wishes to file a grievance. There are two grievance tracks: (1) academic grievances, such as grade disputes and academic dishonesty issues; and (2) all other matters, such as schedules, fees, materials, and property.

It is the philosophy of Cecil College that a grade is based on the expert judgement of the instructor. The College administration will not attempt to substitute his/her judgement for that of the instructor. In a grievance involving a grade, the administrator will try to determine if the grade was arrived at in an equitable manner, that is if the same standards were applied to all students in a particular class.

### **Procedures**

1. A. Academic Grievances: Students wishing to appeal a grade, dismissal from an academic program because of insufficient academic progress, or a decision involving academic dishonesty should first arrange a conference with the instructor. Should the grade/decision involve progress or dismissal from a program such as Nursing, the student will also hold a conference with the Director of the program or the Department Chair.

B. Non-Academic Grievances: Students wishing to appeal non-academic matters, such as decisions regarding property, scheduling, etc., should first confer with the faculty or staff member involved.

2. Should no solution be reached in Step 1, the student, within five working days after the outcome of the conference has been determined, should contact the appropriate Vice President by submitting a written petition, which should include a detailed statement of the problem, a summary of the results of Step 1, and the rationale for pursuing a grievance.

\*Students wishing to file an academic grievance should file it with the Vice President for Academic Programs. All other issues should be directed to the Vice President of Student Services & Institutional Effectiveness.

3. The Vice President will gather and analyze appropriate information. Should the Vice President deem it necessary, he/she has the option of convening and chairing a committee (comprised of at least one faculty member, one student, and one staff member from Enrollment and Student Support Services selected by the Vice President) to help evaluate the student's petition through interviewing parties involved in the grievance and gathering and reviewing materials pertinent to the case. The decision at this stage of the grievance will be made by the Vice President based on the facts that have been gathered.

4. Within five working days after completing the investigation, the Vice President will, by registered mail, notify the student of his/her decision.

5. The decision of the Vice President of Student Services and Institutional Effectiveness or the Vice President of Academic Programs is final.

NOTE: See also separate policies on Student Misconduct, Academic Dishonesty, and Appeal of Grades.

## **Student Misconduct Policy**

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### **Policy**

The College is dedicated to the development of individual students. In this regard, it has the responsibility of protecting each individual's academic and personal freedoms and rights, as well as protecting the common good and rights of others. Regulations and procedures toward this end are therefore necessary.

Generally, College disciplinary action will be limited to conduct which adversely affects the educational community's pursuit of its objectives. Where possible, every effort will be made by the Vice President of Student Services and Institutional Effectiveness to dispose of adverse conduct informally by conducting a preliminary investigation and by consulting all parties concerned.

### **Infractions**

The following are examples of misconduct subject to disciplinary action:

1. Disruption or obstruction of the learning environment, teaching, research, administration, disciplinary proceedings, or other College activities.

2. Physical abuse or the threat of physical harm of any person on College premises or at College-sponsored or supervised functions.

3. Theft from or damage to College premises or damage to property of a member of the College community on College premises.

4. Failure to comply with directions of College officials acting in performance of their duties.

5. Violation of published regulations including those pertaining to entry and use of College facilities, these rules of conduct, and any other regulations which may be enacted.

6. Deliberate filing of a false accusation against another student or against any member of the College administration, faculty or staff.
7. Misuse of college resources and technology, where the use does not apply directly to academic pursuits.

### Procedures

1. Where an infraction or violation of College policy and regulations or misconduct is known or alleged, the charge may be presented by the Vice President of Student Services and Institutional Effectiveness on his/her own motion, or by any member of the College community.
2. Within seven days of the presentation of the charge, the Vice President of Student Services and Institutional Effectiveness will make a preliminary investigation by consulting all parties concerned, including the accused, to see whether the charges may be disposed of without the initiation of disciplinary action.
3. If the Vice President determines that the allegation warrants disciplinary proceedings, he/she, within seven working days, will notify the accused, in writing, of the charges and the penalty.
4. The person accused, within seven working days of receipt of the charges and penalty, may elect to be tried in a hearing board directed and appointed by the Vice President of Student Services and Institutional Effectiveness.

### Conduct of Hearings

Where hearings are necessary, proceedings shall be conducted in a fair, impartial, and expeditious manner which will insure a prompt disposition of the case. The hearing will be private. Witnesses may be called by anyone involved in the hearing. The decision regarding the evidence will be made known to the accused within two days after the hearing. A transcript or tape recording will be made of the proceedings. If the student is found innocent, charges will be dismissed and no further action will be taken. If the student is found guilty, one or more of the following disciplinary actions may be taken:

**Censure** — a written statement to the offender that he/she has violated College regulations and the possibility of more stringent disciplinary action in the event of future violations.

**Restitution** — reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

**Suspension** — exclusion from class/es and/or extracurricular activities for the remainder of the semester.

**Expulsion** — termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the order of expulsion.

### Procedures for Appeal

1. Students tried in a hearing conducted by the Vice President of Student Services and Institutional Effectiveness may appeal within seven days after notification of the action of the original hearing. Appeal may be made to the Vice President of Student Services and Institutional Effectiveness who will, in consultation with the President of the College, review the recommended disciplinary action/s. In so far as, in their judgment, it serves the best interest of the student charged, the student body, and the College, they may confirm, reduce, or dismiss the disciplinary action recommended. Their decision will be final.

NOTE: See also separate policies on **Student Grievance and Academic Dishonesty**.

### Student Right-To-Know Policy

In compliance with the Student Right-to-Know and Campus Security Act, it is the policy of Cecil College to make readily available information concerning the completion or graduation rate of all certificate or degree-seeking, full-time undergraduate students entering the College, as well as the average completion or graduation rate of students who have received athletically-related student aid. This information is published in the Credit Course Schedule.

The Crime and Awareness and Campus Security Act of 1992, requires that the College prepare information on current campus crime prevention programs and campus security statistics.

Cecil College supports the intent of this act and has taken steps to adhere to its guidelines by publishing student consumer information in the Credit Course Schedule.

### General Education and Transfer

#### Public Institutions of Higher Education

Annotated Code of Maryland

#### Scope and Applicability

This chapter applies only to public institutions of higher education.

#### Definitions

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined.
  - (1) “A.A. degree” means the Associate of Arts degree.
  - (2) “A.A.S. degree” means the Associate of Applied Sciences degree.
  - (3) “Arts” means courses that examine aesthetics and the development of the aesthetic form and explore the relationship

- between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.
- (4) "A.S. degree" means the Associate of Sciences degree.
  - (5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
  - (6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
  - (7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
  - (8) "General education program" means a program that is designed to:
    - (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
    - (b) Encourage the pursuit of lifelong learning; and
    - (c) Foster the development of educated members of the community and the world.
  - (9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
  - (10) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
  - (11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
  - (12) "Parallel program" means the program of study or courses at one institution of higher education, which has comparable objectives as those at another higher education institution; for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.
  - (13) "Receiving institution," means the institution of higher education at which a transfer student currently desires to enroll.
  - (14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.
  - (15) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
  - (16) "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects, which focus on:
    - (a) History and cultural diversity;
    - (b) Concepts of groups, work, and political systems;
    - (c) Applications of qualitative and quantitative data to social issues; and
    - (d) Interdependence of individuals, society, and the physical environment.
  - (17) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution, which is applicable for credit at the institution the student is entering.

## **Admission of Transfer Students to Public Institutions**

### **A. Admission to Institutions**

- (1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more semester hours of credit, shall not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in subsection (4) below.
- (2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 semester hours of credit,

- shall be eligible to transfer to a public institution regardless of the number of credit hours earned if the student:
- (a) Satisfied the admission criteria of that receiving public institution as a high school senior; and
  - (b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.
- (3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.
  - (4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:
    - (a) Based on criteria developed and published by the receiving public institution; and
    - (b) Made to provide fair and equal treatment for native and transfer students.
- B. Admission to Programs.
- (1) A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:
    - (a) Are developed and published by the receiving public institution; and
    - (b) Maintain fair and equal treatment for native and transfer students.
  - (2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:
    - (a) Based on criteria developed and published by the receiving public institution; and
    - (b) Made to provide fair and equal treatment for native and transfer students.
- (3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.
- C. Receiving Institution Program Responsibility.
- (1) The faculty of a receiving public institution shall be responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.
  - (2) A receiving public institution may set program requirements in major fields of study, which simultaneously fulfill general education requirements.
  - (3) A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

#### **General Education Requirements for Public Institutions**

- A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:
- (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
    - (a) Arts and humanities,
    - (b) Social and behavioral sciences,
    - (c) Biological and physical sciences,
    - (d) Mathematics, and
    - (e) English composition; or
  - (2) Conforming with COMAR 13B.02.02.16D(2)(b)-(c).
- B. Each core course used to satisfy the distribution requirements of §A(1) of this regulation shall carry at least 3 semester hours.
- C. General education programs of public institutions shall require at least.
- (1) One course in each of two disciplines in arts and humanities;

- (2) One course in each of two disciplines in social and behavioral sciences;
  - (3) Two science courses, at least one of which shall be a laboratory course;
  - (4) One course in mathematics at or above the level of college algebra; and
  - (5) One course in English composition.
- D. Interdisciplinary and Emerging Issues.
- (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:
    - (a) Be integrated into other general education courses or may be presented as separate courses; and
    - (b) Include courses that:
      - (i) Provide an interdisciplinary examination of issues across the five areas, or
      - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.
  - (2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.
- E. General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §(A)(1) of this regulation.
- F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
- G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
- H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
- I. Public institutions may not include physical education skills courses as part of the general education requirements.
- J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
- K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
- L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.
- M. Notwithstanding §A(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.
- N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

#### **Transfer of General Education Credit.**

- A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.
- B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.
- C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
- D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter as a public institution for any general education courses successfully completed at the sending institution.
- E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course pre-requisites required by a receiving institution.

- F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.
- G. A.A.S. Degrees.
  - (1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
  - (2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.
- H. Student Responsibilities. A student is held:
  - (1) Accountable for the loss of credits that:
    - (a) Result from changes in the student's selection of the major program of study,
    - (b) Were earned for remedial course work, or
    - (c) Exceed the total course credits accepted in transfer as allowed by this chapter; and
  - (2) Responsible for meeting all requirements of the academic program of the receiving institution.

#### **Transfer of Nongeneral Education Program Credit.**

- A. Transfer to Another Public Institution
  - (1) Credit earned at any public institution in the State is transferable to any other public institution if the:
    - (a) Credit is from a college or university parallel course or program;
    - (b) Grades in the block of courses transferred average 2.0 or higher; and
    - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.

- (2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.
- B. Credit earned in or transferred from a community college is limited to:
  - (1) One half the baccalaureate degree program requirement, but may not be more than 70 semester hours; and
  - (2) The first 2 years of the undergraduate education experience.
- C. Nontraditional Credit.
  - (1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
  - (2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
    - (a) Technical courses from career programs;
    - (b) Course credit awarded through articulation agreements with other segments or agencies;
    - (c) Credit awarded for clinical practice or cooperative education experiences; and
    - (d) Credit awarded for life and work experiences.
  - (3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.
  - (4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.

- (5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower division level that the receiving institution offers at the upper division level. The validated credits earned for the course shall be substituted for the upper division course.

D. Program Articulation.

- (1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.
- (2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

**Academic Success and General Well-Being of Transfer Students.**

A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program, which includes both general education courses and courses applicable toward the program at the receiving institution.
- (2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
- (3) The sending institution shall:
  - (a) Provide to community college students information about the specific transferability of courses at 4-year colleges;
  - (b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
  - (c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

- (1) Admission requirements and curriculum pre-requisites shall be stated explicitly in institutional publications.
- (2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.
- (3) A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the courses that are acceptable for transfer credit and the courses that are applicable to the student's intended program of study.
- (4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

**Programmatic Currency**

- A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.
- B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
- C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient

lead-time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

#### **Transfer Mediation Committee**

- A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.
- B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
- C. The findings of the Transfer Mediation Committee are considered binding on both parties.

#### **Appeal Process**

- A. Notice of Denial of Transfer Credit by a Receiving Institution.
  - (1) Except as provided in §A(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.
  - (2) If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.
  - (3) A receiving institution shall include in the notice of denial of transfer credit:
    - (a) A statement of the student's right to appeal; and
    - (b) A notification that the appeal process is available in the institution's catalog.
  - (4) The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.

- B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.
- C. Response by Receiving Institution.
  - (1) A receiving institution shall:
    - (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and
    - (b) Respond to a student's appeal within 10 working days.
  - (2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
  - (3) Unless a student appeals to the sending institution, the writing decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.
- D. Appeal to Sending Institution.
  - (1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
  - (2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.
- E. Consultation Between Sending and Receiving Institutions.
  - (1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
  - (2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
  - (3) The receiving institution shall inform a student in writing of the result of the consultation.
  - (4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.



## Periodic Review

- A. Report by Receiving Institution.
  - (1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.
  - (2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
  - (3) A receiving institution shall include in the reports comparable information on the progress of native students.
- B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.
- C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.



March 2007

## College considers name change

*Dropping 'community' to reflect CCC's increasing role as preparatory institution*

By Eugene Paik  
epaik@cecilwhig.com

*As Cecil Community College evolves, so may its moniker*



## Trustees approve change to Cecil College

By RACHEL KIPP  
The News Journal

NORTH EAST, Md. — Cecil Community College took a significant step toward gaining a new name Thursday as the board of trustees approved becoming Cecil College.

The final decision rests with the Maryland Higher Education Commission, which is scheduled to consider the matter in June, but the trustees' vote capped months of on-campus discussion about dropping "community" from the title.

"We watch cost, we watch image and we certainly don't think those will change," trustee Harry Lenderman said.

Conversation about a name change at Cecil started more than six months ago when the school was offered the Web site domain name [www.cecil.edu](http://www.cecil.edu) by its former owner, the University of Auckland in New Zealand. One of the advantages officials saw to taking the new Web address was that it would set the stage for a possible name change in the future.

Becoming Cecil College hit the fast track, however, after the trustees ex-

### WHAT'S NEXT?

- The Maryland Higher Education Commission is scheduled to consider the matter in June.
- If the state approves the name change, the school would become Cecil College effective July 1.

pressed their interest in the move to President Stephen Pannill.

Cecil would join dozens of community colleges that have dropped the word "community" from their title, a change that often comes as two-year schools add programs and services and expand enrollment. Many of those schools altered their names from "junior college" decades ago.

After conferring with the trustees, Pannill broached the idea of taking what he described as a "simple, clear" name to local government officials, alumni, students and the faculty. County commissioners, the college's foundation board and alumni were mostly in favor of the change, he said. But opinions around campus were more mixed.

"About one-third said 'we think it would be great,' about one-third are neutral and about one-third had concerns," Pannill said. "I think about the number of folks that have concerns, thank goodness they care about the institution."

The main worries of those who wanted to remain Cecil Community College were that a change would alter the school's mission or lead to tuition increases. Pannill said neither is the intention and that items like stationery, business cards and uniforms would gradually be replaced to limit the financial cost.

If the state approves the name change, the school would become Cecil College effective July 1. But students who want a diploma reading Cecil Community College will have that option, at least for a few years.

"We can accommodate that," Pannill said. "That symbolic act made some of the students who were particularly concerned feel better about their circumstances."

Contact Rachel Kipp at 324-2386 or [rkipp@delawareonline.com](mailto:rkipp@delawareonline.com).

A formal request for the change will be made to the Maryland Higher Education Commission this spring, but Pannill said the reception so far from alumni, staff and faculty has been overwhelmingly positive.

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**Lieutenant Governor**

Anthony G. Brown

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M.S., State University of New York at Stony Brook  
Additional graduate studies, University of Delaware,  
Texas A&M and Drexel University

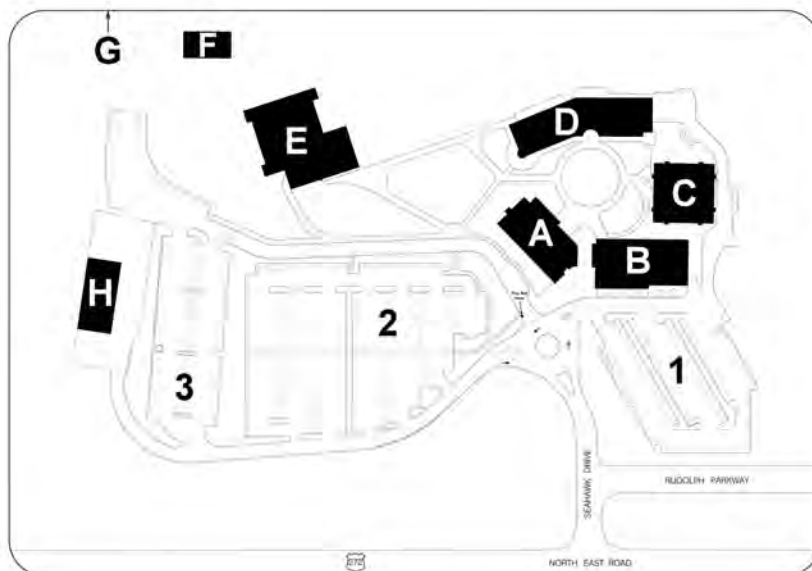


## College Phone Numbers and FAX Numbers

		410 prefix	
Admissions Services	287-1000	Milburn Stone Memorial Theatre/ Covered Bridge Theatre (Box Office)	287-1037
Advising Services	287-1000	Minority Student Services	287-1043
Alumni Services	287-1053	Photography Lab	287-1007
Americans with Disabilities Services	287-1000, ext. 556	Reading/Writing Lab	287-6060, ext. 421
Athletic Department	287-1010	Registration	287-1000
Bookstore	287-4740 or 287-6060, ext. 206	Skills Assessment Center	287-1015
Career Resource Center	287-1000, ext. 213	Student Federal Work-Study Program	287-1000
Cashier	287-1020	Telephone Registration (TEL-A-REG)	287-1000
<b>College Information Center</b>	287-1000	Tech Prep	287-6060, ext. 514
College Switchboard	287-6060	Transfer Advising	287-1000, ext. 203
Computer Lab	287-6060, ext. 525	Veterans Inquiries	287-1000
Elkton Station	392-3366	<b>College FAX Numbers</b>	
Enrollment and Student Support Services	287-1000	North East Campus	287-1026
Family Education Center	287-1100	Elkton Station	392-9155
Financial Aid Services	287-1000	Enrollment and Student Support Services	287-1001
Library (Academic Information Services)	287-1005	Bainbridge Campus	378-0793
Math Lab	287-1015	Family Education Center	392-9548
Mid Atlantic Transportation and Logistics Institute (MATLI)	287-6060, ext. 201		

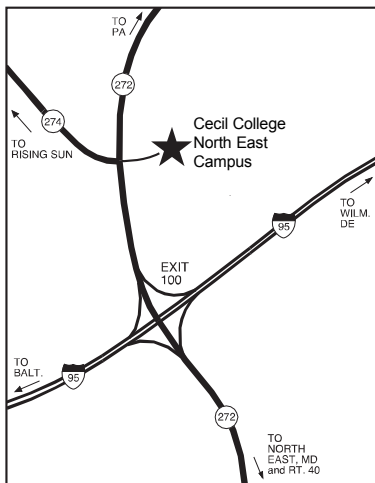
## College Maps and Directions

### Cecil College MAPS



- A** Student Services /  
Library / Administration
- B** Milburn Stone Memorial  
Theatre / Gallery
- C** Arts and Sciences
- D** Technology /  
Conference Center
- E** Physical Education  
Activities Building
- F** Tennis Courts
- G** Athletic Fields
- H** Facilities Management  
& Receiving
- 1** South Parking
- 2** Main Parking
- 3** North Parking

## NORTH EAST CAMPUS

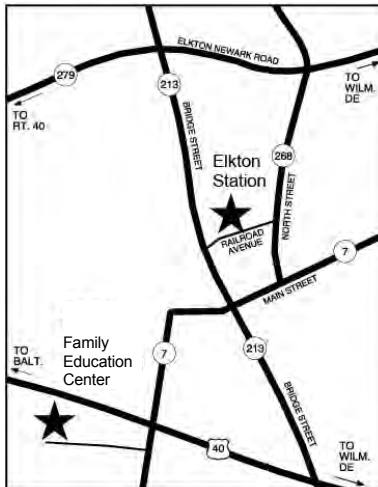


### Directions to North East Campus

From the north: I-95 to North East, Exit 100B. Bear right on to Rt. 272 N. At first light turn right.

From the south: I-95 to North East, Exit 100B. Bear left on Rt. 272 N. At next light turn right.

## ELKTON STATION

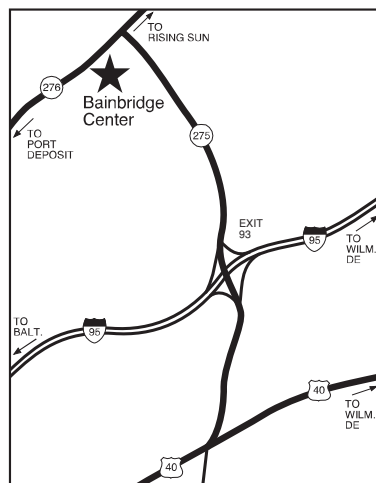


### Directions to Elkton Station

From the north: I-95 to Elkton, Exit 109A, Rt. 279 S. At second light make a left on to North Street (Rt. 268). At next light make a right on to Railroad Avenue. College is on your right.

From the south: I-95 to Elkton, Exit 109A, Rt. 279 S. Continue as above from north.

## BAINBRIDGE CENTER



### Directions to Bainbridge Center

From the north: I-95 to Perryville, Exit 93. Bear right on to Rt. 275 N. 2.5 miles to Rt. 276. Turn left on to Rt. 276. Bainbridge Center 1/2 mile on left

From the south: I-95 to Perryville, Exit 93. At light turn right and continue as above from north.

# INDEX

## A

Academic Achievement and Awards.....	35
Academic Advising .....	180
Academic Competitiveness Grant.....	21
Academic Honors .....	35
Academic Honesty Policy .....	191
Academic Standards and Restrictions.....	36
Academic Tutoring .....	182
Accelerated Studies for the Adult Professional .....	10
Activity Elective Courses .....	130
Add a Course .....	15
Admission Procedures .....	9
Admission Requirements .....	9
Adult Literacy/GED Program .....	185
Advanced Placement (AP) .....	28
Alpha Alpha Theta/Phi Theta Kappa .....	36
Alumni Association .....	189
Americans with Disabilities Act .....	192
<b>Anthropology (ANT) Courses</b> .....	131
Appeal of Grades Policy .....	35
Application for Graduation .....	31
<b>Art (ART) Courses</b> .....	131
<b>Assessment of Prior Learning (APL) Courses</b> .....	134
Associate's Degree Requirements .....	31
<b>Astronomy (AST) Courses</b> .....	134
Athletics .....	179
Attendance – Faculty .....	37
Attendance – Student .....	37
Audit a Course.....	15

## B

<b>Biology (BIO) Courses</b> .....	134
Bookstore.....	175
<b>Business (BUS) Courses</b> .....	137
Business Education and Lifelong Learning (Non-credit) .....	184
Business Training Resource Center (BTRC) .....	185

## C

Café .....	175
Calendar .....	6
Campus Hours .....	175
Campus Maps .....	219–220
Career and Educational Planning (Kuder®) .....	181
Career Resource Center.....	181
Certificate Requirements.....	32

<b>Chemistry (CHM) Courses</b> .....	140
Childcare .....	181
CIS/DAP Programming Electives.....	130
College-Based Work Experience Program (CBWEP) .....	175
College Bound Scholarship.....	19
College Directories .....	213–218
College Level Examination Program (CLEP) .....	29
College Policies .....	191–211
College Success Program .....	182
<b>Communications/Reading (COM) Courses</b> .....	141
<b>Computer Information Systems (CIS) Courses</b> .....	141
Computer Lab .....	182
Computer Literacy Across the Curriculum.....	43
Copyright .....	195
Condensed Sessions .....	26
<b>Counseling (COU) Courses</b> .....	143
Course Cancellations.....	175
Course Descriptions .....	130–173
Covered Bridge Theatre Company .....	188
Credit-by-Exam .....	30
Credit by Continuing Education Partnerships .....	30
Credit for Business/Industry Training.....	31
Credit for Military Training .....	30
Credit Hours .....	37
Crime Statistics .....	177

## D

<b>Dance (DAN) Courses</b> .....	143
<b>Data Processing (DAP) Courses</b> .....	145
Dean's List .....	35
Declaration of a Degree/Certificate .....	180
Disability Tuition Waiver.....	19
Disclaimer .....	5
Distance Learning .....	26
Drop a Course .....	15
Drug Use and Alcohol Abuse Prevention Policy .....	195

## E

<b>Economics (ECO) Courses</b> .....	147
<b>Education (EDU) Courses</b> .....	147
Educational Tax Credits.....	19
<b>Emergency Medical Technician (EMT) Courses</b> .....	149
Employees of Cecil County Businesses, Tuition Rates .....	20
<b>Engineering (PHE) Courses</b> .....	150
<b>English (EGL) Courses</b> .....	150
<b>Equine Studies</b> .....	152

## F

F.A.C.T.S. Payment Plan .....	17
Family Education Center .....	185
Family Educational Rights and Privacy Act (FERPA) .....	198
Fee Explanations .....	17
Federal Financial Aid Programs .....	21
Federal PLUS Loan Program .....	22
Federal Supplemental Educational Opportunity Grant (FSEOG) .....	22
Final Examination Statement .....	37
Financial Aid .....	21
Financial Aid – Adjustments .....	24
Financial Aid – Cancellation .....	24
Financial Aid – Progress Standards .....	23
Financial Aid – Return of Title IV Funds .....	23
Financial Aid – Verification .....	22
Financial Obligations .....	17
Foster Care Tuition Waiver .....	20
Foundation Scholarships and Funds .....	188
Fragrance Free Statement .....	175
<b>French (FRN) Courses</b> .....	153

## G

General Education and Transfer Policy .....	204
General Education Course Codes .....	43 & 130
General Education Courses by Category .....	42
General Education Requirements .....	41–42
General Education Outcomes .....	40
General Information .....	175
<b>Geographic Information Systems (GIS) Courses</b> .....	153
<b>Geography (GEO) Courses</b> .....	153
Grade Changes .....	34
Grade Point Average (GPA) .....	34
Grading .....	34
Graduation .....	31
Graduation Requirements .....	32
Graphic Design Electives .....	130

## H

H.E.A.T. Center .....	176
<b>Health (HEA) Courses</b> .....	153
Health Manpower Shortage Program .....	19
<b>History (HST) Courses</b> .....	154
Hope Scholarship .....	19
Hours Attempted and Earned .....	37

## I

Inclement Weather/College Closings .....	175
Incomplete Grades .....	34
Independent Study .....	26
Information Technology Resources, Responsible Use Policy .....	192
Institutional Scholarships .....	22
Insurance, Student .....	179
International Student Admission .....	13

## J

January Intersession .....	26
Job Placement .....	181
<b>Journalism (JOU) Courses</b> .....	155

## L

<b>Law Enforcement (LAE) Courses</b> .....	155
Leadership Development .....	180
Learning Center .....	182
Learning Options .....	26
Learning Support Services .....	182
Library .....	182
Lifetime Learning Credit .....	19
Lost and Found .....	175

## M

Maryland Online .....	26
Math Lab .....	182
<b>Mathematics (MAT) Courses</b> .....	155
MD National Guard Tuition Waiver .....	19
MD State Scholarship Program .....	22
Milburn Stone Memorial Theatre .....	188
Minority Student Services .....	180
<b>Music (MUC) Courses</b> .....	157

## N

New Student Orientation .....	15
Non-Discrimination Policy .....	198
Non-Discrimination Statement .....	5
<b>Nursing (NUR) Courses</b> .....	159

## O

Open Enrollment .....	26
-----------------------	----

<b>P</b>		<b>Spanish (SPN) Courses</b> .....	167
Parking and Transportation .....	176	<b>Speech (SPH) Courses</b> .....	167
Payment Plan (F.A.C.T.S.).....	17	Stafford Loan Program .....	22
Pell Grant .....	21	Statewide Programs .....	38
Personal Enrichment .....	184	Student Grievance Policy .....	203
<b>Philosophy (PHI) Courses</b> .....	160	Student Identification Cards .....	179
Phone/FAX Directory .....	219	Student Life and Activities .....	179
<b>Physical Education (PED) Courses</b> .....	161	Student Misconduct.....	203
<b>Physical Science (PSC) Courses</b> .....	163	Student Organizations .....	180
<b>Physics (PHY) Courses</b> .....	164	Student Right-to-Know Policy .....	204
Placement Procedures/Skills Assessments .....	10	Substitutions.....	37
<b>Political Science (POS) Courses</b> .....	165	Summer Session .....	26
Portfolio Assessment .....	30		
President's List.....	35	<b>T</b>	
Prior Learning Evaluation .....	26	Tech Prep Articulation Agreements .....	30
<b>Programs of Study</b> .....	40–128	<b>Theatre (THE) Courses</b> .....	167
Prometric Testing .....	182	Transcript Requests .....	179
<b>Psychology (PSY) Courses</b> .....	165	Transfer Admissions .....	15
		Transfer Advising and Articulation.....	181
<b>R</b>		Transfer Cecil Credits to Home Institution .....	179
Reading and Writing Center .....	182	<b>Transportation and Logistics (TRL) Courses</b> .....	169
<b>Reading (REA) Courses</b> .....	166	Tuition and Fee Schedule .....	17
Refund and Appeal Policy .....	17	Tuition Appeals .....	17
Registration .....	15		
Repeating of Courses .....	34	<b>U</b>	
Residency and Tuition Policy .....	18	Use of Electronic Devices .....	179
Residency Classification Change .....	18		
Residency Determination .....	18	<b>V</b>	
Rights and Responsibilities of Student		Veteran Benefits .....	22
Members of the College .....	199	<b>Visual Communications (VCP) Courses</b> .....	170
<b>Russian (RUS) Courses</b> .....	166	Voter Registration .....	179
<b>S</b>		<b>W</b>	
Science and Math Access to		Waiver of Prior Failing Grades .....	34
Retain Talent Grant (SMART) .....	21	Waivers and Reductions .....	19
Security and Crime Awareness .....	176	Web-based Courses .....	26
Self-Paced Courses .....	26	Withdraw from a Course .....	15
Senior Citizen, 60+ Programs .....	184	Work Study Program .....	22
Senior Citizen Tuition Waiver .....	19	Workforce and Professional Development .....	185
Senior Waiver Program .....	13		
Services to Students .....	180	<b>Y</b>	
Sexual Assault Policy and Procedures.....	200	Youth Programs .....	184
Sexual Harassment Policy .....	201		
Skills Assessments.....	10		
Small Business Development Center (SBDC) .....	185		
Smoking Policy .....	203		
<b>Social Work (SWK) Courses</b> .....	166		
<b>Sociology (SOC) Courses</b> .....	167		



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