

CECIL COLLEGE



2009-2011

REAL STUDENTS. REAL SUCCESS.

CECIL COLLEGE

2009 – 2011 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

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	18
Academic Information and Standards	27
Programs of Study	41
Arts and Sciences	45
Arts	45
Biology	48
Biotechnology	49
Chemistry	50
Engineering	63
Environmental Science	51
Horticulture	52
Mathematics	53
Performing Arts	54
Physical Science	59
Physics	62
Social Work	68
Business Administration Transfer	69
Business and Commerce Technology	70
Computer Information Systems	84
Education	89
Equine Studies	98
Fire Science Technology	100
General Studies	101
Law Enforcement and Corrections Technology	102
Nursing and Health Professions	104
Transportation and Logistics	109
Visual Communications	123
Course Descriptions	139
General Information and Services to Students	187
Career and Community Education	196
Community Resources	200
College Policies	203
College Directories and Map	229
Index	236

WELCOME



*“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) comparatively affordable tuition, or 6) 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 Jean Abbott, CC 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 incorporating the findings from the Community College Survey of Student Engagement into the College's effort to improve and expand learning; ensuring that student ratings equal or exceed national averages. The College will also expand and promote student experiential learning through cooperatives, practicum, service learning, apprenticeships and internships; increase the use of technology in and beyond the classroom; and develop and/or enhance outcome indicators used to measure student learning in the areas of communication, computation, cultural diversity, critical thinking and teamwork. In addition, the College will increase support services for a broader continuum of non-traditional learners and expand the number of credit courses that are accessible to continuing education students as a mechanism to provide more enrollment options for all learners.

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 as a mechanism to attract adult learners and increase academic program options, and identify "Program Development Champions" by linking the interests and abilities of faculty and staff with regional workforce needs. The College will also increase efforts to expand language studies beyond Eurocentric offerings, 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 expand annual fundraising efforts to increase unrestricted funds, update the long range plan for technology upgrades and expansion, and collaborate with the state legislative delegation and other constituencies to secure more aid. The College will also identify and implement improvements that will enhance safety and security, and align the delivery of information technology services to optimize technical support in the classroom and distance education learning options.

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 construct professional development programs for faculty and staff 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 has been serving the community and shaping its future for more than 40 years. The College is governed by a Board of Trustees appointed by the governor. The College's fourth president, Dr. W. Stephen Pannill, reports directly to the Board of Trustees.

Cecil 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 continually been one of the fastest growing community colleges in Maryland for several years. With a diverse student population, the College enrolls approximately 2,700 credit students and 6,500 non-credit students. Cecil College offers associate 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 90 associate degree and certificate programs. In nursing, students can earn a certificate in practical nursing or an associate degree in nursing 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 degree in several areas, including flight training and transportation management. Computer information systems students can attain degrees and certifications in applications and programming, while one degree and two certificates can

be earned in equine studies. Visual communications degrees and certificates prepare students to pursue careers in fields such as photography, digital imaging, video production, graphic design, Web design and Web development. In the arts and sciences, the options include engineering, biology, chemistry, physics and several performing arts discipline tracks, including dance, music, music/guitar, music/voice or theatre. Along with performing arts, the College's education degree programs are headquartered at Elkton Station, which opened in 2005.

Cecil College has formalized articulation agreements with public four-year institutions throughout Maryland and the United States to expedite the transfer process for Cecil students and graduates. Articulation agreements provide course equivalency agreements and/or program to program transfer agreements, which minimize the risk of losing college credits when transferring to another institution. Numerous partnerships have been established in which students engage in a "2 + 2" curriculum by taking their first two years of classes at Cecil and the next two years at a four-year college.

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 Oracle and Microsoft software; or business and office skills certificates in customer service professional and professional sales.

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, ethnic origin, sexual orientation, handicap, or socioeconomic status.

Cecil College is a member of the Maryland Junior College Athletic 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 (3343 Peachtree Road, NE, Suite 500, Atlanta, GA, 30326).

Disclaimer

The information in this catalog applies to the academic years 2009–2011. 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 Web site 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's locations include the North East campus, Elkton Station, the Family Education Center, and the Perryville Outlet Center.

The North East campus is the location of the Mid-Atlantic Transportation and Logistics Institute, the Milburn Stone Theatre and Gallery, the Cecil County Veterans Memorial Library, the Physical Education Complex, 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 has conducted non-credit classes at the Perryville Outlet Center since 2008. Topics include martial arts, babysitter training and finance.

CECIL COLLEGE CALENDAR 2009–2011

SUMMER 2009

May 22	Holiday — College Offices close at 5 p.m.
May 23 – 25	Holiday — College Closed
May 26	College Offices Open at 8 a.m. Accelerated Degree and Summer Sessions Begin
July 1	Last Day for August 2009 Graduation Applications
July 3	Holiday — College Closed
July 6	Classes Resume, College Opens at 8 a.m.
August 3	Summer Session — Last Day of Classes before Exams* Accelerated Degree Session Begins
August 5	Summer Session Last Day of Classes before Exams*

FALL 2009

August 29	First Day of Classes for First Six-week Session and First Seven-week Session
August 31	Fall Semester — First Day of Classes
September 4	Holiday, College Closes at 5 p.m., No Evening Classes
September 5	Holiday — No Classes for Fall Semester or any Session
September 6 – 7	Holiday — College Offices Closed No Classes for Fall Semester or any Session
September 8	Classes Resume — College Opens at 8 a.m.
October 12	Accelerated Degree Session Begins
November 2	Last Day for December 2009 Graduation Applications
November 11	Fall Semester — Last Day to Withdraw
November 25	Holiday — College Offices Close at 5 p.m. No Classes for Fall Semester or any Session
November 26 – 27	Holiday — College Closed
November 28	Learning Labs and Library Open No Classes for either Fall Semester or any Session
November 30	Classes Resume — College Opens at 8 a.m.
December 12	Fall Semester — Last Day of Classes before Exams*
December 14 – 19	Fall Semester — Exams
December 20, Sunday	College Offices Closed
December 21, Monday	College Offices Reopen at 8 am
December 24	Holiday — College Closes at 2 p.m.
December 25 – 31	Holiday — College Closed

SPRING 2010

January 1 – 3	Holiday — College Offices Closed
January 4	College Opens at 8 a.m. Accelerated Degree and Winter Session Begins
January 18	Holiday — College Closed
January 19	Spring Semester — First Day of Classes First Six-week and Seven-week Session Classes Begin
February 15	Last Day for May 2010 Graduation Applications
March 8	Accelerated Degree Session Begins
March 15 – 20	Spring Break — No Classes — College Offices Open
March 22	Classes Resume — Spring Semester
April 4	Holiday — College Closed
April 9	Spring Semester — Last Day to Withdraw
May 3	Spring Semester — Last Day of Classes before Exams*
May 4 – 8	Spring Semester — Exams

*Refer to First-Day Handout for specific course final exam date.

CECIL COLLEGE CALENDAR 2009–2011

SPRING 2010

May 10	Spring Semester — Exams
May 16	College Graduation
May 24	Accelerated Degree Session Begins

SUMMER 2010

May 28	Holiday — College Offices Close at 5 p.m.
May 29 – 31	Holiday — College Closed
June 1	College Offices Open at 8 a.m.
July 1	Last Day for August 2009 Graduation Applications
July 2	Holiday — College Closed
July 6	Classes Resume, College Opens at 8 a.m.
August 2	Accelerated Degree Session Begins
August 5	Summer Session Last Day of Classes before Exams*

FALL 2010

August 29	First Day of Classes for First Six-week Session
August 31	Fall Semester — First Day of Classes
September 3	Holiday, College Closes at 5 p.m., No Evening Classes
September 4 – 6	Holiday — No Classes for Fall Semester or any Session
September 7	Classes Resume — College Opens at 8 a.m.
October 11	Accelerated Degree Session Begins
November 1	Last Day for December 2009 Graduation Applications
November 11	Fall Semester — Last Day to Withdraw
November 24	College Offices Close at 5 p.m. No Classes for Fall Semester or any Session
November 25 – 28	Holiday — College Closed
November 28	Learning Labs and Library Open, 11 a.m. — 4 p.m. No Classes for either Fall Semester or any Session
November 29	Classes Resume — College Opens at 8 a.m.
December 11	Fall Semester — Last Day of Classes before Exams*
December 13 – 18	Fall Semester — Exams
December 23	Holiday, College Offices Close at 5 p.m.
December 24 – 31	Holiday — College Closed

SPRING 2011

January 1 – 2	Holiday — College Offices Closed
January 3	College Opens at 8 a.m. Accelerated Degree and Winter Session Begins
January 17	Holiday — College Closed
January 18	Spring Semester — First Day of Classes
February 14	Last Day for May 2010 Graduation Applications
March 5	Accelerated Degree Session Begins
March 14 – 19	Spring Break — No Classes — College Offices Open
March 21	Classes Resume — Spring Semester
April 4	Holiday — College Closed
May 3 – 9	Spring Semester — Exams
May 15	College Graduation
May 23	Accelerated Degree Session Begins
May 27	Holiday, College Closed at 5 p.m., No Evening Classes
May 28 – 30	Holiday — College Closed
May 31	College Opens at 8 a.m.

*Refer to First-Day Handout for specific course final exam date.

ADMISSIONS AND ENROLLMENT



ADMISSIONS AND ENROLLMENT

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 and engage them in campus life. Admissions representatives and 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. In addition, faculty works directly with students to explore academic pathways. The overall goal is to fully engage students early in the admissions process.

MyCecil (my.cecil.edu) provides 24/7 access to the most pertinent information and resources students need to be successful at Cecil College. MyCecil is a secure web environment that provides personalized access to the following campus resources: registration and payment, e-mail and Blackboard access, grades, course schedules and transcripts, events and calendars, campus announcements, clubs and athletics, and faculty information and contacts.

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 Practical Nursing and Nursing 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 or apply online at www.my.cecil.edu.
- **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. Complete the Free Application for Financial Student Aid (FAFSA) online. Federal processing takes four to six weeks, so students must apply early at www.fafsa.ed.gov.
- **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.

- **Meet with an admissions representative and/or advisor.** All credit students entering Cecil College are assigned to an advisor who will work with them to plot and achieve their academic goals. In addition, admissions representatives track prospective students, identifying their academic and student life interests, in order to engage students in all aspects of campus life.

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 parttime.

- **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 68 and 77.

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

The EMT – Paramedic program at Cecil College is offered in conjunction with the Cecil County Department of Emergency Services. Students who are interested in the paramedic program should contact the College and speak to an academic advisor or contact Cecil County EMS at 410-392-2029. 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 program, the student is required to submit/complete the following:

- successful completion of EMT-Paramedic entry exam. This exam will be offered the last Saturday in April,
- completion of Cecil College assessments in math, English and reading,
- verification of current Maryland EMT – Basic certification or equivalent,
- verification of affiliation with a Maryland Advanced Life Support Company.

In addition, students who wish to continue their education and work towards an Associate of Applied Science degree and who have current, unencumbered paramedic certification may be able to receive credits for the EMT courses through credential assessment.

• Practical Nursing Certificate Program

The Licensed Practical Nursing 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.

In accordance with the policies of many clinical facilities and the recommendations of National Council of State Boards of Nursing, Cecil College’s nursing program requires all nursing students to submit to criminal background checks and drug screenings. This background check and screening will be completed **prior to admission** to the program and may be repeated during nursing program progression as deemed necessary.

All students must be successfully **cleared** via a background check and drug screening to be admitted to the clinical facilities. If a student is not successfully cleared, he or she, may not enter a clinical setting and therefore will be unable to meet the nursing program requirements.

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 2009*).

• 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 and Health Professions, 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 LPN to ADN 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).

• Associate of Science in Nursing

The Registered Nurse (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.

In accordance with the policies of many clinical facilities and the recommendations of National

Council of State Boards of Nursing, Cecil College's nursing program requires all nursing students to submit to criminal background checks and drug screenings. This background check and screening will be completed **prior to admission** to the program and may be repeated during nursing program progression as deemed necessary.

All students must be successfully **cleared** via a background check and drug screening to be admitted to the clinical facilities. If a student is not successfully cleared, he or she, may not enter a clinical setting and therefore will be unable to meet the nursing program requirements.

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 2009*).

• 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 and Health Professions, 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 equivalent 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 197 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 enrollmentJuly 1
- Spring enrollment.....November 15
- Summer enrollmentApril 1

Transfer Students

- Fall enrollmentJuly 15
- Spring enrollment.....December 1
- Summer enrollmentMay 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 online registration at www.my.cecil.edu 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 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. Students must submit an Add Form to the Registration Office or go to www.my.cecil.edu to add the course.

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 or online at www.my.cecil.edu 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 or referenced at www.my.cecil.edu. 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



TUITION AND FEE SCHEDULE

Tuition — Fall 2009

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:

- MasterCard, American Express and Discover cards will be accepted for payment. A \$5 convenience fee will be charged.
- **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 and at www.my.cecil.edu. **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.

Authorized Payment Plan

The plan is payable in monthly installments, which vary depending on your application date, and is available for fall and spring semesters only. The total of your tuition and fees will be divided into four monthly payments that will be automatically deducted from your credit card or from your bank account (checking or savings). The processing fee for this plan is \$25 and this fee will be deducted from the designated account upon receipt of your application. (In addition to this fee, there will be a \$5 fee per transaction for any plan that is set up using a credit card to make the monthly payments.) All arrangements for this

plan are handled through www.my.cecil.edu or the Cashier's Office and must be made the day you register or you will be responsible for paying the full balance of your account. This option is not available for Summer Session.

To apply for the Payment Plan:

- Apply online at www.my.cecil.edu
- See a cashier or call 410-287-1020

Please note: It is important that you make your scheduled payment. A \$25 fee will be added to your account each time you miss a payment. If you fail to make all of your payments as scheduled, the College has the right to demand immediate payment of the balance due in full. If you are delinquent on your payments, the College reserves the right to deny your application for future semesters.

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 or online within published drop dates. Visit www.my.cecil.edu to view dates and the drop procedure online. 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. Students must be enrolled at least half time (six credits) in a degree or certificate program.

• Lifetime Learning Credit

An individual paying qualified tuition and related expenses at a postsecondary educational institution may claim the credit, provided the institution is an eligible educational institution. Unlike the Hope Scholarship Credit, students are not required to be enrolled at least half-time in one of the first two years of postsecondary education. Nonresident aliens generally are not eligible to claim the Lifetime Learning Credit. For more information, please contact your local IRS office or visit the IRS website at 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 pres-

ent an eligibility form signed by a parent and a high school principal or other designated authority.

• Science, Technology, Engineering and Math (STEM) Academy and Digital Arts Program

Cecil County Public School (CCPS) students eligible for STEM and Arts and Communications Cluster scholarships will receive a waiver for two-thirds of the in-county tuition rate in effect for the semester. Students must pay the balance of tuition and fees. In order to be eligible for the special two-thirds tuition arrangement, STEM Academy Scholarship participants must:

- be enrolled in the CCPS STEM Academy;
- demonstrate completion of the course sequence in the STEM Academy pathway; and
- demonstrate successful completion of all coursework in the Math/Science sequence of the CCPS STEM Academy.

Note: Special tuition rates apply only to dual enrollment courses as part of the CCPS STEM Academy program.

Arts and Communications Cluster scholarship participants must:

- be enrolled in a CCPS Arts and Communications cluster sequence, and
- demonstrate successful completion of the CCPS coursework that is validated as the prerequisite for college-level coursework in Visual Communications at Cecil College.

Note: Special tuition rates apply only to dual enrollment courses as outlined in the dual enrollment Digital Arts Program in the CCPS Student Education Planning Guide and specifically designated pathway options in the Digital Arts pathway of the Guide.

• 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 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**

Nursing
Practical Nursing

▪ **Procedures**

1. The out-of-county (Maryland resident) student completes the application and enrollment 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 completes a specific application form and certification process of acceptance available through the Department of Nursing.
3. The out-of-state student registers at Cecil College for a minimum of six (6) credits per semester.



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**

Employees of Cecil County Businesses that register for credit courses and state-approved non-credit courses, may be eligible to receive in-county rates as long as the local business supports the community college.

◦ **Procedure**

1. Upon completing registration, the student must provide a letter to the Cashier's Office which states the student's name, active status of employment, and date which employment began. (Student's must be employed prior to registration of courses). The letter must be written on company letterhead, signed by a company official, and must include the company phone number.
2. If the company is paying for the student's tuition, the letter must state the amount that will be covered and indicate whether the student must meet certain requirements in order to receive the educational assistance. Letters that contain requirements, such as a grade stipulation clause, **will not** be used to hold students in class. Students providing a letter that contains a stipulation will be asked to pay their balance upon registration. Any student using their employer as a source of payment should be aware that they will personally be held responsible for paying their account in full if the employer chooses not to pay.

3. Each letter must contain the following information*:
 Student Name
 Employment Status/Date
 Course Number(s) and Course Title(s)
 Start date of course(s)

*The detailed information listed above is not necessary if the employer states they will pay for any and all courses taken during a semester with no stipulations.

• **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

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.

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

All of the financial aid links mentioned in this section that refer to applying for federal, state and institutional aid are conveniently organized in the student portal at www.my.cecil.edu.

Once signed into the portal, students learn how to apply for financial aid as well as track the status of financial aid awards.

Complete a Free Application for Federal Student Aid (FAFSA) over the Web at www.fafsa.ed.gov. If you are a dependent student, both parent and student should apply for a PIN at 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 five to seven days for Cecil to receive the FAFSA results.

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. A 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.

• 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 Federal Pell Grant eligible, and are enrolled for a minimum of six credits. 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, and be taking at least six credits with a minimum GPA of 3.0.

• 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 \$2,000.

• 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 Direct Loans

The U.S. Department of Education administers the William D. Ford Federal Direct Loan (Direct Loan) Program. The program provides Stafford Loans for students and PLUS Loans for parents.

Under the Direct Loan program funds are borrowed directly from the federal government. Students must complete a FAFSA and Master Promissory Note (MPN), a legally binding document which describes the terms and conditions of your student loan and your agreement to pay back the funds.

If you change your mind about taking out a loan, please note that you may cancel all or part of your loan by notifying a member of the financial aid staff. If your loan funds have been disbursed to your tuition account, you may cancel all or part of the loan within certain timeframes.

An entrance interview is required of all first-time borrowers. In addition, an exit interview is required 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 and the consequences of neglecting to repay their loans as agreed in the Master Promissory Note.

Repayment begins six months after graduating, withdrawing or dropping below six credits.

To apply for a Direct Loan:

1. Complete the FAFSA at www.fafsa.ed.gov;
2. Complete entrance counseling at www.dlssonline.com;
3. Complete a Master Promissory Note at www.dlnote.ed.gov;
4. Complete a Direct Loan Request at the financial aid office.

• Federal Direct parent loan

The Parent Loan for Undergraduate Students (PLUS) is federal funding that parents may borrow on behalf of their dependent undergraduate student(s) who are enrolled in an eligible program of study for at least six credits. Repayment begins 60 days after the loan is fully disbursed. Approval is based on a satisfactory credit rating. Apply at www.dlnote.ed.gov.

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. 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 forms may be obtained at 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

Applications are automatically screened and matched to appropriate scholarships through the selection process. For further information, call 410-287-8934.

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 and therefore, eligibility.

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 are 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

ACADEMIC INFORMATION AND STANDARDS



ACADEMIC INFORMATION AND STANDARDS

Learning Options

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

- **Online Courses**

Students who have a computer and an Internet connection may choose to enroll in an online course that offers the flexibility of working from home. Online courses require the same level of dedication as on-campus courses. Course materials are available online. Some instructors may require students to take tests at an approved testing site (at the students' expense). There are two important requirements for online students before the semester begins: (1) Students must register a current email address with the College when they register for an online course, and (2) they are responsible for contacting their instructor by email before the first day of the semester. While offered in a format that allows the student more flexibility in completing coursework, the student must adhere to the assignment schedule to allow for interaction with other online students. Some online courses may include an optional on campus orientation. Section letter "Z" designates online courses.

- **Hybrid Courses**

Hybrid courses reduce the amount of time students spend on campus by blending on-campus and online learning activities. Hybrid courses generally incorporate the use of Blackboard or a similar learning management system in the delivery of instruction. There are two important requirements for students enrolled in hybrid courses before the semester begins: (1) Students must register a current email address with the College when they register for a hybrid course, and (2) they are responsible for contacting their instructor by email before the first day of the semester. Section letter "H" designates hybrid courses.

- **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 stu-



dent 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.

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 CCC 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 3D Design	3	3	ART 201 (H)
Art History	3	3	ART 141 (H)
Biology	4	4	BIO 101 (S), BIO 111
Calculus AB*	4	4	MAT 201 (M)
Calculus BC*	4	8	MAT 201, MAT 202 (M)
Chemistry	4	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)

*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.

CLEP Exam	Credits	Equivalency Course/s
Business:		
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
Composition & Literature:		
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)
Foreign Languages:		
French Language Level 1	6	FRN 101 (H), FRN 102 (H)
Spanish Language Level 1	6	SPN 101 (H), SPN 102 (H)
History and Social Sciences:		
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)
Microeconomics, Principles of	3	ECO 221 (SS)
Psychology, Introductory	3	PSY 101 (SS)
Sociology, Introductory	3	SOC 101 (SS)
History of the U. S. I	3	HST 201 (H)
History of the U. S. II	3	HST 202 (H)
Western Civilization I	3	HST 101 (H)
Western Civilization II	3	HST 102 (H)
Sciences and Mathematics:		
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)

- **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 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
Freshman Composition Freshman Composition (EGL 101) required	3
Composition & Literary Forms (EGL 102) or Technical Writing (EGL 211).	3
Arts and Humanities Students must complete two courses from two different disciplines.	6
Mathematics Students must complete one 3-4 credit mathematics course.	3-4
Biological/Physical Science w/ Lab Students must complete 7 to 8 credits, including one lab science.	7-8
Social and Behavioral Sciences Students must complete two courses from two different disciplines.	6
Interdisciplinary and Emerging Issues 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
Activity Electives Students are required to complete 2 credits in an activity course(s) as described in the Credit Course Schedule. (Nursing 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
Freshman Composition	3
Arts and Humanities	3
Mathematics	3–4
Biological/Physical Science with Lab	4
Interdisciplinary and Emerging Issues 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
Activity Electives 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
Social and Behavioral Sciences	3



GRADING

Grades

Grades and Quality Points

A letter grade is assigned for each course in which the student is enrolled at the end of the term. A grade submitted by the faculty member can be viewed on www.my.cecil.edu. The term grade report and unofficial transcript at My Cecil are available and printable. 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 issued 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 page 215.

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 203 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
Medical Laboratory Technician



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
Geospatial Application
Automotive Technology – Collision Repair
Diesel and Equipment Maintenance Technology
Survey Technology
Recreation, Parks and Tourism
Labor Studies
Interpreter Preparation
E-Business Management
E-Business Technology
Multimedia Technology

Frederick Community College

Nuclear Medicine Technology
Emergency Management

Garrett College

Natural Resources and Wildlife Tech
Adventure Sports Management
Juvenile Justice

Hagerstown Community College

Industrial Technology

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)
Surgical Technologist

Prince Georges Community College

Nuclear Medicine Tech
Investigative Forensics
Forensic Transfer Studies

Wor-Wic Community College

Hotel–Motel–Restaurant Management
Criminal Justice

PROGRAMS OF STUDY



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 91 for A.A.T. requirements) or better in college level courses, and meet other requirements listed on pages 42–43.

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

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 Nursing 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.

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 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.
 ENV 106 Introduction to Environmental Science* 3 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

This program option helps students to prepare for transfer to four-year colleges, initial employment or career advancement in the following areas: design, ceramics, 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 Elective ¹	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 ²	SS	6
<i>Program Electives</i>			<i>Select 11–12 Credits</i>
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
<i>Total Credits Required in Program:</i>			66–69

¹EGL203, EGL204, EGL205, EGL206, or SPH141 recommended.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

Arts and Sciences Transfer – Arts Option

Graphic Design Associate of Arts

General Program Information: 410-287-1000 or 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, ceramics, 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 ¹	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 ²	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
<i>Total Credits Required in Program:</i>			66–69

¹EGL203, EGL204, EGL205, EGL206, or SPH141 recommended.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

ARTS AND SCIENCES

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

General Program Information: 410-287-1000 or 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, ceramics, 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	H	
VCP 101	Photography I		3–4
ARTS/HUM	Arts and Humanities Electives ¹	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 ²	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

¹EGL203, EGL204, EGL205, EGL206, or SPH141 recommended.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

Arts and Sciences Transfer – Biology Option Associate of Science

General Program Information: 410-287-1000 or 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 or ENV	Biology or Environmental Science Electives ¹	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 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 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 ²	SS	6
SPH 141	Public Speaking	H	3

Total Credits Required in Program:

66–68

¹Student may not select BIO101 and BIO111, BIO208 and BIO218, or BIO209 and BIO219.

²Courses must be from two different disciplines.

ARTS AND SCIENCES

Biotechnology Certificate

General Program Information: 410-287-1000 or information@cecil.edu

The Biotechnology Certificate provides training required for working in a Biotechnology Lab and education in the scientific application of principles in related areas of Biology.

	<i>Certificate Requirements</i>	<i>Credits</i>
BIO 130	Principles of Biology I	3
BIO 131	Principles of Biology I Lab	1
BIO 200	Microbiology	3
BIO 210	Microbiology Lab	1
BIO 222	Genetics	3
BIO 206	Introduction to Biotechnology	3
BIO 216	Introduction to Biotechnology Lab	1
BIO 232	Genetics Lab	1
EGL 101	Freshman Composition	3
EGL 102 or EGL 211	Composition and Literature Technical Writing	3
MAT 127	Introduction to Statistics	4
	<i>Total Credits Required in Certificate:</i>	26

General Education courses are listed on page 43.

Arts and Sciences Transfer – Chemistry Option Associate of Science

General Program Information: 410-287-1000 or 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	General Biology	S	3
BIO 111 or	General Biology Lab		1
BIO 130 and	Principles of Biology I	S	
BIO 131	Principles of Biology I Lab		
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 ¹	SS	6
SPH 121 or	Interpersonal Communications	H	
SPH 141	Public Speaking	H	3
Total Credits Required in Program:			64

¹Courses must be from two different disciplines.

General Education courses are listed on page 43.

ARTS AND SCIENCES

Arts and Sciences Transfer – Environmental Science Option Associate of Science

General Program Information: 410-287-1000 or 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.

	<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
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 221 or	Economics – Micro		
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
ENV 106	Introduction to Environmental Science	S	3
ENV 116	Introduction to Environmental Science Lab		1
GEO 101	Physical Geography	SS	3
MAT	Math Elective (select from MAT 121, 127, 201 or 202)	M	8
MAT or	Math Electives		
SCI	Science Electives ¹		6–8
PHY 181 or	Introductory College Physics I with Lab	SL	
PHY 207	General Physics I with Lab	SL	4–5
PSC 120	Physical Geology	SL	4
SPH 141	Public Speaking	H	3
Total Credits Required in Program:			65–68

¹Must be a 200 level course.

General Education courses are listed on page 43.

Horticultural Science Certificate

General Program Information: 410-287-1000 or information@cecil.edu

The Horticultural Science Certificate provides a foundation in the knowledge, skills, and training required for occupations in the horticulture industry. Students will learn to identify plants and their cultural requirements, identify landscape uses for plant materials, develop skills in evaluating soil nutrients and amendments, and will understand the materials, equipment, and methods of installation used in landscape construction.

	<i>Certificate Requirements</i>	<i>Credits</i>
BIO 104	Botany: Introduction to Horticulture	3
BIO 114	Botany: Introduction to Horticulture Lab	1
HCS 150	Woody Plants I	3
HCS 151	Herbaceous Plants	3
HCS 152	Soils and Fertilizers	3
HCS 153	Landscape Construction and Maintenance	3
	<i>Total Credits Required in Certificate:</i>	<i>16</i>

General Education courses are listed on page 43.

ARTS AND SCIENCES

Arts and Sciences Transfer – Mathematics Option Associate of Science

General Program Information: 410-287-1000 or 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.

	<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 ¹	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 ²	SS	6
Total Credits Required in Program:			62

¹Selection may not include EGL designation.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

Arts and Sciences Transfer – Performing Arts Option

Dance

Associate of Arts

General Program Information: 410-287-1000 or 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.

<i>General Education & Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
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 (ACT)		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	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

General Education courses are listed on page 43.

ARTS AND SCIENCES

Arts and Sciences Transfer – Performing Arts Option Music Associate of Arts

General Program Information: 410-287-1000 or 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.

	General Education and Program Requirements	General Education Code	Credits
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	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 ¹		Select 5 Credits
Total Credits Required in Program:			67–68

¹ 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, 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 43.

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

General Program Information: 410-287-1000 or 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.

General Education and Program Requirements		General Education Code	Credits
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	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
Program Electives			Select 5 Credits
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

General Education courses are listed on page 43.

ARTS AND SCIENCES

Arts and Sciences Transfer – Performing Arts Option Music/Voice Associate of Arts

General Program Information: 410-287-1000 or information@cecil.edu

The performing arts program provides students with an interdisciplinary experience and practical career skills as a foundation for applied technique and performance in a specific discipline track. The music/voice track provides solid training in classical and contemporary 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.

	<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	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 210	Music Theory and Musicianship III		4
MUC 211	Music Theory and Musicianship IV		4
MUC 120	Music Ensemble I		2
MUC 121	Music Ensemble II		2
MUC 220	Music Ensemble III		2
MUC 221	Music Ensemble IV		2
MUC 133 or	Music Literature and Appreciation I	H	
MUC 134	Music Literature and Appreciation II	H	3
MUC 160	Voice I		1
MUC 161	Voice II		1
MUC 260	Voice III		1
MUC 261	Voice IV		1
PSC 105	General Physical Science with Lab	SL	4
Total Credits Required in Program:			67–68

General Education courses are listed on page 43.

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

General Program Information: 410-287-1000 or 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	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
<i>Total Credits Required in Program:</i>			63–64

General Education courses are listed on page 43.

ARTS AND SCIENCES

Arts and Sciences Transfer – Physical Science Option Geology Associate of Science

General Program Information: 410-287-1000 or 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.

	<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
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	Introduction to Environmental Science Introduction to Environmental Science Lab	S	
PSC 140	Introduction to Ocean Studies with Lab	SL	4
SOC SCI	Social Science Electives ¹	SS	6
SPH 121 or	Interpersonal Communications	H	
SPH 141	Public Speaking	H	3
Total Credits Required in Program:			64

¹Courses must be from two different disciplines.

General Education courses are listed on page 43.

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

General Program Information: 410-287-1000 or 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.

<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 ¹	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 ²	SS	6
Total Credits Required in Program:			64

¹Selection may not include EGL designation.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

ARTS AND SCIENCES

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

General Program Information: 410-287-1000 or 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>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
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 PHY 207	Introductory College Physics I with Lab General Physics I with Lab	SL 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 ¹	SS	6
SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H H	3
Total Credits Required in Program:			63–65

¹Courses must be from two different disciplines.

General Education courses are listed on page 43.

Arts and Sciences Transfer – Physics Option Associate of Science

General Program Information: 410-287-1000 or 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 ¹	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 ²	SS	6
Total Credits Required in Program:			66

¹Selection may not include EGL designation.

²Courses must be from two different disciplines.

ARTS AND SCIENCES

Arts and Sciences Transfer — Aerospace Engineering Option Associate of Science

General Program Information: 410-287-1000 or 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 ¹	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 ²	SS	6
Total Credits Required in Program:			67

¹Selection may not include EGL designation.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

Arts and Sciences Transfer — Chemical Engineering Option Associate of Science

General Program Information: 410-287-1000 or 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.

<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 ¹	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 ²	SS	6
Total Credits Required in Program:			69

¹Selection may not include EGL designation.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

ARTS AND SCIENCES

Arts and Sciences Transfer – Civil Engineering Option Associate of Science

General Program Information: 410-287-1000 or 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 ¹	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 ²	SS	6
Total Credits Required in Program:			66

¹Selection may not include EGL designation.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

Arts and Sciences Transfer – Electrical Engineering Option Associate of Science

General Program Information: 410-287-1000 or 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.

General Education and Program Requirements		General Education Code	Credits
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective ¹	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 ²	SS	6
Total Credits Required in Program:			68

¹Selection may not include EGL designation.

²Courses must be from two different disciplines.

ARTS AND SCIENCES

Arts and Sciences Transfer – Mechanical Engineering Option Associate of Science

General Program Information: 410-287-1000 or 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 ¹	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 ²	SS	6
Total Credits Required in Program:			70

¹Selection may not include EGL designation.

²Courses must be from two different disciplines.

General Education courses are listed on page 43.

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 27 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	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 ¹	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
Total Credits Required in Program:			70

¹Science elective must be a course designation other than BIO.

General Education courses are listed on page 43.

BUSINESS ADMINISTRATION

Business Administration Transfer Associate of Arts

General Program Information: 410-287-1000 or 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>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
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: MAT 121, 201, 202 or 203)	M	8
MAT 127	Introduction to Statistics	M	4
PSY 101	Introduction to Psychology	SS	3
SCI	Science Elective ¹	SL	4
SOC SCI	Social Science Elective	SS	3
SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H H	3
Total Credits Required in Program:			67

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

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology — Accounting Option Associate of Applied Science

General Program Information: 410-287-1000 or 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 to handle and record routine data and transactions as well as to 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 MAT 121, 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
Total Credits Required in Program:			68

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology – Accounting II Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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 MAT 121, 127, or 201)	4
	Total Credits Required in Certificate:	32

Business and Commerce Technology – Accounting I Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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
	Total Credits Required in Certificate:	19

General Education courses are listed on page 43.

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

General Program Information: 410-287-1000 or 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 MAT 121, 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
Total Credits Required in Program:			67

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology – Computerized Accounting II Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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 MAT 121, 127, or 201)	4
	<i>Total Credits Required in Certificate:</i>	<i>31</i>

Business and Commerce Technology – Computerized Accounting I Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	<i>18</i>

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology – Communications Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

General Education and Program Requirements		General Education Code	Credits
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 MAT 121, 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
Program Electives			Select 9–10 Credits
ART	Graphic Design Electives ¹		3
CIS 224	Web Design II — Advanced Design		3
EGL 211	Technical Writing		3
EGL 113	Introduction to Journalism		3
VCP	Digital Imaging Electives (Select from VCP 116, 117, 118 and 119)		4
Total Credits Required in Program:			64

¹Select courses from the Graphic Design Electives list on page 139.

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology – Communications II Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
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
Program Electives		Select 9–10 Credits
ART	Graphic Design Electives ¹	3
CIS 224	Web Design II – Advanced Design	3
EGL 211	Technical Writing	3
EGL 113	Introduction to Journalism	3
VCP	Digital Imaging Electives (Select from VCP116, 117, 118 and 119)	4
Total Credits Required in Certificate:		28–29

Business and Commerce Technology – Communications I Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
CIS 124	Web Design I – Design Fundamentals	3
EGL 101	Freshman Composition	3
Program Electives		Select 9–10 Credits
ART	Graphic Design Electives ¹	3
CIS 224	Web Design II – Advanced Design	3
EGL 211	Technical Writing	3
EGL 113	Introduction to Journalism	3
VCP	Digital Imaging Electives (Select from VCP116, 117, 118 and 119)	4
Total Credits Required in Certificate:		15–16

¹Select courses from the graphic design electives list on page 139.

General Education courses are listed on page 43.

Business and Commerce Technology — Government Contracting Certificate

General Program Information: 410-287-1000 or information@cecil.edu

This program will prepare individuals to work within a procurement environment after meeting qualification standards for contract specialists as outlined in the U.S. Office of Personnel Management Operating Manual. *Program pending Maryland Higher Education Commission administrative approval.*

		Credits
BUS 131	Principles of Management	3
BUS 108	Principles of Purchasing	3
PRO 110	Procurement and Acquisition I	3
PRO 120	Principles of Pricing	3
PRO 121	Legal Issues in Government Procurement	3
PRO 210	Procurement and Acquisition II	3
PRO 220	Pricing and Contract Integration	3
PRO 230	Procurement Contract Negotiations	3
Total Credits Required in Program:		24

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

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 27 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.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
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		3
SCI	Lab Science Elective	S/SL	4
SPH 141	Public Speaking	H	3
Total Credits Required in Program:			65

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology – Management Option Associate of Applied Science

General Program Information: 410-287-1000 or information@cecil.edu

This program option is designed to prepare students for entry and career advancement in various management areas 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.

<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 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
Total Credits Required in Program:			67

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology – Management II Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	31

Business and Commerce Technology – Management I Certificate

General Program Information: 410-287-1000 or 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 this certificate.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	18

General Education courses are listed on page 43.

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

General Program Information: 410-287-1000 or 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
Total Credits Required in Program:			64

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology – Office Management II Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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
	Total Credits Required in Certificate:	31

Business and Commerce Technology – Office Management I Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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
	Total Credits Required in Certificate:	15

General Education courses are listed on page 43.

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

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 MAT 121, 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
EGL 113	Introduction to Journalism		3
<i>Total Credits Required in Program:</i>			64

General Education courses are listed on page 43.

BUSINESS AND COMMERCE TECHNOLOGY

Business and Commerce Technology – Public Relations II Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
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
Program Electives		Select 3 Credits
EGL 211	Technical Writing	3
EGL 113	Introduction to Journalism	3
Total Credits Required in Certificate:		28

Business and Commerce Technology – Public Relations I Certificate

General Program Information: 410-287-1000 or information@cecil.edu

The goal of this certificate is to provide a defined course of study for those working in the field that 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 this certificate.

Certificate Requirements		Credits
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
Program Electives		Select 3 Credits
EGL 211	Technical Writing	3
EGL 113	Introduction to Journalism	3
Total Credits Required in Certificate:		15

General Education courses are listed on page 43.

Computer Information Systems — Applications Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

General Education and Program Requirements		General Education Code	Credits
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 ¹		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
Total Credits Required in Program:			67–68

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

COMPUTER INFORMATION SYSTEMS

Computer Information Systems — Programming Option Associate of Applied Science

General Program Information: 410-287-1000 or information@cecil.edu

This program option is designed to provide 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 ¹		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 ²		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

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

²Select courses from CIS/DAP Programming Electives on page 139.

General Education courses are listed on page 43.

Computer Information Systems – Applications Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
CBWEP	BUS or DAP-College Based Work Experience Program ¹	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
Total Credits Required in Certificate:		28

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

Computer Information Systems – Programming Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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 ¹	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
Total Credits Required in Certificate:		29

¹Select courses from CIS/DAP Programming Electives on page 139..

General Education courses are listed on page 43.

COMPUTER INFORMATION SYSTEMS

Computer Information Systems – Oracle Certified Associate Certificate

General Program Information: 410-287-1000 or information@cecil.edu

This program will prepare students to work in entry level and mid-level career positions as database administrators and database designers installing, configuring, programming, and managing Oracle 10g databases. Students will complete coursework and hands-on requirements Skills that are within industry standards to prepare the student for potential Oracle OCA certification. *Program pending Maryland Higher Education Commission administrative approval.*

	Certificate Requirements	Credits
CIS 101	Introduction to Computer Concepts	3
CIS 153	Database Design Principles	3
CIS 161	Oracle I – Introduction to SQL	3
CIS 263	Oracle III – Database Fundamentals I	3
CIS 265	Oracle V – Database Security and Auditing	3
	Total Credits Required in Certificate:	15

Computer Information Systems – Oracle Certified Professional Certificate

General Program Information: 410-287-1000 or information@cecil.edu

This program will prepare students to work in entry level and mid-level career positions as database administrators and database designers installing, configuring, programming, and managing Oracle 10g databases. Students will complete coursework and hands-on requirements Skills that are within industry standards to prepare the student for potential Oracle OCP certification. *Program pending Maryland Higher Education Commission administrative approval.*

	Certificate Requirements	Credits
CIS 101	Introduction to Computer Concepts	3
CIS 153	Database Design Principles	3
CIS 161	Oracle I – Introduction to SQL	3
CIS 261	Oracle II – Database Programming SQL	3
CIS 263	Oracle III – Database Fundamentals I	3
CIS 264	Oracle IV – Database Fundamentals II	3
	Total Credits Required in Certificate:	18

General Education courses are listed on page 43.

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

General Program Information: 410-287-1000 or 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 ¹		15
CBWEP	DAP-College Based Work Experience Program ²		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
Total Credits Required in Program:			67-68

¹Courses with an ELT designation may also be used to fulfill this requirement.

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

General Education courses are listed on page 43.

EDUCATION

Early Childhood Education Associate of Arts in Teaching

General Program Information: 410-287-1000 or 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 Exam¹ 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 ²		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

¹The 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.

²The 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 43.

Early Childhood Education Associate of Applied Science

General Program Information: 410-287-1000 or 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
Total Credits Required in Program:			66

General Education courses are listed on page 43.

EDUCATION

Elementary Education Associate of Arts in Teaching

General Program Information: 410-287-1000 or 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 Exam¹ 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	Foundations of Education		3
EDU 102	Foundations of 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 ²		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

¹The 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.

²The 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 43.

Teacher Education Transfer — Elementary Education Option Associate of Arts

General Program Information: 410-287-1000 or 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 Exam¹, 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.

<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
ART 195	Integrated Arts		3
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
EDU 101	Foundations of Education		3
EDU 102	Foundations of Education – Field Experience		1
EDU 210	Processes and Acquisitions of Reading		3
EDU 251	Introduction to Exceptional Children and Youth ²		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 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

¹The 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.

²The 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 43.

EDUCATION

Teacher Education Transfer — Secondary Education Option Associate of Arts

General Program Information: 410-287-1000 or 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 Exam¹ 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.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
EDU 101	Foundations of Education		3
EDU 102	Foundations of Education — Field Experience		1
EDU 207	Educational Psychology — Field Experience		1
EDU 251	Introduction to Exceptional Children and Youth ²		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 ³		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 ⁴	SS	3
SPH 141	Public Speaking	H	3

Total Credits Required in Program:

62–66

¹The 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.

²The 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.

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

⁴Social Science Elective must be a course designation other than PSY.

General Education courses are listed on page 43.

Teacher Education Transfer — Outdoor Adventure Education Option Associate of Arts

General Program Information: 410-287-1000 or information@cecil.edu

This degree option is designed to provide the first two years of college for students preparing to become outdoor adventure education teachers in the public or private sector. The program requires students to attend some classes off campus and participate in field-based courses that may occur on weekends, over spring break, etc. Students earning the A.A. degree must graduate with a 2.75 GPA, pass the Praxis I Exam¹ and complete a professional portfolio approved by the Director of Teacher Education. The computer literacy requirement will be met through course work in the program.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
BIO 106	Introduction to Environmental Science	S	3
BIO 116	Introduction to Environmental Science Lab		1
EDU 101	Foundations of Education		3
EDU 102	Foundations of Education – Field Experience		1
EDU 145	Introduction to Outdoor Adventure Education		3
EDU 146	Introduction to Outdoor Adventure Education – Experiential Learning		1
EDU 147	Outdoor Adventure Education Program Planning		3
EDU 245	Outdoor Adventure Education Leadership		3
EDU 246	Wilderness Encounters		3
EDU 247	Wilderness First Responder		3
EDU 248	Ropes and Initiatives Facilitation		3
EDU 251	Introduction to Exceptional Children and Youth ²		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
GEO 101	Physical Geography	SS	3
HST 201 or	History of the United States (to Reconstruction) or		
HST 202	History of the United States (Reconstruction to present)	H	3
MAT 127	Introduction to Statistics	M	4
PSY 101	Introduction to Psychology	SS	3
PSY 207	Educational Psychology		3
SPH 141	Public Speaking	H	3

Total Credits Required in Program: 62

¹The Praxis I Exam should be taken after completing 45 credits except for students who are exempt based on ACT or SAT Scores. For more information about the Praxis I Exam, students should contact the Director of Teacher Education or go to www.ets.org/praxis

²The 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 of 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 at four-year institutions.

General Education courses are listed on page 43.

EDUCATION

Secondary Education — Chemistry Associate of Arts in Teaching

General Program Information: 410-287-1000 or information@cecil.edu

This degree provides the first two years of college for students preparing to become secondary chemistry teachers. Students completing the Associate 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 Exam¹, 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	Foundations of Education		3
EDU 102	Foundations of Education – Field Experience		1
EDU 207	Educational Psychology – Field Experience		1
EDU 251	Introduction to Exceptional Children and Youth ²		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 ³	SS	3
SPH 141	Public Speaking	H	3
Total Credits Required in Program:			66

¹The 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.

²The 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.

³Social Science Elective must be a course designation other than PSY.

General Education courses are listed on page 43.

Secondary Education — Mathematics Associate of Arts in Teaching

General Program Information: 410-287-1000 or 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 Exam¹, 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
BIO or	Biology Elective	S/SL	
CHM	Chemistry Elective	S/SL	3–4
EDU 101	Foundations of Education		3
EDU 102	Foundations of Education – Field Experience		1
EDU 207	Educational Psychology – Field Experience		1
EDU 251	Introduction to Exceptional Children and Youth ²		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 ³	SS	3
SPH 141	Public Speaking	H	3

Total Credits Required in Program: 65–66

¹The 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.

²The 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.

³Social Science Elective must be a course designation other than PSY.

General Education courses are listed on page 43.

EDUCATION

Secondary Education — Physics Associate of Arts in Teaching

General Program Information: 410-287-1000 or information@cecil.edu

This degree provides the first two years of college for students preparing to become secondary physics teachers. Students completing the Associate 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 Exam¹, and complete a professional portfolio approved by the Director of Teacher Education.

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

	General Education and Program Requirements	General Education Code	Credits
ACT	Activity Electives		2
CHM 105 or PSC	General Chemistry I with Lab PSC Elective	SL SL	4
EDU 101	Foundations of Education		3
EDU 102	Foundations of Education – Field Experience		1
EDU 207	Educational Psychology – Field Experience		1
EDU 251	Introduction to Exceptional Children and Youth ²		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 ³	SS	3
SPH 141	Public Speaking	H	3
Total Credits Required in Program:			66

¹The 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.

²The 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.

³Social Science Elective must be from a course designation other than PSY.

General Education courses are listed on page 43.

Equine Studies

Associate of Applied Science

General Program Information: 410-287-1000 or 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	H	3
Total Credits Required in Program:			69–70

General Education courses are listed on page 43.

Equine Studies Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	32

Equine Studies – Management Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	17

General Education courses are listed on page 43.

Fire Science Technology Associate of Applied Science

General Program Information: 410-287-1000 or information@cecil.edu

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

General Education and Program Requirements		General Education Code	Credits
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
Required Occupational courses offered by Maryland Fire and Rescue Institute			
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
Total Credits Required in Program:			64-65

General Education courses are listed on page 43.

GENERAL STUDIES

General Studies Associate of Arts

General Program Information: 410-287-1000 or 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.

The General Studies Associate of Arts degree may be earned through courses offered in an online format.

<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 ¹	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 ²	SL	7–8
SOC SCI	Social Science Electives ³	SS	6
SPH 141	Public Speaking	H	3
Total Credits Required in Program:			63–65

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

²One course must have a BIO designation; the other course must have a designation of AST, CHM, ENV, PSC, or PHY.

³At least one of the courses must include a lab.

³Courses must be from two different disciplines.

General Education courses are listed on page 43.

LAW ENFORCEMENT AND CORRECTIONS TECHNOLOGY

Law Enforcement and Corrections Associate of Applied Science

General Program Information: 410-287-1000 or 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 (MAT 127 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 SPH 141	Interpersonal Communications Public Speaking	H H	 3
Total Credits Required in Program:			66–67

General Education courses are listed on page 43.

LAW ENFORCEMENT AND CORRECTIONS TECHNOLOGY

Law Enforcement and Corrections Certificate

General Program Information: 410-287-1000 or information@cecil.edu

This certificate program is designed to prepare students to enter the criminal justice field.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	30

Emergency Medical Technology – Paramedic Associate of Applied Science

Contact: Assistant Chief 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) program in Cecil County contains 1000 contact hours of theoretical and clinical instruction, resulting in eligibility to sit for the paramedic exam. Students who wish to continue their education and work towards an Associate of Applied Science degree and who have current, unencumbered paramedic certification may be able to receive credits for the EMT courses through credential assessment. Program admission information is located on page 11.

General Education and Program Requirements		General Education Code	Credits
BIO 208	Human Anatomy and Physiology I	S	3
BIO 209	Human Anatomy and Physiology II	S	3
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
Required Occupational courses offered by Cecil County Department of Emergency Services			
EMT	EMT – Paramedic – Preparatory Knowledge		5
EMT	EMT – Paramedic – Patient Assessment		3
EMT	EMT – Paramedic – Traumatic Emergencies		5
EMT	EMT – Paramedic – Medical Emergencies		5
EMT	EMT – Paramedic – Special Considerations		4
EMT	EMT – Paramedic – Operations		3
EMT	EMT – Paramedic – Clinical/Field Requirements		3
Total Credits Required in Program:			62-63

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

General Education courses are listed on page 43.

NURSING AND HEALTH PROFESSIONS

Healthcare Sciences Associate of Science

General Program Information: 410-287-1000 or information@cecil.edu

The Associate of Science in Healthcare Sciences will offer students, who currently hold a national certification in a field of Healthcare, a flexible degree program designed to provide a sound base of foundational credit coursework and additional career specific studies and/or competencies in a healthcare discipline. Through a combination of general education requirements, core electives and specific healthcare career education studies, graduates are prepared to enter the healthcare workforce in a selected discipline.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Elective		2
BIO 101	General Biology	SL	3
BIO 111	General Biology Lab		1
BIO 208	Human Anatomy and Physiology I	SL	3
BIO 218	Human Anatomy and Physiology I Lab		1
BIO 209	Human Anatomy and Physiology II	SL	3
BIO 219	Human Anatomy and Physiology II Lab		1
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
HEA 130	Healthful Living	I	3
Elective	Math, Science or Business ¹		3–5
Elective	Elective		3
Elective	Healthcare Science Portfolio Review and/or Credential Assessment		12
MAT	Math Elective ²	M	3
HCD 120	Medical Terminology		3
PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3
SOC 101	Introduction to Sociology	SS	3
SPH 121 or SPH 141	Interpersonal Communication Public Speaking	H	3

Total Credits Required in Certificate:

62–64

¹Suggested Math, Science or Business Electives — MAT127, BUS101, BUS102, BUS108, BUS136, BUS165, ENV106 with lab ENV116, BIO200 with lab BIO210, BIO203, BIO206 with lab BIO216, CHM102 with Lab, CHM105 with Lab, PHY103, PHY181with Lab, PHY207with lab.

²Any general education Mathematics, level 121 or higher will be accepted.

General Education courses are listed on page 43.

NURSING AND HEALTH PROFESSIONS

Nursing Associate of Science

General Program Information: 410-287-1000 or information@cecil.edu

The Nursing 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 (3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326, phone 800-669-1656, www.nlnac.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.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ARTS/HUM	Arts and Humanities Elective ¹	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 ²	M	3
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
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
Total Credits Required in Program:			68

¹Selection may not include EGL designation.

²Another general education mathematics elective will be accepted.

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 43.

NURSING AND HEALTH PROFESSIONS

Practical Nursing Certificate

General Program Information: 410-287-1000 or 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 Practical Nursing option an opportunity to enter the profession of nursing at the Licensed Practical Nursing level. Successful completion of the summer Practical Nursing 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	35

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

General Education courses are listed on page 43.

Personal Trainer/Fitness Manager Certificate

The Personal Trainer/Fitness Manager Certificate prepares individuals for careers that involve the assessment, motivation, education, and training of clients regarding their health and fitness needs.

	<i>Certificate Requirements</i>	<i>Credits</i>
BUS 103	Introduction to Business	3
BUS 136	Accounting with QuickBooks	3
FWS 110	Fundamentals of Personal Training	3
HEA 130	Healthful Living	3
PED 135	First Aid and CPR	3
PED 180	Introduction to Physical Education	3
	<i>Total Credits Required in Certificate:</i>	18

General Education courses are listed on page 43.

TRANSPORTATION AND LOGISTICS

Transportation and Logistics – Air Traffic Control Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BUS 101 or	Accounting I		
BUS 165	Managerial Accounting		3
BUS 210	Business Law I		3
CBWEP	BUS – College Based Work Experience Program ¹		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>Program Requirements in Partnership with CCBC Catonsville²</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 221	The Air Traffic Control System		3
AVMT 226	Air Traffic Control Operations		3
<i>Total Credits Required in Program:</i>			65

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

²All 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 43.

Transportation and Logistics – Air Traffic Control Certificate

General Program Information: 410-287-1000 or 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.

General Education Requirements		Credits
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
Certificate Requirements in partnership with CCBC Catonsville¹		
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
Total Credits Required in Certificate:		34

¹All 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

Transportation and Logistics – Aviation Management Option Associate of Applied Science

General Program Information: 410-287-1000 or 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>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ACT	Activity Electives		2
BUS 101 or	Accounting I		
BUS 165	Managerial Accounting		3
BUS 210	Business Law I		3
CBWEP	BUS – College Based Work Experience Program ¹		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>Program Requirements in partnership with CCBC Catonsville²</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
Total Credits Required in Program:			65

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

²All 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 43.

Transportation and Logistics – Aviation Management Certificate

General Program Information: 410-287-1000 or 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.

<i>Certificate Requirements</i>		<i>Credits</i>
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
<i>Certificate Requirements in partnership with CCBC Catonsville¹</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>Total Credits Required in Certificate:</i>		<i>34</i>

¹All 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

Transportation and Logistics – Commercial Transportation Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
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 GIS or TRL	Business Elective Geographic Information Systems Elective Transportation and Logistics Elective		3
CBWEP	BUS – College Based Work Experience Program ¹		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
Total Credits Required in Program:			70

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

General Education courses are listed on page 43.

Transportation and Logistics – Commercial Transportation Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
<i>Total Credits Required in Certificate:</i>		<i>30</i>

General Education courses are listed on page 43.

TRANSPORTATION AND LOGISTICS

Transportation and Logistics – Flight Training Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
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
<i>Program Requirements in partnership with CCBC Catonsville¹</i>			
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
Total Credits Required in Program:			70

¹All 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 43.

Transportation and Logistics – Flight Training Certificate

General Program Information: 410-287-1000 or 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.

<i>Certificate Requirements</i>		<i>Credits</i>
BUS 111	Business Communications	3
CIS 101	Introduction to Computer Concepts	3
PSC 125	Essentials of Weather	4
<i>Certificate Requirements in partnership with CCBC Catonsville¹</i>		
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
<i>Total Credits Required in Certificate:</i>		39

¹All 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

Transportation and Logistics – Materials Management Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
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 GIS or TRL	Business Elective Geographic Information Systems Elective Transportation and Logistics Elective		3
CBWEP	BUS – College Based Work Experience Program ¹		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
Total Credits Required in Program:			67

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

General Education courses are listed on page 43.

Transportation and Logistics – Materials Management Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	<i>27</i>

General Education courses are listed on page 43.

TRANSPORTATION AND LOGISTICS

Transportation and Logistics – Transportation Management Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
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 ¹		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
Total Credits Required in Program:			67

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

General Education courses are listed on page 43.

Transportation and Logistics – Transportation Management Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
<i>Total Credits Required in Certificate:</i>		<i>27</i>

General Education courses are listed on page 43.

TRANSPORTATION AND LOGISTICS

Transportation and Logistics – Yacht and Small Craft Design Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

<i>General Education and Program Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
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 GIS or TRL	Business Elective Geographic Information Systems Elective 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 MAT 201	Precalculus Calculus I with Analytic Geometry	M M	4
PHY 103 or PHY 181 or PHY 207	Physics Today Introductory College Physics I with Lab General Physics with Lab	SL SL SL	4–5
SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H 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 43.

Transportation and Logistics – Yacht and Small Craft Design Certificate

General Program Information: 410-287-1000 or 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.

	<i>Certificate Requirements</i>	<i>Credits</i>
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
	<i>Total Credits Required in Certificate:</i>	29

*Courses are completed through the Westlawn School of Yacht Design.

VISUAL COMMUNICATIONS

Visual Communications – Communications Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

	General Education and Program Requirements	General Education Code	Credits
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
	Program Electives (Group 1)	Select 8 Credits	
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 43.

Program Electives¹ (Group 2)		Select 18–19 Credits	
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
ART 181	Introduction to Movie Making	H	3
ART 183	Digital Illustration I		4
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 113	Introduction to Journalism		3
EGL 213	Introduction to Film	H	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 218	3D Modeling and Animation for Graphic Design and Video		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

¹Major 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

Visual Communications – Communications Arts and Technology Option Web Design and Multimedia Associate of Applied Science

General Program Information: 410-287-1000 or information@cccil.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 prepare for 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.

<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 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 ¹	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
<i>Program Electives</i>			<i>Select 4 Credits</i>
VCP 210	Video Production I		4
VCP 279 or VCP 289	Professional Portfolio Production Internship I		4
<i>Total Credits Required in Program:</i>			66–67

¹Courses must be from two different disciplines.

General Education courses are listed on page 43.

**Visual Communications –
Communication Arts and Technology Option
Web Development
Associate of Applied Science**

General Program Information: 410-287-1000 or 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 ¹	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 43.

Program Electives			Select 8 Credits
ART 101	Fundamentals of Design	H	3
ART 181	Introduction to Movie Making	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
Total Credits Required in Program:			67–68

¹Courses must be from two different disciplines.

Visual Communications – Graphic Design and Multimedia Option Associate of Applied Science

General Program Information: 410-287-1000 or information@cecil.edu

The Visual Communications Graphic Design and Multimedia degree prepares students for initial employment and career advancement, or transfer to four-year colleges. Job titles may include graphic designer, graphic design assistant, graphic artist, and layout and production technician. Employment responsibilities in these areas include: graphic design with computer design software, Website design with animation abilities, development of layout and production design of advertising for newspapers and magazines, and the overall layout and production of signage, newspapers, magazines, corporate reports, and other publications. Increasingly, graphic designers develop material for Internet Web pages, interactive media, and multimedia projects.

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 ¹	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
SCI	Lab Science Elective ²	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 230	Graphic Design Studio		4
VCP 136	Multimedia Production I		4
CIS 124	Web Design I		3
VCP 279 or VCP 289	Professional Portfolio Production Internship I		4
Total Credits Required in Program:			67–68

¹ART 101 recommended.

²PHY 103 or PSC 105 recommended.

General Education courses are listed on page 43.

VISUAL COMMUNICATIONS

Visual Communications – Professional Photography Option Associate of Applied Science

General Program Information: 410-287-1000 or 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.

	<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 ¹	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 ²	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 279 or VCP 289	Professional Portfolio Production Internship I		4
Total Credits Required in Program:			68–69

¹ART 101 recommended.

²PHY 103 or PSC 105 recommended.

General Education courses are listed on page 43.

Visual Communications – Video Production Option
Associate of Applied Science

General Program Information: 410-287-1000 or 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
ART 181	Introduction to Movie Making		3
ART 183	Digital Illustration I		4
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
VCP 218	3D Modeling and Animation for Graphic Design and Video		4
<i>Total Credits Required in Program:</i>			66–67

General Education courses are listed on page 43.

VISUAL COMMUNICATIONS

Visual Communications – Basic Photography Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
Program Electives		Select 7–8 Credits
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
Total Credits Required in Certificate:		15–16

General Education courses are listed on page 43.

Visual Communications – Communication Arts and Technology Web Design and Multimedia Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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
Total Credits Required in Certificate:		25

Visual Communications – Communication Arts and Technology Web Development Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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
Total Credits Required in Certificate:		18

General Education courses are listed on page 43.

VISUAL COMMUNICATIONS

Visual Communications – Digital Imaging Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
Program Electives		Select 7–8 Credits
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
Total Credits Required in Certificate:		15–16

Visual Communications – Graphic Design Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
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
Total Credits Required in Certificate:		22

Visual Communications – Photography Lab Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
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
Certificate Electives		Select 7–8 Credits
ART 180	Basic Photography	3
VCP 189	Basic Internship I	4
VCP 211	Studio Photography II	4
VCP 222	Photojournalism I	4
Total Credits Required in Certificate:		23–24

Visual Communications – Studio Photography Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
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
Total Credits Required in Certificate:		40

VISUAL COMMUNICATIONS

Visual Communications – Portfolio Production Certificate

General Program Information: 410-287-1000 or 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.

Certificate Requirements		Credits
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
Certificate Electives		Select 7–8 Credits
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
Total Credits Required in Certificate:		27–28

Visual Communications – Professional Photography Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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
	Certificate Electives	Select 8 Credits
VCP 119	Digital Imaging IV	4
VCP 222	Photojournalism I	4
VCP 224	Nature and Wildlife Photography	4
	Total Credits Required in Certificate:	40

Visual Communications – Simulation Design and Gaming Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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
	Total Credits Required in Certificate:	17

VISUAL COMMUNICATIONS

Visual Communications – Video Production Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
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
	Total Credits Required in Certificate:	20

Visual Communications – Video Technology Certificate

General Program Information: 410-287-1000 or 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.

	Certificate Requirements	Credits
VCP 101	Photography I	4
VCP 210	Video Production I	4
VCP 212	Video Production II	4
	Total Credits Required in Certificate:	12

COURSE DESCRIPTIONS



COURSE DESCRIPTIONS

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 those terms. 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 and Dance.

CIS/DAP Programming Electives

CIS 143	Excel Applications and Programming
CIS 148	Server Side Scripting w/ASP
CIS 161	Oracle Introduction to SQL
CIS 261	Oracle II – Database Programming with 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:

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

Anthropology

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-requisite: EGL093.

Art

ACD101 **Arts Live** is an introductory arts and communications course. Students experience live events from the full spectrum of the arts: visual arts, theatre, dance, literary arts and music. Students discuss the experiences, write reflection papers, and/or create alternative project responses. Arts and communications professionals provide introductions and insights. 3 credits

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 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 and 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-requisite: EGL093.

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 artwork. 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-requisite: EGL093.

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, marbledizing, 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 students are introduced to the majolica glaze painting technique in which bisque-fired pottery is coated with an opaque white glaze and a color design is painted directly onto the fresh glaze with a watercolor technique. The subsequent firing fuses the colors directly into the glaze creating a smooth, glass-like surface. Topics include the formulation and testing of colorants, designing of various motifs ranging from non-objective patterns to naturalistic images, construction methods for tiles and three-dimensional forms and instruction on firing kilns. This course is appropriate for any student interested in pottery, tile making, painting or drawing. 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 Movie Making (H) is an introduction to the theory and practice of movie making with electronic video technology. Topics include creative concept development, production planning, capturing, and editing for artistic expression. Students work in a hands-on environment to develop and produce short movies. 3 credits.

ART182 Sculpture II is a continuation of Sculpture, ART152, 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 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

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-requisite: EGL093.

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 their career goals. 3 credits

Pre-requisite: EGL101.

Assessment of Prior Learning

APL270 Assessment of Prior Learning: Portfolio Construction provides the opportunity for students 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.

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: EGL093, MAT092.

Biology

BIO101 General Biology (S) introduces the student to the basic biological principles common to all living things, with emphasis on evolution, molecular biology, diversity, ecology, physiology and genetics. 3 credits

Co-requisites: BIO111, EGL101, MAT093.

BIO104 Botany: Introduction to Horticulture 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-requisites: MAT092.

Co-requisite: BIO114, EGL101.

BIO111 General Biology Lab is a laboratory course designed to actively involve the student in the process of science. The student will perform experimental activities that include using technology, and collecting, analyzing, interpreting and presenting data. 1 credit

Co-requisite: BIO101.

BIO114 Botany: Introduction to Horticulture 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.

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 Biological 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 Biological 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 that include use of technology, and the collection, analysis, interpretation and presentation of 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-requisite: BIO130, BIO131.
Co-requisite: BIO133.

BIO133 Principles of Biological II Lab continues the foundation science laboratory course designed for students planning to earn a Bachelor of Science. Students will perform experimental activities in the lab and field that include the 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 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-requisites: BIO101 and BIO111 or BIO130 and BIO131.
Co-requisite: BIO210.

BIO201 Fundamentals of Ecology (SL) 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 studies the principles of nutrition and their application in both health and disease and throughout the life cycle. The course is intended primarily for students going into nursing or related fields. 3 credits
Pre-requisites: BIO101 or BIO130.

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-requisite: 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-requisites: BIO101 and BIO111 or BIO130 and BIO131.
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 develop an appreciation for the diversity of microbes, their unique physical and chemical growth requirements, and appropriate identification processes. 1 credit

Pre-requisites: BIO101 and BIO111 or BIO130 and BIO131.

Co-requisite: BIO200.

BIO216 Introduction to Biotechnology Lab allows students to use the techniques discussed in 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

Pre-requisites: BIO101 and BIO111 or BIO130 and BIO131.

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

Pre-requisites: BIO101 and BIO111 or BIO130 and BIO131.

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 or BIO101.

Co-requisite: 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: BIO101 and BIO111 or BIO130 and BIO131.

Co-requisite: BIO222.

Business

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 including inventory control, price determination, vendor selection, negotiation techniques, and ethical issues. This course will also provide an overview of the Defense Federal Acquisition Regulation Supplement, which covers simplified acquisition procedures (SAP). 3 credits.

Pre-requisite: EGL093.

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

Pre-requisite: CIS101.

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-requisites: BUS101, CIS101.

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: EGL093.

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: MAT093.

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

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: EGL093.

BUS210 Business Law 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: EGL093.

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 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

Pre-requisite: EGL093.

Co-requisite: BUS103.

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

Pre-requisites: BUS103, EGL101.

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

Pre-requisites: BUS131, EGL101.

Co-requisite: BUS191.

BUS237 International Finance 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

Pre-requisites: BUS103, EGL101.

Co-requisite: ECO222.

BUS238 Human Resources Experiential Learning explores the human resource management functions in organizational and corporate settings. Students will focus on the development of knowledge and skills of basic concepts, employment laws, and strategic approaches to human resource management. 3 credits

Pre-requisite: EGL101.

Co-requisite: BUS231.

BUS239 Process Improvement Experiential Learning focuses on the principles and practices of process improvement with special emphasis on Six Sigma and SWOT (strengths, weaknesses, opportunities and threats) analysis. Attention is given to the leadership challenges of initiation, collaboration, design, implementation, and portfolio project management of process-centric improvements within and across organizations. 3 credits

Pre-requisites: EGL093.

Co-Requisite: BUS187.

BUS240 Strategic Planning Experimental Learning focuses on the processes involved in the development and implementation of a strategic plan. Topics include the variety of perspectives, models, and approaches used in strategic planning. Topics related to the planning process include organizational leadership, organizational culture, organizational environment, size of the organization, and expertise of planners. Students must complete 75% of their degree coursework prior to enrolling in this course. 3 credits

Pre-requisites: BUS103, MAT127.

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–BUS279 College Based Work Experience (CBWEP) 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. A written presentation and a team oral presentation will be required at the completion of the course. 3 credits

Prerequisites: Student must complete 45 credits or 75 percent of their program before taking this course.

Chemistry

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: EGL093, 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 CHM105. 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 CHM203. 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.

Chinese

CHI101 Elementary Chinese I is an introductory course in Mandarin Chinese for students with no prior knowledge of Chinese. Students will learn to write Chinese characters and use essential vocabulary and elementary grammar for oral and written communication. Students will also explore aspects of Chinese culture and society. 4 credits



College Success

COL081 College Success Seminar I is an entry-level course that presents study skills for courses in all disciplines. Course content from various disciplines, guest lecturers, and orientation assignments combine to provide each student with learning strategies to build student success. Assignments require students to apply academic strategies to other courses. 1 credit.

Computer Information Systems

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-requisite: EGL093.

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 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 Data Base Management is an introduction to basic data base concepts using the standard in the personal computer industry, dBASE. Creating a data base and a report will be covered. Modification of data base 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 employing the elements to carry and support the message of a publication. 3 credit

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

Pre-requisite: CIS101.

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. This course may be used as a programming elective. 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.

CIS152 Microsoft Windows 7 is designed to provide the information and skills needed to install, configure, manage, monitor, troubleshoot and administer the Microsoft Windows7 operating system. 3 credits

CIS153 Database Design Principles builds upon the fundamental concepts of database systems to apply the principles of database implementation and database design. Topics include conceptual and logical data modeling, strongly-typed and weakly-typed data, entity-relationship modeling, and the implications of database design as related to user requirements. 3 credits

Pre-requisite: CIS101 or consent or instructor.

CIS161 Oracle I Introduction to SQL prepares students for Oracle certificate IZO-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. This course may be used as a programming elective. 3 credits

Pre-requisite: 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. This course may be used as a programming elective. 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 SQL prepares students for Oracle certificate IZO-047. 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 exam/s required to qualify as an Oracle Certified Associate Developer. This course may be used as a programming elective. 3 credits

Pre-requisite: CIS161.

CIS263 Oracle III Database Fundamentals I will provide students with a conceptual understanding of the Oracle database architecture and how its components work and interact with one another. Students will learn how to create an operational database and properly manage the various structures in an effective and efficient manner. This course is designed to prepare students to take the Oracle Certified Associate exam: Exam #IZO-031, which is the first of three certificates needed to be certified as an Oracle Database Administrator (DBA). 3 credits.

Pre-requisite: CIS261 or permission of the instructor.

ELT150 Personal Computer Maintenance will examine personal computer maintenance by using class lectures and demonstrations of both preventative maintenance and troubleshooting techniques. All computer components will be reviewed and diagnosed using appropriate manufacturer's specifications. The techniques will be reviewed and documented to determine the procedures used to reach corrective action to be taken to get a PC up and running according to specified criterion from various manufacturers. 3 credits

ELT155 A+ Certification will examine personal computer maintenance by using class lectures and demonstrations of both preventative maintenance and troubleshooting techniques. All computer components will be reviewed and diagnosed using appropriate manufacturer's specifications. The techniques will be reviewed and documented to determine the procedures used to reach corrective action to be taken to get a PC up and running according to specified criterion from various manufacturers. 3 credits

Pre-requisite: ELT150.

Counseling

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

Dance

DAN111 Modern Dance Technique I (ACT) 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 (ACT) 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: DAN111, DAN121 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-requisites: DAN131 or permission of instructor.

Co-requisites: DAN112, DAN122 or permission of instructor.

DAN136 Modern Dance Fundamentals I (ACT) will 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 (ACT) 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, DAN221 or permission of instructor.

DAN 232 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

Co-requisites: DAN231 or MUC220 or THE211 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

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. This course may be used as a programming elective. 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. This course may be used as a programming elective. 3 credits

DAP111 Introduction to CADD will enable students to create a basic 2D drawing in AutoCAD. Upon completion of the course, the student will be able to create and edit a simple AutoCAD drawing. This course will help the student understand the AutoCAD 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 models; 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. This course may be used as a programming elective. 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. This course may be used as a programming elective. 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 Computer Forensics 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. This course may be used as a programming elective. 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. This course may be used as a programming elective. 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. This course may be used as a programming elective. 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. This course may be used as a programming elective. 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 plug-ins, 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. This course may be used as a programming elective. 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 plug-ins 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.

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.

Education

EDU101 **Foundations of 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, student diversity, learning styles, school organization, school law, and current issues in education. 3 credits

Co-requisites: EDU102, EGL101.

EDU102 **Foundations of Education – Field Experience** is the school-based companion course to Foundations of Education (EDU101). 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 Education** is a foundations course which examines early childhood education from a variety of perspectives including historical and developmental. Students will examine typical child development, learning theories, diversity, developmentally appropriate practice, teaching models, and critical issues related to teaching and child growth and development. This course is approved by the Maryland State Department of Health and Mental Hygiene. 3 credits

Co-requisite: EDU202.

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, Headstart), and differentiated instruction to meet the needs of individual young children birth to eight years of age. 3 credits

Pre-requisite: EDU131.

Co-requisite: EDU203.

EDU145 **Introduction to Outdoor Adventure Education** will provide students with the opportunity to explore the diversity of adventure/outdoor education. Students will be introduced to the historical, philosophical, psychological and social foundations of recreation and adventure. 3 credits.

Pre-requisite: EDU101.

Co-requisite: EDU146.

EDU146 **Introduction to Outdoor Adventure Education Experiential Learning** is a site-based course that guides students through the applied learning experience. Students will work with teachers and staff to develop an understanding of outdoor adventure education programs and the professions. 1 credit.

Co-requisite: EDU145.

EDU147 Outdoor Adventure Program Planning will provide experience in designing wilderness-based, experiential learning activities. The primary focus will be outdoor adventure education planning, implementation, and evaluation. 3 credits

Pre-requisite: EDU145.

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

EDU200 Introduction to Childcare Administration is a course designed to provide directors and prospective directors with information pertaining to planning and operating a child care 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

Pre-requisite: EDU132.

EDU202 Principles of Early Childhood – Field Experience is the child care center/school-based companion course to Principles of Early Childhood. 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/Methods – Field Experience is the childcare 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 childcare centers. 1 credit

Co-requisite: EDU132.

EDU207 Educational Psychology – Field Experience is the school-based companion course to Educational Psychology (PSY207). 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 focuses on the concepts of how children learn to read, cognitive processing and the development of language, including the structure of language and the cognitive precursors to reading acquisition. This course will also investigate the role of prior knowledge, motivation, reading difficulties and personal significance to developing readers. 3 credits

Pre-requisite: EDU101 or permission of the instructor.

EDU211 Instruction of Reading is an introduction to the stages of reading development and 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. 3 credits.

Pre-requisite: EDU101 or permission of the instructor.

EDU212 Assessment for Reading Instruction presents important concepts for the development of a diagnostic reading and improvement program. Students will explore a variety of formal and informal assessment tools and techniques for use in the classroom. For each assessment tool, students will develop administrative procedures, explore strengths and limitations of the instruments and techniques, and develop instructional implications from the assessment results. 3 credits

Pre-requisite: EDU101.

EDU245 Outdoor Adventure Education Leadership will provide students with the knowledge and skills to plan, organize, and lead outdoor adventure programs in both the public and private sectors. Course material will focus on current theories and principles used in outdoor adventure programs, such as leadership theories, group dynamics, program planning and administration, environmental impact, and safety. 3 credits

Pre-requisite: EDU145.

EDU246 Wilderness Encounters will enable students to develop an understanding of our relationship to the natural world and wilderness, the role of wilderness in the American psyche, and effective techniques for facilitating wilderness experiences. Students will lead a wilderness experience as a part of this class. 3 credits

Pre-requisite: EDU145.

EDU247 Wilderness First Responder will provide students with the knowledge to make critical medical and evacuation decisions. Students will develop competencies in responding to and treating medical emergencies in wilderness settings. Completion of this course may result in certification by either Stonehearth Open Learning Opportunities (SOLO) or the National Outdoor Leadership School (NOLS) as a Wilderness First Responder. 3 credits

Pre-requisite: EDU145.

EDU251 Introduction to Exceptional Child 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 experience companion course to Introduction to Exceptional Children and Youth (EDU251). Students will work with classroom teachers (minimum 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 Secondary Content, 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.

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 or permission of instructor.

Engineering

PHE200 Introduction to Engineering Graphics will introduce students to the theory and practice of creating engineering graphics and models. Lab activities will expose students to software packages used by industry. The course will cover reading drawings, visualizing and realizing multi-view drawings, developing 3D models, implementing design changes and intent, and preparing design documents. Students will be required to make written and oral presentations. 3 credits.

Pre-requisite: MAT121.

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

Pre-requisite: PHE200.

Co-requisite: 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-requisites: MAT202, PHY207.

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: MAT202, PHE201, PHY208.

English

EGL082 Fundamentals of Reading and Writing builds on the foundation of the study skills taught in COL081. This college literacy course introduces the reflexive skills of reading and writing work to help students improve academic success. The course presents the differences between main ideas and details, the patterns of organization, the clues to drawing inferences from readings, and the skills to use supporting details in writing. 2 credits.

Pre-requisite: COL081.

Co-requisite: EGL092.

EGL092 Integrated Reading and Writing Level I students will acquire basic skills including fundamentals of grammar, critical reading, paragraph and summary writing, an introduction to essay writing, and an introduction to documentation. All aspects of this course will incorporate reading and writing as reciprocal skills. 4 credits.

Pre-requisites: COL081, EGL082 or equivalent skills assessment.

EGL093 Integrated Reading and Writing Level II offers the writing, reading, and critical thinking skills necessary for success in college-level English. Students will read and write paragraphs, essays, and summaries, as well as practice documentation and grammar. This course covers the objectives of EGL092 at a more sophisticated level and requires, in addition, persuasive writing and intermediate documentation. All aspects of this course will incorporate reading and writing as reciprocal skills. 4 credits.

Pre-requisite: C or better in EGL092.

Co-requisite: COL081.

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-requisite: EGL093.

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

Pre-requisite: 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.

EGL113 Introduction to Journalism 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.

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 (Civil War to Present) II (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.

Environmental Science

ENV106 **Introduction to Environmental Science** 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: EGL101, ENV116, MAT093.

ENV116 **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: ENV106.



Equine Studies

EQS139 **Basic Horse Handling** provides an introduction to safe handling procedures for working with a variety of horses and situations. This course will model ways a student may develop competence and self assurance around horses. 2 credits

Pre-requisite: EGL093.

EQS142 **Introduction to 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: EGL093, EQS139.

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, work load, 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-requisites: EQS139, MAT093.

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.

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: EQS145.

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.

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 teach elements of farm management: stabling requirements, event management, pasture management, safe handling techniques, basic first aid, basic care and maintenance of the healthy horse. Students gain skills necessary for running a successful horse facility. 3 credits

Pre-requisites: EGL093, EQS139.

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: EQS148, MAT093.

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 gain skills necessary for running a successful horse business. 3 credits

Pre-requisites: EGL093, EQS139, 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.

EQS245 Equine Pasture and Land Management will provide students with a comprehensive working knowledge of land management in the equine industry. Topics include various types of land, zoning and permit requirements, layout and design of paddocks, types of fencing, water and electric needs, erosion problems, poisonous trees and weeds, poisons that are horse safe, soil tests, lime and fertilizer, common grasses and legumes planted in horse pastures, seeding methods and proper times to seed, and paddock maintenance. 3 credits

Pre-requisite: EQS142.

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.

EQS253 Judging and Course Design will provide students with an introduction to judging hunter under saddle classes, hunter over fences classes, confirmation classes, model classes, jumper classes, equitation on the flat, and equitation over fences. In addition, students will practice designing courses for these types of events and judging simulated horse shows. 3 credits

Pre-requisites: EGL093, EQS139.

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, dictations, 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.

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.

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-requisite: EGL093.

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-requisite: EGL093.

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

Pre-requisite: EGL082.

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

HST101 Western Civilization I (to 1715) (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 lynchings 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-requisite: EGL093.

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 U.S. (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 U.S. (Reconstruction to 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.

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.

Horticulture

HCS150 Woody Plants I will familiarize students with woody trees and shrubs commonly found in our local environment. Both evergreen and deciduous trees will be covered. While focusing on native plants of our Mid-Atlantic region, students will examine common species used in landscaping. Students will be able to identify plants and discuss landscape uses of each plant, cultural requirements, habitat and any significant pests or special characteristics. 3 credits

HCS151 Herbaceous Plants will familiarize the student with common herbaceous perennials, ornamental grasses, native grasses and ferns of the Mid-Atlantic region. Native plants as well as common species used in landscaping will be included. Students will identify plants, with or without keys, using scientific as well as common names, with attention to morphology and culture. Students will discuss landscape uses of each plant, seasonal interest, cultural requirements, habitat, and any significant pests or special characteristics. 3 credits.

HCS152 Soil and Fertilizers will provide the student with an understanding of the composition, fertility, and biology of soil. This course will include classification of soils, plant nutrients, soil microorganisms and the tools and technology for evaluating the nutrient content of the soil and amending soils using organic and inorganic supplements. Reduction of excess nutrients in streams, rivers and the Chesapeake Bay will be emphasized. 3 credits.

Co-requisites: EGL101, MAT093.

HCS153 Landscaping Construction and Maintenance will provide the student with an understanding of the materials, equipment, preparations, and methods of installation used in landscape construction. 3 credits.

HCS154 Botanical Garden Studies investigates regional public gardens. Topics may include landscaping for conservation, native plants, warm season meadows, rain gardens, formal gardens, wildflowers and woodland gardens, conservatories, topiary, green roofs, woody plants in the landscape, children's gardens, historical gardens, seasonal gardens, Japanese gardens, butterfly gardens, community gardens, and garden design. As there are numerous public gardens, topics and gardens visited will change from session to session. 3 credits.

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

Mathematics

MAT091 **Basic Mathematics** prepares students with essential arithmetic skills in whole numbers, fractions, decimals, ratios, proportions, percentages and measurement. 4 credits.

Co-requisites: COL081, EGL082.

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. 4 credits

Pre-requisite: MAT091.

Co-requisites: COL081, EGL082.

MAT093 **Intermediate Algebra** provides higher-level prerequisite mathematical knowledge that is needed in a variety of college level courses. A graphics calculator is used to create and analyze graphs, scatter plots and curves of best fit. Solutions to linear, quadratic, radical, rational, exponential, logarithmic, and other higher-order equations are found using both graphical and analytical methods. Properties of functions such as increasing and decreasing intervals, approximation of local maximums and minimums, horizontal and vertical asymptotes, and intercepts are studied. Additional topics include the solving of inequalities and systems of linear and nonlinear equations. 3 credits

Pre-requisite: MAT092.

Co-requisite: EGL093.

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 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-requisites: EGL093, 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. 3 credits

Pre-requisites: EGL093, MAT093.

MAT127 Introduction to Statistics (M) introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. 4 credits

Pre-requisites: EGL093, MAT093.

MAT128 Introduction to Statistics II (M) addresses the design of experiments and analysis of variance, non-parametric statistics, categorical data analysis, simple linear regression, multiple regression and model building, quality control charts, and time series analysis. The emphasis is on applications using data sets from a variety of sources and disciplines including newspapers, periodicals, journals, the Web and many of the disciplines that students may encounter in their college education. Students will gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. 4 credits

Pre-requisite: MAT127.

MAT133 Mathematical Concepts and Structures I is a course for elementary education majors. It focuses on 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. 4 credits

Pre-requisites: EGL093, MAT093.

MAT134 Mathematical Concepts and Structures II is a course for elementary education majors. It focuses on applications of ratios and proportions, percents, 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. 4 credits

Pre-requisites: EGL093, MAT093.

MAT201 Calculus I with Analytic Geometry (M) introduces students to the mathematical techniques for limits (including L'Hospital's Rule), differentiation, and integration of algebraic, trigonometric, inverse trigonometric, logarithmic, exponential, hyperbolic, and inverse hyperbolic functions. Applications of differentiation and integration are studied. 4 credits

Pre-requisites: EGL093, MAT121.

MAT202 Calculus II with Analytic Geometry (M) introduces integration techniques, improper integrals, sequences, infinite series, conic sections and polar coordinates. Students will solve applied problems related to limits, differentiation, integration, and infinite series. A computer algebra system, such as Maple, is introduced and used. 4 credits

Prerequisite: MAT201.

MAT203 Multivariable Calculus (M) is designed to provide the student with a study of 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, such as Maple, is expanded. 4 credits

Prerequisite: 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

Prerequisite: 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

Prerequisite: MAT202 or permission of the Math Department chair.

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

Prerequisite: MAT202.

Medical Terminology

HCD120 **Medical Terminology** is an online course designed to improve the students' professional medical vocabulary. Students will build medical vocabulary, while recognizing the prefixes, suffixes, root words, combining forms and abbreviations. Students will learn how to spell, define and pronounce medical terms associated with the major body systems as well as label basic anatomy and recognize common pathology terms.

Pre-requisite: EGL082.

Music

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-requisite: MUC120 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-requisite: MUC121 or permission of instructor.

MUC120 **Music Ensemble I** will focus on preparation for and performance of a range of musical styles. Students will learn repertoire 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-requisite: MUC110 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-requisite: MUC111 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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

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

MUC160 Voice I is the study of music skills as they apply to vocal arts. Music theory, sound production, techniques, breathing, posture, and knowledge of beginner repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. 1 credit.

Co-requisites: MUC110, MUC120 or permission of instructor.

MUC161 Voice II is the continued study of music skills as they apply to vocal arts. Music theory, sound production, vocal techniques, breathing, posture, and knowledge of early intermediate repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. 1 credit.

Pre-requisite: MUC160 or permission of instructor.

Co-requisites: MUC111, MUC121 or permission of instructor.

MUC179 Guitar Skills I is the study of music skills as they apply to guitar. Guitar techniques, music theory, sound production, and knowledge of repertoire are developed through study of various musical genres. Students meet once a week in a private lesson. 1 credit.

MUC180 Guitar Skills II is continued study of music skills as they apply to guitar. Intermediate techniques in fingering, music theory and sound production will be studied. Knowledge of repertoire is further developed through the study of various musical genres and the introduction of improvisation. 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. 4 credits

Pre-requisite: MUC111 or permission of instructor.

Co-requisite: MUC220 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

Pre-requisite: MUC210 or permission of instructor.

Co-requisite: MUC221 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-requisite: MUC210 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

Pre-requisite: MUC220 or permission of instructor.

Co-requisite: MUC211 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 twelve 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.

MUC260 Voice III is the continued study of music skills as they apply to vocal arts. Music theory, sound production, vocal techniques, breathing, posture, and knowledge of late intermediate repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. 1 credit.

Pre-requisite: MUC161 or permission of instructor.

Co-requisites: MUC210, MUC220 or permission of instructor.

MUC261 Voice IV is the continued study of music skills as they apply to vocal arts. Music theory, sound production, vocal techniques, breathing, posture, and knowledge of advanced repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. 1 credit.

Pre-requisite: MUC260 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 and Health Professions

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: BIO209, NUR105.

Co-requisites: LPN206, 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-requisites: LPN215, LPN206.

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: Childbearing/Childrearing Families is the clinical companion to LPN201. 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: BIO208, EGL101.

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, BIO209, NUR105.

Co-requisites: NUR211, PSY201.

NUR204 Care of Clients with Complex Stressors emphasizes care of adult and aged clients in various health care 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 in Nursing stresses the professional, legal, political, and ethical issues which influence the nurse's role and responsibilities in today's health care environment. Concerns and issues which confront nurses, particularly the new nursing graduate are discussed and problem-solving techniques are utilized. Evidence-based nursing practice, professional activities and continued education in the field of nursing are emphasized. 2 credits

Co-requisite: NUR204.

NUR211 Clinical Lab III: Care Childbearing/Child-rearing 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.

Personal Training

FWS110 Fundamentals of Personal Training is designed to prepare students for employment in the fitness industry. Students will be introduced to the functions of the musculoskeletal, and cardio-respiratory systems and their roles in exercise conditioning. Additional topics include energy metabolism, biomechanics, exercise physiology, nutrition, and weight management. Students will design and assess an exercise program. 3 credits.

Prerequisite: EGL093.

Philosophy

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. 3credits

Pre-requisite: EGL093.

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-requisite: EGL093.

PHI202 Clear Thinking 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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

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 PED104 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 in an accident or emergency situation. This course does not satisfy the physical education activity requirements in any degree 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

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: PED264.

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 Chuan (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.

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 PED173. 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.

PED175 Physical Exercise – Hatha Yoga I (ACT) introduces 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 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 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 program. 3 credits
Pre-requisite: EGL093.

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 program. 3 credits

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.

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 program. 3 credits
Pre-requisite: BIO208.

Physical Science

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: EGL093, MAT092.

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: EGL093, MAT092.

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: EGL093, MAT092.

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: EGL093, MAT092.

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: EGL093, MAT092.

Physics

PHY103 Physics Today with Lab (SL) helps students become aware and appreciative of their physical environment. The basic 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: EGL093, MAT092.

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: EGL093, MAT092.

PHY181 Introduction 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

Pre-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 include 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.

Co-requisite: MAT203.

Political Science

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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

Procurement

PRO110 Procurement and Acquisition I is a broad overview of the federal acquisition processes, practices and management. Topics include the federal marketplace, regulations, policies, roles and responsibilities, the federal acquisition process, socioeconomic goals, contract types, fundamentals of contract solicitation, award and administration. 3 credits

Pre-requisite: BUS108.

PRO120 Principles of Pricing covers skills in developing proposals that obtain fair and reasonable prices. Students will examine the competitive and financial environment related to price proposals utilizing the techniques of cost and price analysis, life-cycle costing, return on investment, and cost-benefit analysis. 3 credits

Pre-requisites: MAT093, PRO110.

PRO121 Legal Issues in Government Procurement provides an overview of the procurement process with specific concern for ethical practices and decision making throughout the lifecycle of the procurement process. Legal issues encountered during the procurement process will be discussed as they relate to federal acquisition reform. 3 credits

Pre-requisite: PRO110.

PRO210 Procurement and Acquisition II will provide an overview of the Department of Defense (DoD) marketplace. Topics will include defense acquisition planning, market research, competition requirements, defense acquisition of commercial items, proposal preparation and submission, protests, disputes and appeals, terminations, special categories of contracting, and subcontracting. 3 credits

Pre-requisite: PRO110.

PRO215 Advanced Procurement and Acquisition builds on the knowledge acquired in previous procurement and acquisition courses. Topics include the Department of Defense's acquisition life cycle phases, milestones and the key activities associated with each, as well as earned value management and acquisition strategies. 3 credits

Pre-requisites: PRO110, PRO210.

PRO220 Pricing and Contract Integration develops skills in pricing, cost analysis, and managing contract issues. Students will develop a proactive, strategic approach to satisfy the customer's evolving requirements. 3 credits

Pre-requisites: CIS101, PRO120.

PRO230 Procurement Contract Negotiations introduces terminology, methods and techniques necessary to analyze a contractor's cost proposal and to develop a government negotiation objective. 3 credits

Pre-requisites: BUS108, PRO110.

Psychology

PSY101 Introduction to Psychology (SS) is both the scientific and philosophical study of behavior and thought. Topics covered include 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-requisite: EGL093.

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 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 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 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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

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

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. ½ credit

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 note taking, 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: EGL093.

Russian

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

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-requisite: EGL093.

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

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-requisite: EGL093.

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-requisite: EGL093.

SOC103 Marriage and the Family (SS) is a study of the relationships within the marriage and family experience, including non-traditional relationships. The differences among families and marriages, family structures and functions, changes throughout the family life cycle, and the history of marriage and family will be examined. 3 credits

Co-requisite: EGL101.

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-requisite: EGL093.

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-requisite: EGL093.

Spanish

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

SPH121 Interpersonal Communications 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 messages miscommunicated. 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-requisite: EGL093.

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-requisite: EGL093.

Theatre

THE103 Stagecraft I provides students with a comprehensive overview of the technical aspects of theatrical production. Topics include understanding theatre operations, set and property construction, rigging, sound and stage lighting. Students will apply their learning by working on technical crews for a range of theatrical productions. 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 for the Actor 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, THE112 or permission of instructor.

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, including 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.

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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

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-requisite: EGL093.

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: THE211 or permission of instructor.

Co-requisite: THE263 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, THE161 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.

Transportation & Logistics

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** provides theory and instruction for operating commercial vehicles within the USA, Canada and Mexico. After successful completion of this course, a student is eligible to take the Commercial Driver's License Permit Test through the Motor Vehicle Administration. 3 credits.

Co-requisite: TRL106.

TRL106 **Professional Commercial Driver's Skills** provides the on-the-road training and instruction required to operate commercial vehicles within the USA, Canada and Mexico. Students will practice skills necessary for safe and efficient operation of the vehicle on public streets and highways. 3 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: EGL093, MAT092.

TRL152 **Aesthetics and Utilization of Design** covers exterior and interior design, and the design of powerboats, sailboats, and multi-hulls, 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

TVL201 Visual Communications Travel Study offers students the opportunity to travel to explore aspects of domestic or foreign social and natural environment. It is designed to broaden and enrich students' knowledge, experience, and perspective to further skills in becoming productive members of the global community. Students work under the guidance of a visual communications faculty member to design and produce visual communications projects. 3 credits.

Pre-requisites: ART180 or VCP101, EGL101 and permission of instructor.

VCP101 Photography I introduces the art and craft of photography. Students learn digital camera operation, 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

VCP110 Portrait Photography covers basic lighting techniques and formal studio portraiture. The use of 35mm and medium format camera techniques and the aesthetics of portrait and wedding photography are covered. Portrait photography business principles and practices are introduced. 4 credits

Pre-requisite: VCP101 or VCP180.

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-requisites: VCP101 or VCP117 or VCP 210.

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 VCP116. 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 Presentation 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. The 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 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.

VCP218 3D Modeling Animation for Graphic Design and Video teaches students high resolution rendering and compositing techniques for 3D modeling and animation, related theory and application in the visual communications industry. Students design models, apply motion and output to graphic design print media and video production and will complete a portfolio illustrating concept development, modeling, and animation for the graphic design and video industry. 4 credits.

Pre-requisite: DAP 119 or VCP 210 or permission of instructor.

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, photo essays, 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-requisite: 19 VCP credits.

VCP280 Color Portfolio Production I provides the opportunity for the experienced visual communicator to concentrate on building a portfolio of accomplished color images in individual areas of interest to further career and personal goals.

Pre-requisite: PHO101 or VCP101 or VCP180.

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 covering 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



GENERAL INFORMATION

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 due to low enrollment. 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 and at www.my.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

WJBR 99.5 FM

WXCX 103.7 FM

WMIX 106.5 FM

WBAL 1090 AM

WIYY 97.9 FM

WLIF 101.9 FM

WDEL 1150 AM

Television Stations:

WJZ TV Channel 13

WBAL TV Channel 11

WMAR TV Channel 2

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 director 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 and Conference 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.

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 director 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 and the Cecil County Sheriff's Office by calling 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 By Combined Campus	On Campus				Public Property*			
	2004	2005	2006	2007	2004	2005*	2006	2007
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0
Sex Offense/Forcible	1	0	0	0	0	0	0	0
Sex Offense/Nonforcible	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	5	5	0	0
Aggravated Assault	0	0	0	0	6	7	0	0
Burglary	1	2	9	10	15	16	23	0
Vehicle Theft	0	0	0	1	11	22	0	0
Arson	0	0	0	0	0	1	1	0
Illegal Weapons Possession	0	0	0	1	0	0	0	0
Drug Law Violations	0	0	0	0	0	0	1	0
Liquor Law Violations	0	1	0	1	0	0	0	0
TOTAL	2	3	9	13	38	58	25	0

*Date includes Town of North East in 2004 and 2005.

Reportable Crimes By Combined Campus	North East		Elkton Station		Family Ed. Ctr.		Bainbridge	
	On Campus	Public Property	On Campus	Public Property	On Campus	Public Property	On Campus	Public Property
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0
Sex Offense/Forcible	0	0	0	0	0	0	0	0
Sex Offense/Nonforcible	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0
Burglary	7	0	3	0	0	0	0	0
Vehicle Theft	1	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0
Illegal Weapons Possession	0	0	1	0	0	0	0	0
Drug Law Violations	0	2	0	0	0	0	0	0
Liquor Law Violations	1	2	0	0	0	0	0	0
TOTAL	9	4	4	0	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 and Elkton Station 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 Complex.

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. Unofficial transcripts may be obtained at www.my.cecil.edu.

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.

Detailed information about student activities, athletics, student clubs and organizations can be found under the Cecil Life tab in MyCecil at www.my.cecil.edu.

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 COL081 and EGL082, 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. More information about student organizations may be found under the Cecil Life tab of MyCecil at www.my.cecil.edu.

- 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
- Student Government Association
- Student Nurses Association
- Visual Communications Club

SERVICES TO STUDENTS

MyCecil at www.my.cecil.edu

MyCecil (my.cecil.edu) provides 24/7 access to the most pertinent information and resources students need to be successful at Cecil College. MyCecil is a secure web environment that provides personalized access to the following campus resources: registration and payment, e-mail and Blackboard access, grades, course schedules and transcripts, events and calendars, campus announcements, clubs and athletics, and faculty information and contacts.



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
- Capitol College
- College of Notre Dame
- Coppin State University
- Drexel University
- Franklin University
- Frostburg State University
- Goldey-Beacom College
- Goucher College
- Higher Education and Conference Center @ HEAT
- Hood College
- Immaculata College
- Johns Hopkins University
- Kaplan 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
- Stevenson University
- Towson University
- University of Baltimore
- University of Delaware
- University of Maryland—all campuses
- University of Phoenix
- University of Wisconsin—Green Bay
- Washington College
- Wesley College
- West Chester University
- Wilmington University

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 Lab** offers free, one-on-one tutoring in writing, reading, and study skills to all currently enrolled students. The lab's experienced, professional tutors are prepared to discuss any stage of the writing, reading, and thinking process in any academic discipline. Students, including those taking developmental English or ESL courses, are encouraged to bring their ideas, inquiries, a rough draft of an essay, grammar questions, and MLA and APA citation queries. Help is also available with non-course related writing projects, including resumes, cover letters, and scholarship applications.

Because the Reading and Writing Lab is a learner-centered environment, the staff strives to teach students new ways to approach and improve their writing, reading, and thinking. Therefore, tutors cannot edit or proofread papers. Tutors will, however, happily share strategies to help students proofread and edit their own work.

Appointments for tutoring are recommended, but drop-ins are welcome according to tutor availability. To sign up for an appointment, students can visit the Reading and Writing Lab in AS360, or call 410-287-6060, ext. 425. The Lab also offers computers and a printer for student use; tables, chairs, and couches provide a comfortable study environment.

- **Computer Lab** provides free computer assistance to all students enrolled at Cecil College. Students are not required to be enrolled in a computer course or computer program to use the lab services. The lab is located in the Technology Center, room 316.

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.

CAREER & COMMUNITY EDUCATION



CAREER AND COMMUNITY EDUCATION

The College offers relevant, affordable and convenient non-credit programming that is developed to help all community members learn and succeed throughout their lives. To meet this mission, Cecil College responds quickly to changes in the region's economic development needs and educational priorities, as well as creative leisure and personal growth preferences. The mission of Career and Community Education is to enrich lives by making careers more rewarding, family life less stressful, leisure time more creative, communities safer, and retirement more interesting.

The Career Resource Center provides assistance with setting a career education plan. Limited financial aid is available to help those committed to finishing their high school education, preparing for a new job, or significantly improving their current workplace skills.

Career Education

Career education focuses on changing lives and shaping futures by helping the community to learn, earn and succeed. From accounting technicians to health care professionals and paralegals to truck drivers, completers of Cecil's career education programs are earning valuable credentials leading to new jobs, promotions and good wages.

Occupational Certificates and Licensures

Transportation and Logistics

Cecil College is the top regional provider of educational programs in the transportation and logistics field where there are great opportunities for employment, career growth and business ownership.

Through the Mid-Atlantic Transportation and Logistics Institute, the community can benefit from four major areas of services: licensure preparation in several high-paying occupations such as truck driving and forklift operations; certifications and professional development for career advancement; degree programs that support careers in commercial transportation and management; and customized training for regional employers. In addition, the institute has earned a reputation as an industry resource center by providing local, state and national agencies and associations with well-informed input.

Health Care Careers

The rapidly expanding healthcare industry provides tremendous career opportunities on a regional and national level. Cecil College offers certificate programs for medical assistants, medical coder/billers, medical receptionists, phlebotomists, certified nursing assistants, dental assistants, medicine aides and EMT paramedics.

These programs are designed to prepare students academically, technically and professionally to begin an exciting and rewarding career in healthcare. Certificate programs prepare graduates to sit for state and/or national certifications that are highly regarded and sought after by employers. Most programs can be completed in less than a year and new programs are constantly in development.

Many of Cecil's health care career certificate programs offer opportunities for progression into associate degree programs. A full listing of courses can be found in the semiannual course schedule.

Additional Licensures and Certifications

Licensures and certifications enable students to build on the skills they already have. Cecil College offers job-specific certifications matched to the demands of its government and regional businesses. Both individuals and businesses have utilized Cecil's certification programs.

The number of certification programs is continuing to grow as new courses, such as lead paint and mold abatement and project management certificate preparation, are being developed to supplement existing programs in child care, refrigeration and air conditioning, and real estate.

Office, Technology and Skilled Trades

Cecil College offers programs to assist students in obtaining new or upgraded skills leading to good wages. Courses include customer service, computer technology, veterinary studies, construction and welding trades, and sales and marketing. Many topics are covered in a series of courses leading to continuing education certificates. In addition, career readiness tracks are available for those looking to enter a specific occupation with a comprehensive education in technical and workplace effectiveness skills, as well as resume and interviewing preparation.

Business Training and Corporate Services

Business Training and Corporate Services focuses on helping businesses succeed in the ever-challenging global economy. Cecil College helps organizations take advantage of its quality credit, continuing education and training solutions. Cecil's team offers a full complement of solutions to give businesses and agencies the competitive edge. Solutions are provided in six steps: consultation, assessment, training development, training delivery, evaluation and follow-up.

Programs are customized to deliver what is needed when it is needed. Organizations have several choices, including one-to-one coaching, group training, and train-the-trainer courses; instructor-led, online, self-paced, or combined teaching methods; scheduling options; on-site or on-campus delivery location; and flexible payment terms.



Community Education

Community education helps the community to learn as if it were going to live forever.

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

Cecil College has earned a statewide reputation for hosting a highly successful adult education program that supports youths and adults in achieving the confidence in academic competencies that are keys to employment opportunities, advancement, further education and earning potential.

- Adult Basic Education assists students in their reading, writing and math skills including life skills.
- General Education Development (GED) prepares students for the state examination to earn a high school diploma.
- Project Literacy offers one-on-one tutoring to help build reading and writing skills. Each student works privately and confidentially with a volunteer tutor.
- ESOL courses assist non-native students in improving their English listening, reading and writing skills.

All adult education courses are offered during the day and evening, focused on individual needs, and self-paced. In addition, many of the classes are offered at sites throughout the county in places such as public schools and community centers. A full listing of courses can be found in the semi annual course schedule.

Lifelong Learning

Lifelong learning spans the arc of life with all of the activities that come in between. Three separate departments offer classes under the umbrella of lifelong learning. A full listing of courses can be found in the semiannual course schedule and supplemental brochures.

Creative Leisure and Personal Growth

The art of painting, traveling through history, and learning a foreign language are some of the enrichment opportunities available. Online and co-listed credit classes are also offered. The variety of classes includes quilting, ballroom dancing, fitness, CPR, personal health, and relaxation.

Youth Educational Services (Y.E.S.)

Y.E.S. features seven programs for kids of all ages. The classes are taught to inspire creativity and expand knowledge for students.

• General Youth Classes

These classes provide fun and expressive activities for children from birth to 18 years old. Classes are offered in a wide variety of subjects such as academics, art, computers, foreign language, science, fitness and safety. Select classes are offered for parents and children to take together.

• Homeschool Program

Academic and personal enrichment courses are offered for homeschooled children in the tri-state area. Established in the spring of 2005 to meet the growing needs of homeschooled students who have found a lack of resources in the immediate area, the program serves learners between the ages of 7 and 15. Academic courses include math, foreign languages, language arts and computers. Many enrichment courses are also offered, including music, art and drama. All of the 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.

• Young People's Theatre Program (YPTP)

YPTP offers classes and full-scale productions to provide a theater experience for students to learn about life behind the curtain and on center stage. The actors are taught the art of stage acting, and they perform for family and friends in a live show at the Elkton Station Performing Arts Hall. In each class, actors are also educated about set design, costuming, lighting and backstage management techniques. Character parts are assigned by experience and suitability, but every child enrolled in the full productions gets to experience acting onstage in front of an audience.

• Y.E.S. Summer Camps

Cecil Science Institute (C.S.I.)

Cecil College is proud to present this exciting addition to our summer camp line-up. C.S.I. is a premier camp with hands-on fun and innovative activities for children 7–12. It offers the opportunity for the children to explore many exciting pathways of science and technology. Camp also stretches their imagination and gets them ready to be rocketed into the thrilling world of science. At the conclusion of each week, the camper will have a project to take home which was completed during the week.

Kids in “Kollege” (KIK)

Four weeks of camp for children 7 to 12 are held over the summer. KIK offers more than 50 classes to choose from in the areas of art, crafts, sports, languages, science and computers. Hands-on experience is provided through educational activities. The classes include field trips, guest speakers and demonstrations. Campers choose up to four activities per week and rotate through classes each day.

Summer Scholars

Explore career pathways in this highly academic, hands-on, dynamic summer camp experience designed specifically for teens. Students 13 to 18 years old choose up to five weeks of camp. Each course is designed to provide students with a preview of future career pathways that parallel the Cecil County Public Schools career clusters. Career exploration choices have included visual communications, health care, and transportation and logistics. New camps are being developed each year.

Young People’s Theatre Summer Program

Six weeks of camp are offered including one- and two-week options. Campers between the ages of 5 and 14 learn the art of acting onstage, costume design, set design and backstage management techniques.

60+ Scholars

Cecil College is at the forefront in offering educational opportunities for students 60+. An array of classes including fitness, history, computers, and creative arts are offered. Our 60+ Scholars classes are tuition-free and have reduced course fees. Some credit and creative leisure classes are also offered tuition-free to Maryland residents over the age of 60. Online classes present a contemporary option for this increasingly diverse group.

Driver Education: Car, Motorcycle and Boat

Cecil College’s Mid-Atlantic Transportation and Logistics Institute ensures that the community is well-trained to operate personal vehicles and watercraft in a way that maximizes safety for themselves and their neighbors.

The driver education program includes both classroom instruction and behind-the-wheel training required to obtain a Maryland state driver’s license. In addition to the required hours, the College provides opportunities to practice under the guidance of instructors certified by the Motor Vehicle Administration. Additionally, licensure preparation can be secured through motorcycle and boater safety courses.

Special Programs for Families

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.

Healthy Marriage Initiative

Cecil College offers a free comprehensive program designed to enhance communication, interpersonal skills, family planning and life management skills required to grow health marriages and families.

The Marriage Skills Training Program is a 12-hour program offered in 5 two-and-a-half-hour sessions held once a week at the Elkton Station.

Twice a year the Career and Community Education division publishes a comprehensive listing of affordable and convenient learning opportunities in a non-credit schedule of classes. Included in the schedule are course titles, descriptions, and dates of instructor-led and online offerings along with announcements of special programs including professional development workshops and cultural programs.

Our most recent course schedule can be viewed on our website at www.cecil.edu.

For more information on Career and Community Education or any of its programs please contact us at 410-392-3366.

COMMUNITY RESOURCES



COMMUNITY RESOURCES

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. 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 office 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 outstanding exhibitions of visual arts, 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. Call 410-287-1023 for 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

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. All applications are taken online at 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 410-287-8934.

- **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 410-287-8327 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 410-287-8934, alumni@cecil.edu or visit our website at www.cecil.edu.



COLLEGE POLICIES



COLLEGE POLICIES

Academic Honesty Policy

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 (Cecil)

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:

- Internet sites for more information about copyright:
<http://fairuse.stanford.edu/>
<http://www.loc.gov/copyright/>
www.copyright.com/services/copyrightoncampus
- Books about copyright laws that can be borrowed from the library.
- DVD's about copyright laws that can be viewed in the library.

Cecil College has purchased an annual academic license to the Copyright Clearance Center. Faculty can search the Clearance Center to determine copyright permissions obtained through this license.

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 Student Services and Institutional Effectiveness or the division of Career and Community 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 Student Services and Institutional Effectiveness 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

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

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 Code of Conduct (2009)

I. Policy Statement

Students enrolled at Cecil College are expected to demonstrate honesty, responsibility, civility, and respect. These values are essential to the learning environment and are expected to be exhibited in conduct in all areas of the College, including classes and labs. Cecil College is committed to providing an optimal learning environment for students. Failure to behave in a manner that supports a productive learning environment may result in immediate disciplinary sanctions, including, but not limited to, dismissal from a classroom or lab by an instructor, suspension from the College, and permanent expulsion from the College.

I. Policy Description

Cecil College has special interests and purposes essential to its effective functioning as an educational institution. These include (a) the opportunity for students to attain their educational objectives, (b) the creation and maintenance of an intellectual and educational atmosphere throughout the College, and (c) the protection of the health, safety, welfare, and property of all members of the community and the property of the College itself. Cecil College has a clear interest in the area of code of conduct to protect and promote the pursuit of its educational goals and mission.

To maximize their potential for college success, students are also expected to honor the standards of classroom behavior stated in their individual course first day handouts. These standards typically include, but may not be limited to, the following: reading the course's first day handout; attending class, arriving on time, and remaining until the end of class; coming to class prepared; completing assignments on time; expecting a minimum of two to three hours homework on average for every hour

in class; demonstrating respect in listening to others and expressing opinions; using electronic devices only when authorized by the instructor; participating in classroom activities; accepting responsibility for one's actions and for the consequences of said actions; encouraging responsible conduct in others; and communicating respectfully with instructors and administrators regarding concerns about any of the aforementioned.

Adherence to the Code of Conduct is a prerequisite for ongoing membership in the College community. Students, applicants, and guests of Cecil College are required to conform to all college rules and regulations. Failure to meet this obligation will justify appropriate disciplinary actions including, but not limited to, warning, social probation, restitution, suspension, removal from campus, and/or expulsion. The College makes its rules and regulations available via the web site and catalog and will also make the rules and regulations available at student registration. A student who applies and is admitted to Cecil College accepts the authority of the College to establish policies and regulations regarding community members' behavior, and the student accepts the responsibility for knowing and complying with the College's behavioral expectations.

Cecil College policy sets forth those acts which constitute unacceptable conduct. Alleged violations of this policy may result in referral to the college administrator charged with enforcing this policy. If specified in the campus regulations, this policy shall also apply to conduct that occurs in the community or at college-sponsored and/or off-campus events or interferes with the educational mission of the campus and purpose of such event. Students are granted the opportunity to grieve the findings of all decisions up through the College President.

III. Disciplinary Infractions

GROUNDS FOR DISCIPLINE

The following list sets out examples of unacceptable behaviors; such a list is not, and cannot be, exhaustive in scope or detail. A student found to have violated any of the following regulations is subject to the maximum sanction of expulsion.

The College may impose discipline for the commission or attempted commission of the following types of violations, or for aiding or abetting, inciting, conspiring, assisting, hiring or encouraging another person to engage in a violation of this policy:

1. Code of Conduct: Behaviors that are inconsistent with institutional efforts to protect each individual's academic rights, personal freedoms, and/or the common good of the learning environment and are therefore grounds for disciplinary action include, but are not limited to:

1.1 Disruption of Educational Process. (a) Destruction or disruption on or off college property of the col-

lege educational process(es), including but not limited to interrupting, impeding, obstructing or causing the interruption or impeding of any class, lab, administrative office, teaching, research, administration, disciplinary procedures, college activity or college authorized student activity; (b) administrative process or other college function; or (c) disturbing the peace on college property or at any college function.

1.2 Dishonesty. All forms of dishonesty including but not limited to fabricating information, furnishing false information, or reporting a false emergency to the College.

1.3 Forgery. Any forgery, alteration, or misuse of any college document, record, key, electronic device, password, or identification, or knowingly furnishing false documentation or information to a college official.

1.4 Misrepresentation. Misrepresentation of oneself, or of an organization, to be an agent or representative of the College.

1.5 Misuse of Identification. Transferring, lending, borrowing, altering or unauthorized creation of college identification.

1.6 Disruptive or Disrespectful Behavior. Disruptive behavior, repeated profanity or vulgarity or the open defiance of the authority of or abuse of college personnel. Disturbing the peace and good order of the College by, quarreling, or participation in a disturbance of the peace or unlawful assembly.

1.7 Fighting. Fighting with any other person on college property or at any college function.

1.8 Failure to Identify or Comply. Failure to identify oneself to, or comply with the directions of, a college official, employee, law enforcement, or other public official when requested to do so; or resisting or obstructing such college or other public officials in the performance of or the attempt to perform their duties.

1.9 Failure to Appear. Failure to appear before a college official when directed to do so.

1.10 Disorderly or Lewd Conduct. Engaging in disorderly or lewd, indecent or obscene behavior on college property or at a college-sponsored function.

1.11 Harassment. Verbal or physical abuse, or the threat of physical abuse of any college employee, student, applicant, guest, member of the community, or law enforcement official on campus or at college-sponsored events held off-campus.

1.12 Smoking. Smoking in an area where smoking has been prohibited by law or regulation of the College.

- 1.13 Destruction of Property. The damaging, destroying, defacing, or tampering with college property or the property of any person or business on college property or at a college function, including but not limited to, taking down, defacing, or otherwise damaging college authorized posters, handbills and/or notices posted on college property.
- 1.14 Failure to Repay Debts or Return College Property. Failure to (a) repay debts to the College; (b) return college property; (c) return property of any member of the college community.
- 1.15 Trespass and Unauthorized Possession. Unauthorized or forcible trespass on, entry to, possession of, receipt of, or use of any college services, grounds, equipment, resources, properties, structures, vehicles, or facility, including the college's name, insignia, or seal without permission or authorization.
- 1.16 Abuse of Library Materials. Cutting, defacing, or otherwise damaging or theft of college library or bookstore materials or property.
- 1.17 Unauthorized Use of College Keys. Unauthorized use, distribution, duplication or possession of any keys, access card or pass issued for any building, laboratory, facility, room, or other college property.
- 1.18 Unauthorized Use of Property or Services. Unauthorized use of property or services or unauthorized possession of college property or the property of any other person or business.
- 1.19 Violation of Vehicle Regulations. Driving unsafely on college property or while taking part in any College function, or repeated violation of College parking regulations.
- 1.20 Violation of Health & Safety Regulations. Violation of any health, safety or related regulations, rule or ordinance on college property or at any college function.
- 1.21 Violation of Posted College Rules. Violation of any rule or regulation posted on college property by the College, printed in any college publication, set forth on any college website, or otherwise made known to the college community.
- 1.22 Commission of a Crime on College Property or College-Sponsored Events: Refer to the section on "Adherence to Law"
- 2.1. Academic Misconduct. See Academic Honesty Policy
- 2.2. Sexual Harassment. See Sexual Harassment Policy
- 2.3. Discrimination. See Non-Discrimination Policy
- 2.4. Use of Narcotics. See Drug Use and Alcohol Abuse Prevention Policy
- 2.5. Alcohol Consumption. See Drug Use and Alcohol Abuse Prevention Policy
- 2.6. Theft, Abuse, or Misuse of College's Computers Or Electronic Resources. See Responsible Use of Technology & Resources Policy
- 2.7. Unauthorized Use of Electronic Devices. See Electronic Devices in the Classroom Policy
- 2.8. Unauthorized Use of Weapons. See Prohibition of Weapons Policy

3. Adherence to Law: The College upholds the expectation that all individuals will act in accordance with federal, state, and local law. The College reserves the right, for educational purposes, to review any action taken by civil authorities regarding students. Behaviors viewed as clear infractions of those laws (and for which the College reserves the right to refer individuals to the appropriate law enforcement agency) include but are not limited to:

- 3.1. False Report of Emergency. Knowingly and purposefully, causing, making, and/or circulating a false report or warning of a fire, explosion, crime, or other catastrophe.
- 3.2. Assault/Battery. Assault, battery or any threat of force or violence upon a student or upon a member of the college community. This includes, but is not limited to: (a) Inflicting bodily harm upon any member of the college community; (b) taking any action for the purpose of inflicting bodily harm upon any member of the college community; (c) taking any reckless but not accidental action, from which bodily harm could result to any member of the college community; (d) causing a member of the college community to believe that the offender or his/her agent may cause bodily harm to that person or any other member of the college community; and (e) inflicting or attempting to inflict bodily harm on oneself.
- 3.3. Physical Abuse, Serious Injury, or Death. Physical abuse including but not limited to rape, sexual assault, sex offenses, and other physical assault; threats of violence; or any action which results in serious injury or death or other conduct that could reasonably be perceived as threatening, or actually threatens, the health or safety of any member of the college community.

2. Adherence to College Policies: The College upholds the expectation that all individuals will honor and act in a manner consistent with the policies and procedures of the institution as detailed in specific College policies. Behaviors subject to disciplinary actions as specified within the context of each designated policy include but are not limited to:

- 3.4. Stalking. Stalking behavior in which a student repeatedly engages in a course of conduct directed at another person and makes a credible threat with the intent to place that person in reasonable fear for his or her safety; where the threat is reasonably determined to seriously alarm, torment, or terrorize the person. The violation of any restraining order shall constitute a violation of this policy.
- 3.5. Theft or Conversion of Property. Theft or conversion of college property or services, or the property of any person or business on college property or at a college function, or possession of any property when the student had knowledge or reasonably should have had knowledge that it was stolen.
- 3.6. Gambling. Gambling on college property or at any college function.

IV. Procedures

PROCEDURES FOR GENERAL COLLEGE DISCIPLINARY PROCEEDINGS

1. Informal Resolution:

All members of the college community are encouraged to attempt to resolve differences between themselves and others in an informal manner. This may include a conversation in which the views of both parties are aired in a mutually satisfactory manner or a conversation using a neutral third party for mediation. If an informal resolution cannot be achieved, either person who believes they have been subjected to a violation of the college policy (or grievant) may elect to not proceed with the complaint or may begin the formal grievance procedure that follows. Nothing in this policy is to be construed to inhibit or prevent the grievant from reconsidering an informal resolution once the formal grievance procedures have begun, subject to the College's right to require the completion of the grievance process.

2. Formal Disciplinary Action Procedures:

- 2.1. Timeline for Initiating a Formal Disciplinary Action. Disciplinary proceedings should commence within 3 working days of the date of the action or discovery of the action, giving rise to the grievance. This time-frame under this Section 2.1 and any other time-frames set forth in the Procedures for General College Disciplinary Proceedings may be expanded as necessary in the College's discretion.
- 2.2. Requirements for Formal Disciplinary Action. A formal statement by a member of the college community must be submitted and should include a written chronology of events leading up to the incident, the names of people with knowledge of the event, pertinent dates, a description of the action which led to the grievance, and any other relevant information. If known, information about relevant college policies should be provided.

- 2.3. Responses to Formal Disciplinary Action. Formal disciplinary action necessitates a written response by the Vice President of Student Services and Institutional Effectiveness to the grievant and the accused. The written response should address the specific issues raised in the incident and include information pertinent to the decision with a proposed resolution to the situation or sanction, subject to confidentiality concerns and applicable law.

3. Procedural Steps:

- 3.1. Where an infraction or violation of college policy and regulations occurs or misconduct is known or alleged, the charge may be initiated directly by the Vice President of Student Services and Institutional Effectiveness, or by any member of the college community.
- 3.2. Within seven days of the presentation of the charge, the Vice President of Student Services and Institutional Effectiveness or designee will make a preliminary investigation by contacting the parties concerned, including the accused, to see whether the charges may be disposed of without the initiation of disciplinary action.
- 3.3. If the Vice President determines that the allegation warrants disciplinary proceedings, he/she, within seven days, will notify the accused, in writing, of the charges and the potential penalty. The Vice President then conducts an in-depth investigation. If the student is found innocent, charges will be dismissed and no further action will be taken. If the student is found responsible, one or more of the following disciplinary actions may be taken: *Note: The College reserves the right to take appropriate action based on information discovered during the investigation which may not have been the subject of the charge.*
- a. Warning — 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.
- b. Social Probation — Enrollment but exclusion from participation in college co-curricular and social activities, and restriction from the use of social spaces within the College for a specified period of time. Such probation also constitutes a warning that further misconduct or violation of college regulations during the period of probation will be referred to the appropriate committee or administrative officer and will most likely result in the student's suspension from the College.
- c. Restitution — Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
- d. Suspension — Exclusion from class/es, labs, and/or extracurricular activities for a specified period.

The conditions of readmission, if any, shall be stated in the order of suspension.

e. Expulsion — Permanent termination of student status.

- 3.4. The person accused, within seven working days of receipt of the charges and potential penalty, may request the case be referred for adjudication by a hearing board directed and appointed by the Vice President of Student Services and Institutional Effectiveness or designee.
- 3.5. The Hearing Board will minimally include the following representation: college advisor, faculty member, student, staff, and administrator. No member of the Hearing Board shall be directly involved in the incident or have a direct relationship to any parties involved in the incident.

4. Appeal to Hearing Board

The Hearing Board shall meet and determine in its sole discretion whether sufficiently significant questions have been raised and remain unresolved. The Hearing Board then has 10 working days of receiving the referral for adjudication to decide among the following options:

- a. to initiate an investigation,
- b. to forego an investigation and initiate a formal hearing or
- c. to render a written decision based on evidence submitted by the parties and/or a college representative. (A hearing must be held if the student who is the subject of the charges alleges in writing that the matter could lead to serious implications for graduation or employment.)

4a. Hearing Board Investigation

If the Hearing Board determines that an investigation should be undertaken to resolve the grievance, it shall send written notice to the parties that the Hearing Board will be investigating the grievance to allow the Hearing Board to collect additional information and evidence necessary for it to render an informed and reasoned judgment. The investigation may include interviews with the parties to the grievance and with any witnesses to the events or other individuals with relevant information, a review of any pertinent documents and any other actions that the Hearing Board deems appropriate. The investigation, including any interviews, will be completed within 20 working days of the decision to conduct an investigation.

4b. Student Hearing

If the Hearing Board determines that a hearing is to be held, the Hearing Board shall send written notice of the time, date and location to the parties. The hearing shall be conducted as follows:

- The hearing shall be held at a reasonable time when all members of the Hearing Board and the grievant are available or have an opportunity to be present. All parties are required to use all good faith efforts to attend at the scheduled time and date.
- The parties shall be entitled to make opening and closing statements.
- The parties shall be entitled to present witnesses, documents and other evidence. At the discretion of the Chair of the Hearing Board, direct questioning of a witness by a party, including an opposing party, may not be permitted; rather, the parties may be required to convey their questions to the Chair of the Hearing Board, who will then convey them to the witness.
- The hearing shall be closed to all persons but the grievant, the alleged responsible person and the Hearing Board, unless all of the above persons agree otherwise. The hearing may be recorded at the discretion of the Chair of the Hearing Board.
- No one may be represented by an attorney at the hearing, unless the person alleged to be responsible for the grievance is facing or may face criminal charges relating to the subject of the grievance. If so, all parties (including the Hearing Board) may elect to have counsel assist them. The role of legal counsel in these hearings shall be limited to the role of advocate for their party in procedural concerns and assistance in the process. At no time may legal counsel give statements or participate in questioning witnesses and Hearing Board members.
- In all other grievances, the grievant and the subject of the grievance may be accompanied to the hearing by a non-legal advocate of his or her choosing who may provide support to the individual but otherwise shall not participate formally in the proceedings. The advocate shall be a member of the college student body, faculty, staff or administration.
- Formal rules of evidence need not be followed at the hearing. The Hearing Board may receive such evidence as a reasonable person would consider reliable in making important decisions. If a question arises about the authenticity of a document or the reasonableness, relevance or redundancy of evidence, the Chair of the Hearing Board shall be the final decision maker on the evidence's admissibility.
- All parties are responsible for causing witnesses to appear on their behalf.
- The parties may request, in writing, that the Hearing Board contact specified persons and request that they appear at the hearing to testify on behalf of the parties. The request must be made at least five working days before the scheduled hearing in order to allow ample time for the Hearing Board to make the requests.
- The Chair of the Hearing Board shall be responsible for conducting the hearing in an efficient and decorous manner and shall rule on all disputes related to the procedures used throughout the proceedings. The Chair

may set reasonable limits on the length and nature of the opening statements, the evidence presented and on the duration of the hearing. Repetitive evidence need not be heard. At any time, the Chair may seek the advice of legal counsel.

- The grievant has the burden to prove that it was more likely than not that the action or inaction complained about did occur and that it was contrary to college policy or procedures.
- Since the College lacks full judicial authority, such as the power to subpoena, compel witnesses to testify, or place witnesses under oath, a party's procedural rights cannot be coextensive with or identical to the rights afforded the accused in a civil or criminal legal proceeding. The procedures outlined are designed, however, to assure fundamental fairness and to protect parties from arbitrary or capricious disciplinary action. Deviations from these procedures shall not necessarily invalidate a hearing or the results of a hearing unless significant prejudice has resulted.
- The hearing must be completed within 20 working days of the decision to conduct a hearing.

4c. Hearing Board Findings

After the investigation or hearing has been conducted, or evidence submitted by the parties and/or the College or the Vice President of Student Services and Institutional Effectiveness or their designee has been reviewed, the Hearing Board shall meet to consider the merits of the grievance. It shall consider only that evidence which was admitted in the investigation or hearing, and only those grievances which were formally part of the process. The deliberations shall be private and no recordings shall be made, nor shall any notes be kept other than purely personal notes of the members.

Upon the conclusion of its deliberations, the Hearing Board shall send a brief written notice of a preliminary finding of adequate or inadequate support for the grievance and proposed sanctions to the Vice President of Student Services & Institutional Effectiveness and to the parties. The Hearing Board shall have five working days from the conclusion of the deliberations to provide such notice.

Upon receipt of the written notice, the grievant shall have five working days to decide to pursue or withdraw the grievance. If the grievant elects to pursue the grievance, he or she must provide written notice to the Chair of the Hearing Board. In order for a sanction to be imposed or a decision reversed, the grievance must be pursued beyond the Hearing Board's deliberations. The grievant may confer with the Chair of the Hearing Board before making this decision at which time the Chair will explain the Hearing Board's rationale for its decision.

If the grievance is pursued, the Hearing Board shall issue a full report of its findings and its recommendations

after the report has been reviewed by all Hearing Board members. The report shall be sent to the Vice President of Student Services & Institutional Effectiveness within 10 working days from the time the Hearing Board receives notice that the grievant wishes to pursue the grievance. A copy of the Hearing Board report will be sent to the grievant and to the allegedly responsible party by the Vice President of Student Services & Institutional Effectiveness.

The Vice President of Student Services & Institutional Effectiveness will review the findings and proposed sanctions, will issue a report, and convey it to the parties and the Chair of the Hearing Board within five working days of receiving the Hearing Board report.

5. Final Appeal

If either party wishes to challenge the determination of the Hearing Board, he or she may file an appeal to the President of the College within five working days of receiving the report. The basis for an appeal is only the following:

- a. Hearing Board's failure to follow the procedures set forth in this policy in a way which significantly prejudiced the appellant;
- b. bias on the part of a Hearing Board member; or
- c. a decision based on a clearly erroneous interpretation of the evidence.

The President may review the matter at his or her discretion and shall issue a decision upholding or rejecting in whole or in part the findings and proposes sanctions of the Hearing Board within 10 working days of receiving the appeal. The decision of the President shall be final.

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.

COLLEGE DIRECTORIES AND CAMPUS MAP



Governor of Maryland

Martin O'Malley

Lieutenant Governor

Anthony G. Brown

Cecil County Commissioners

Brian Lockhart, President
Rebecca J. Demmler, Vice President
Robert Hodge
Jim Mullen
Wayne L. Tome

Cecil College

Board of Trustees

Walter C. Thompson, Chair
S. Dell Foxx, Vice Chair
Sarah W. Colenda
William Davis, Jr., Esquire
Donna L. Horgan
Harry Lenderman, Ed.D.
Gerard William Wittstadt, Jr., Esquire
W. Stephen Pannill, Secretary/Treasurer



Cecil College President

W. Stephen Pannill

B.S., University of Baltimore
M.A., Central Michigan University
Ed.D., University of Sarasota

Trustee Emerita

Mary A. Maloney (1980–2004)

Attended University of Delaware,
Johns Hopkins University,
Cecil Community College

Trustee Emeritus

Daniel A. Hall (1975–2007) Deceased

B.A., Washington College
M.A., George Washington University

Presidents Emeritus

Robert L. Nash (1968–1975) Deceased

B.A., Muskingum College
M.A., Ohio State University
Ed.D., Northern Colorado University

Robert L. Gell (1978–2000)

B.A., University of Nebraska Kearney
M.Ed., The American University
Ph.D., The American University

Professors Emeriti

George E. Bell

A.B.M.L., Loyola College
M.A., University of Maryland, College Park
M.Ed., The Johns Hopkins University
Ph.D., University of Maryland, College Park
Post doctoral studies, University of Delaware

Ronald E. Black

B.A., Elon College
M.A., Teacher's College of Columbia University
C.A.S.E., The Johns Hopkins University
Additional graduate studies, The Johns Hopkins University

Robert C. Brush

B.S., Bloomsburg State College
M.A., Indiana University of Pennsylvania
Additional graduate studies, University of Delaware

George B. Prettyman, Sr. (Deceased)

B.A., University of Delaware
M.A., University of Delaware

William P. Short

B.A., Washington College
M.A., University of Massachusetts-Amherst

George Thomas Wilhite

B.A., Western Maryland College
M.Ed., Western Maryland College
M.Ed., Shippensburg State University
Ed.S., University of Miami
Additional graduate studies, University of Florida

FULL-TIME FACULTY AND ADMINISTRATIVE STAFF

Susan Banker

Judy Center Partnership Coordinator
Family Education Center
A.A., Cecil Community College
B.S., University of Delaware

Paul F. Bauer

Professor of Philosophy and Sociology
B.A., Indiana University
M.A., Miami University
M.Ed., The Johns Hopkins University
M.Div., The Iliff School of Theology
Th.D., The Iliff School of Theology

Susan M. Bernadzikowski

Associate Professor of English,
English Department Co-Chair
B.A., Otterbein College
M.A., Ohio State University
Doctoral studies, University of Delaware

Edward E. Boas, Jr.

Professor of Information Technology,
Data Processing, Electronics
A.A., County College of Morris
B.S., Trenton State College
M.Ed., Trenton State College
C.A.G.S., Temple University
Ed.D., Temple University

Mary Way Bolt

Vice President of Academic Programs
A.A., Cecil Community College
B.S.N., University of Maryland Baltimore County
M.S., University of Maryland at Baltimore
Ed.D., Widener University

Martha W. Bowlsbey

Case Manager and Lead Teacher/JobStart,
Continuing Education
B.S., West Chester University
M.S., West Chester University

Nancy E. Cannon

Assistant Professor of Reading and Study Skills
B.A., Bethany College
M.A., Marshall University
Certified Developmental Education Specialist,
Kellogg Institute

Celeste Cassidy

Program Specialist, Business and Corporate Training
B.S., Wesley College
M.Ed., Wilmington University

William R. Charlton

Assistant Professor of Chemistry
B.S., California (PA) State College
M.S., Syracuse University
Hopkins Fellow in Community and
Organizational System

John L. Climent

Professor of Mathematics, Department Chair
B.S., Hofstra University
M.A., Hofstra University
Ph.D., University of Delaware

Charlene R. Conolly

Director of Marketing
B.A., Washington College
M.S.A., Central Michigan University
Post graduate certificate, Central Michigan University

Andrew Coston

Director of Career Services
B.A., Assumption College
M.Ed., Loyola College

Brian Coté

Computer Technology Instructor
B.A., Mt. Carmel College
M.A., Notre Dame
Theological Studies, Washington Theological Union

Allison Cox

Coordinator of Case Management and Work
Experience/JobStart
B.S., Towson University

Dawn Deahn

Executive Office Associate, President's Office

Stephen di Filippo, Jr.

Vice President/Chief Information Officer

Eileen Lee Dougherty

Director of Business and Corporate Training
B.A., St. Joseph's University
M.S.O.L., Wilmington College

Veronica Dougherty

Professor of Biology, Science Department Chair
B.S., The City College of New York
M.S., University of Connecticut
Ph.D., University of Connecticut

Christy Dryer

Director of Nursing and Health Professions
B.S.N., Indiana University of Pennsylvania
M.S.N., University of Delaware
Doctoral Studies, University of Maryland
Certified Nurse Educator, National League of Nursing
Certification in Medical/Surgical Nursing,
American Nurses Association

Tina Durborow

Director, Lifelong Learning
B.S., University of Delaware

Edward Durham

Athletic Director
B.S., Wilmington College
M.Ed., Wilmington College

Kristi A. Eisenberg

Professor of Visual Communications
B.A., Penn State University
M.A., University of Delaware
M.F.A., University of Delaware

Chrys Dain Ellerton

Coordinator of Non-Credit Career Advising
B.F.A., Pratt Institute

Kristy Erickson

Assistant Professor of Mathematics
B.A., Rowan University
M.A., Rowan University
Graduate studies, Walden University

Madelyn Ferrantelli

Human Resources Manager
B.S., Wilmington University

Carolyn Fletcher

Director of Adult Education
B.A., Salisbury State University

Melanie Ford

Manager of Continuing Education Operations
A.A., College of St. Joseph
B.S., University of Massachusetts

Craig Frischkorn

Professor of English
B.A., Oral Roberts University
M.A., Regent University
M.A., Western Illinois University
Ph.D., State University of New York at Buffalo

Judy Fuhrmann

Assistant Professor of Nursing
B.S., University of Maryland
M.S., University of Maryland
Graduate studies, Virginia Commonwealth University
Credentialed as an Advanced Practice Nurse in
Psychiatric Nursing

Traci Fuhrmann

Health Marriage Coordinator

Sheila Funk

Manager, Business Development

Randy Gilbert

Senior Information Technology Specialist
A.A., Cecil College
B.S., Drexel University

Bonnie M. Giraldi

Professor of Business Administration
B.S., Shippensburg State University
M.S., Morgan State University
C.A.S.E., Loyola College

Diena Gischel

Office Manager, Admissions and Registration Services
A.A., Cecil Community College
B.S., Wilmington University

Alketa Gjokuria

Assistant Professor of Mathematics
B.A., Salisbury University
M.A., Florida Atlantic University

Lyle J. Granger

Information Technology Technician, Network and
Telecom Support
A.A., Cecil Community College
B.A., Wilmington College

Vanessa Gray

Information Technology Technician, PC Support

Sean Grugan

Athletic Trainer
B.S., University of South Carolina

Bobbye L. Haupt

Assistant Professor of Office Information Systems
B.S., Shippensburg State University
M.S., Widener University
Additional graduate studies, University of Central
Florida, Rider College, University of Wisconsin-
Whitewater, Catholic University, Purdue University

Marta Hayden

Assistant Professor of Nursing
A.D.N., Delaware Technical and Community College
B.S.N., University of Maryland
Oncology Certified Nurse, Oncology Nursing Society
M.S.N., Wilmington College

Catherine Hennessey

Director of Reading and Writing Lab

Enrique Hernandez

Web Developer

Cynthia Horton

Professor of Nursing
B.S., East Stroudsburg State College
B.S.N., Widener University
M.S.N., Widener University
Ed.D., Immaculata University
Certified Nurse Educator, National League of Nursing

Judith Houck

Accounts Manager/Special Funds and Disbursements
B.S., Goldey-Beacom College

Charalane M. (Laney) Hoxter

Director of Minority Student Services
B.A.L.S., University of Delaware
M.S., West Chester State University

Barbara Istvan

Director, Family Education Center
B.A., West Chester State College

Kelly L. Jackson

Development and Alumni Coordinator
A.A., Cecil Community College

Phillip Jackson

Dean, Academic Programs
B.A., North Carolina Central University
M.A., North Carolina Central University
Ph.D., Lynn University
Post graduate studies, Harvard University –
Institute for Educational Management

M. Carol Joines

Accounting Manager, Payroll, Reporting and
Internal Control
A.A., Cecil Community College
B.S., Liberty University

Adam Kamras

Public Relations and Marketing Manager
B.A., University of Pittsburgh

Beverly H. Kitchin

Director of Community Employment Services/JobStart
A.B., Wesleyan College
M.Ed., Auburn University
Reading Specialist Degree, Auburn University
Post-graduate studies at Johns Hopkins University and
Loyola College

Deborah A. Klenk

Dean, Career and Community Education

Mary Knarr

Associate Professor of Nursing
B.S.N., University of Delaware
M.S., University of Delaware
Additional graduate studies, University of Delaware,
Widener University and Millersville University

Ronald Knorr

Assistant Professor of Mathematics
B.S., East Stroudsburg University
M.S., Oregon State University
M.Ed., West Chester University

Daniel Krukosky

Assistant Professor of Visual Communications
A.A.S., Cecil Community College
B.S., Wilmington College
M.S., Wilmington College

Joseph Kupresanin

Associate Professor of Mathematics
B.S.B.A., The Ohio State University
M.A.S., The Ohio State University
Additional studies: University of Akron

Amrutha “Prameela” Kuraguntla

Assistant Professor of Biology
B.S., Andhra University
M.S., Andhra University
M.S., University of Minnesota
Ph.D., University of Minnesota

Carlos Lampkin

Academic Advisor
B.S., Fort Valley State University
M.B.A., Wilmington University

Diane C. Lane

Vice President of Student Services and
Institutional Effectiveness
B.S., Salisbury State University
M.Ed., Pennsylvania State University
Ed.D., Morgan State University

Shaunda Lane-Sampson

Financial Aid Officer
B.S., Morgan State University

Jennifer Levi

Associate Professor of English
B.A., Towson University
M.A., University of Delaware
Ph.D., University of Delaware

Samuel Lee Lewis

Interim Director, Milburn Stone Theatre

William M. Lewit

Director of Enrollment Support Services
B.A., Salisbury State University
M.Ed., Salisbury State University

Kathleen M. Lockhart

Director of Financial Aid Services and Veterans Affairs
B.S., Neumann College

Diane Loomis

Manager of Procurement
A.S., Goldey Beacom College
B.S., Goldey Beacom College

Laurie Slifer Lopez

Design and Publications Coordinator
B.F.A., Beaver College

Janaea Rose Lyn

Assistant Professor of Dance,
Performing Arts Coordinator
B.A., Sonoma State University
M.A., Vermont College

Frederick McDonald

Associate Professor of History, Department Chair
B.A., Salisbury State College
M.A., Washington College
Additional graduate studies at Towson University, Loyola
College, University of Delaware and Goucher College.

Alicia Markey

Graphic Design Specialist
B.S., Drexel University
M.S., Wilmington University

Lorraine C. Martorana

Director of Library Services
A.A., Cape Cod Community College
B.A., University of Massachusetts at Amherst
M.S.L.S., Clark Atlanta University

JoAnn Merritt

Executive Office Associate, Academic Programs
A.A., Goldey Beacom College

Stacy Miller

Director of Transportation and Trades
A.A., Cecil College
B.S., Towson University

Cynthia Mishoe

Director of Enrollment Management
B.S., University of Delaware
M.S., Wilmington College

Carroll B. Mitchell

Associate Professor of Psychology
B.A., George Washington University
M.Ed., University of Maryland
Postgraduate studies, Southern Illinois University and
University of Maryland

Donna Norris

Accounting Manager

Lee Norris

Director of Database Administration
B.S., University of Maryland

Charles O'Brien

Academic Advisor
B.S., West Chester University
Graduate studies, West Chester University

Beth Olsen

Professor of Biology and Environmental Science
B.S., Towson University
M.S., The Johns Hopkins University
Doctoral studies, University of Maryland

Karen M. Powers

Director of Communications
A.A., Essex Community College
B.S., Towson University
M.S., Wilmington College

Susan Price

Instructional Technology Coordinator
A.A., Cecil Community College
B.S., Wilmington College
M.B.A., Wilmington University

John J. Rajaski

Associate Professor of Physical Education
B.S., Indiana University of Pennsylvania
M.A., Western New Mexico University
M.A., University of Illinois, Springfield

Sandra S. Rajaski

Registrar
B.S., Greenville College
M.A. Ed., University of Illinois, Springfield

Tammy Rapposelli

Program Specialist, Lifelong Learning
A.A., Cecil Community College

Rhonda Roxanne Rash

Professor of Nursing
A.A., Harford Community College
B.S.N., University of Maryland–Baltimore County
M.S., University of Delaware
Ed.D., University of Sarasota
Doctoral candidate, Clayton College of Natural Health

Carrie Ray-Murray

Operations Specialist
A.A.S., Cecil Community College
Computer Science Certificate,
Harford Community College
Undergraduate studies, Wilmington College

Mary Reinhardt

Assistant Athletic Director
B.S., University of Rhode Island

Patricia D. Richardson

Instructor of Communication, Speech and Theatre
B.A., Michigan State University
Graduate studies, Michigan State University

Carol Roane

Professor of Nursing
B.S.N., Medical College of Virginia
M.S., University of Delaware
Post graduate certificates, University of Maryland,
Millersville University
Doctoral studies, Nova Southeastern University

Kristen Robertson

Family Services Coordinator
A.A., Harford Community College
B.S., East Stroudsburg University

Kenneth Rogers

Program Specialist, Mid-Atlantic Transportation and
Logistics Institute/Workforce Development
A.A., Community College of Baltimore County

David Rudolph

Director of Teacher Education
B.A., Wilmington College
M.Ed., University of Delaware
Ed.D., Wilmington College

Rose Mary Rutt

Instructor/Intervention Specialist/JobStart
A.A., Goldey-Beacom College
B.S., Wilmington College
M.A., University of Delaware

Joann Sabato

Director of Allied Health
A.A., Pennsylvania State University
B.S., Widener University
M.Ed., Widener University

Jennifer Scott-Greenfield

Assistant Professor of Education
B.S., Marywood University
M.Ed., Temple University
Ph.D., Temple University

Paul Servary

Programmer Analyst
B.S., University of Baltimore

Jane R. Sharrow

Academic Advisor
B.A., Washington College
M.A., Washington College

Kimberly Sheppard

Assistant Professor of Mathematics
B.S., Roanoke College
M.S., Clemson University
Certificate in Epidemiological and Biostatistical Principles, Drexel University

Karen Shoop

Director of Finance and Controller
A.A., Goldey Beacom College
B.A., The College of William and Mary
J.D., University of Maryland School of Law

David Strauss

Front of House Manager, Milburn Stone Theatre

Mindy Streeter

Project Coordinator, Career and Community Education
A.A., Cecil Community College
B.S., Salisbury College

S. Tomeka Swan

Director of Advising
B.A., Rutgers University
M.Ed., Wilmington College
Doctoral studies, Morgan State University

Chris Ann Szep

Vice President, Institutional Advancement and Government Relations
B.S., Virginia Tech
M.S., Wilmington College

Kristy Tercha

Case Manager, Job Start
B.S., Kutztown University

Karen Thomas

Child Development Specialist, Family Education Center
B.A., Furman University

Lindsay Thompson

Program Specialist, Allied Health
B.S., Lee University

Kathryn Tucker

Academic Advisor

Christine A. Valuckas

Vice President of Administrative Services
B.A., Ursuline College of Ohio
M.B.A., Baldwin-Wallace College
Ed.D., University of Sarasota

Lauren Vanni

Assistant Professor of Fine Art
B.F.A., Arcadia University
M.Ed., Arcadia University
M.F.A., University of Delaware
Art Education Teaching Certificate, Arcadia University

Nancy Vinton

Assistant Professor of Biology
B.S., Goucher College
M.D., Yale School of Medicine

Candace Voglesong

Assistant Professor of Business
B.S., Salisbury State University
M.B.A., Wilmington College

Patricia J. Voigt

Coordinator of Skills Assessments and Tutoring
A.A., Cecil Community College
B.A., Thomas Edison State College

Joyce Wagoner

Help Desk Coordinator
A.A., Cecil Community College
B.S., Wilmington University

Rebecca Walker

Director, Academic Program Support
B.B.A., Loyola College
M.B.A., Loyola College
Graduate Certificate,
University of Maryland University College
Doctoral Studies, Athabasca University

Christine Warwick

Biology Faculty/Lab Coordinator
B.S., University of Delaware
M.S., Saint Joseph College

Mickey Wherry

Construction Project Manager

Carol A. White

Associate Professor of Art
A.A., Harford Community College
B.A., University of Delaware
M.F.A., Maryland Institute, College of Art
Additional graduate studies, Maryland Institute–
College of Art.

James Wilburn, III

Director of Human Resources
B.A., Pfeiffer College
M.A., Appalachian State University
Ed.D., North Carolina State University

Tulah Williams

Instructional Specialist, Adult Education,
B.S., The University of Tennessee–Knoxville
M.Ed., Wilmington University

Kevin A. Wisniewski

Lecturer of English
B.A., Villa Julie College
M.A., University of Baltimore
M.A., University of Pennsylvania

Anthony Wong

Associate Professor of Data Processing
B.S., Widener University
M.Ed., University of Delaware

William Woolston

Director of Safety/Security
A.A., Cecil College

Gail Wyant

Professor of Physics and Mathematics
B.S., State University of New York at Stony Brook
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

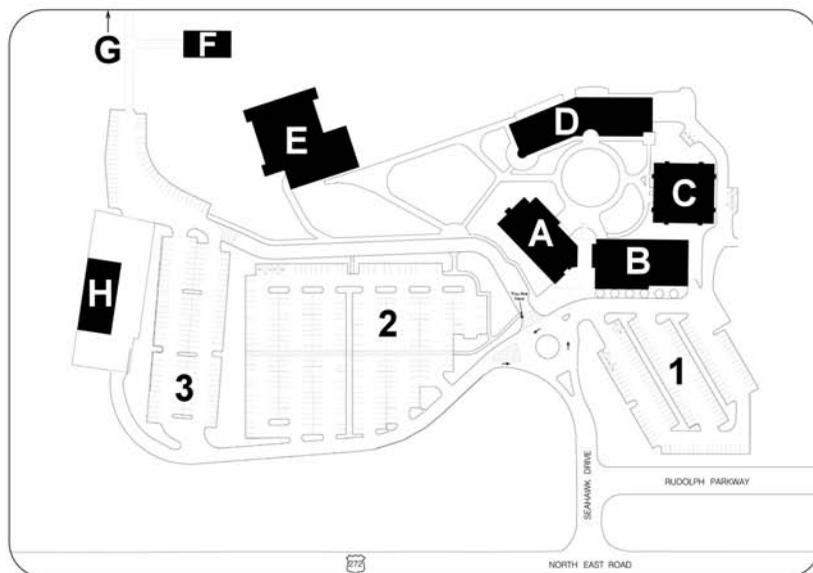
Admissions Services	287-1000
Advising Services	287-1000
Alumni Services.....	287-1053
Americans with Disabilities Services	287-1000, ext. 556
Athletic Department.....	287-1010
Bookstore	287-4740
.....or 287-6060, ext. 206	
Career Resource Center	287-1000, ext. 213
Cashier	287-1020
College Information Center	287-1000
College Switchboard	287-6060
Computer Lab	287-6060, ext. 525
Elkton Station.....	392-3366
Family Education Center	287-1100
Financial Aid Services	287-1000
Library	287-1005
Math Lab	287-1015
Mid Atlantic Transportation and Logistics Institute (MATLI)	287-6060, ext. 201
Milburn Stone Theatre/ Covered Bridge Theatre (Box Office)	287-1037

Minority Student Services	287-1043
Photography Lab	287-1007
Reading/Writing Lab	287-6060, ext. 421
Registration	287-1000
Skills Assessment Center.....	287-1015
Student Federal Work-Study Program.....	287-1000
Student Services and Institutional Effectiveness	287-1000
Telephone Registration (TEL-A-REG)	287-1000
Tech Prep.....	287-6060, ext. 514
Transfer Advising	287-1000, ext. 203
Veterans Inquiries.....	287-1000

College FAX Numbers

North East Campus	287-1026
Elkton Station.....	392-9155
Student Services and Institutional Effectiveness	287-1001
Bainbridge Center	378-0793
Family Education Center	392-9548

North East Campus Map



- A** Student Services / Library / Administration
- B** Milburn Stone Memorial Theatre / Gallery
- C** Arts and Sciences
- D** Technology / Conference Center
- E** Physical Education Complex
- F** Tennis Courts
- G** Athletic Fields
- H** Facilities Management & Receiving
- 1** South Parking
- 2** Main Parking
- 3** North Parking

INDEX

A

Academic Achievement and Awards.....	36
Academic Competitiveness Grant (ACG)	23
Academic Honors	36
Academic Honesty Policy	203
Academic Standards and Restrictions.....	37
Academic Tutoring	194
Accelerated Studies for the Adult Professional	10
Activity Elective Courses	139
Add a Course	15
Admission Procedures	9
Admission Requirements	9
Adult Literacy/GED Program	197
Advanced Placement (AP)	29
Alpha Alpha Theta/Phi Theta Kappa	37
Alumni Association	201
Americans with Disabilities Act	204
<i>Anthropology (ANT) Courses</i>	140
Appeal of Grades Policy	36
Application for Graduation	32
<i>Art (ART) Courses</i>	140
<i>Assessment of Prior Learning (APL) Courses</i>	143
Associate's Degree Requirements	32
<i>Astronomy (AST) Courses</i>	143
Athletics	191
Attendance – Faculty	38
Attendance – Student	38
Audit a Course.....	16
Authorized Payment Plan	18

B

<i>Biology (BIO) Courses</i>	143
Bookstore.....	187
<i>Business (BUS) Courses</i>	145
Business Training and Corporate Services (BTCS)	196

C

Café	187
Calendar	6
Campus Hours	187
Campus Maps	235
Career and Educational Planning (Kuder®)	193
Career Resource Center.....	193
Certificate Requirements.....	33
<i>Chemistry (CHM) Courses</i>	149

Childcare	144
<i>Chinese (CHI) Courses</i>	150
CIS/DAP Programming Electives.....	139
College-Based Work Experience Program (CBWEP)	187
College Bound Scholarship.....	20
College Directories	229–234
College Level Examination Program (CLEP)	30
College Policies	203–227
<i>College Success (COL) Courses</i>	150
College Success Program	194
<i>Computer Information Systems (CIS) Courses</i>	150
Computer Lab	194
Computer Literacy Across the Curriculum.....	44
Copyright	207
Condensed Sessions	27
<i>Counseling (COU) Courses</i>	153
Course Cancellations.....	187
Course Descriptions	139–185
Covered Bridge Theatre Company	200
Credit-by-Exam	31
Credit by Continuing Education Partnerships	31
Credit for Business/Industry Training.....	32
Credit for Military Training	31
Credit Hours	38
Crime Statistics	189

D

<i>Dance (DAN) Courses</i>	153
<i>Data Processing (DAP) Courses</i>	155
Dean's List	36
Declaration of a Degree/Certificate	193
Disability Tuition Waiver.....	20
Disclaimer	5
Distance Learning	27
Drop a Course	15
Drug Use and Alcohol Abuse Prevention Policy	207

E

<i>Economics (ECO) Courses</i>	157
<i>Education (EDU) Courses</i>	157
Educational Tax Credits.....	20
Employees of Cecil County Businesses, Tuition Rates	22
<i>Engineering (PHE) Courses</i>	159
<i>English (EGL) Courses</i>	160
<i>Environmental Science (ENV) Courses</i>	162
<i>Equine Studies</i>	162

F		I	
Family Education Center	198	Inclement Weather/College Closings	187
Family Educational Rights and Privacy Act (FERPA)	210	Incomplete Grades.....	35
Fee Explanations	18	Independent Study.....	27
Federal Financial Aid Programs	23	Information Technology Resources, Responsible Use Policy	204
Federal Direct Loan	23	Institutional Scholarships	24
Federal Supplemental Educational Opportunity Grant (FSEOG)	23	Insurance, Student	191
Final Examination Statement	38	International Student Admission.....	14
Financial Aid	22	J	
Financial Aid – Adjustments	25	January Intersession	27
Financial Aid – Cancellation.....	25	Job Placement	194
Financial Aid – Eligibility Requirements	23	L	
Financial Aid – How to Apply	23	Law Enforcement (LAE) Courses	165
Financial Aid – Progress Standards	24	Leadership Development.....	192
Financial Aid – Return of Title IV Funds.....	25	Learning Center.....	194
Financial Aid – Verification	24	Learning Options.....	27
Financial Obligations.....	19	Learning Support Services	194
Foster Care Tuition Waiver	22	Library	194
Foundation Scholarships and Funds	200	Lifetime Learning Credit.....	20
Fragrance Free Statement	187	Lost and Found	187
French (FRN) Courses	163	M	
G		Maryland Online	27
General Education and Transfer Policy	221	Math Lab	194
General Education Course Codes	44 & 139	Mathematics (MAT) Courses	166
General Education Courses by Category	42	MD National Guard Tuition Waiver	21
General Education Requirements	42–43	MD State Scholarship Program	24
General Education Outcomes	41	Medical Terminology (HCD) Courses	168
General Information	187	Milburn Stone Memorial Theatre	200
Geographic Information Systems (GIS) Courses	164	Military – Residency	19
Geography (GEO) Courses	164	Minority Student Services.....	192
Grade Changes.....	35	Music (MUC) Courses	168
Grade Point Average (GPA).....	35	My Cecil	192
Grading	35	N	
Graduation	32	New Student Orientation	15
Graduation Requirements	33	Non-Discrimination Policy	210
Graphic Design Electives	139	Non-Discrimination Statement	5
H		Nursing and Health Professions (NUR and LPN) Courses	171
Higher Education and Conference Center @ HEAT	188	O	
Health (HEA) Courses	164	Online Courses	27
Health Manpower Shortage Program	21	Open Enrollment	28
Healthy Marriage Initiative	198		
History (HST) Courses	164		
Hope Scholarship.....	20		
Horticulture (HSC) Courses	165		
Hybrid Courses	27		

P		
Parking and Transportation	188	
Payment Plan (F.A.C.T.S.).....	18	
Pell Grant	23	
Personal Training (FWS) Courses	172	
Philosophy (PHI) Courses	172	
Phone/FAX Directory	235	
Physical Education (PED) Courses	173	
Physical Science (PSC) Courses	174	
Physics (PHY) Courses	175	
Placement Procedures/Skills Assessments	10	
Political Science (POS) Courses	176	
Portfolio Assessment	31	
President's List.....	36	
Prior Learning Evaluation	28	
Procurement (PRO) Courses	176	
Programs of Study	41–137	
Psychology (PSY) Courses	176	
R		
Reading and Writing Center	194	
Reading (REA) Courses	177	
Refund and Appeal Policy.....	18	
Registration	15	
Repeating of Courses	35	
Residency and Tuition Policy	19	
Residency Classification Change	19	
Residency Determination	19	
Rights and Responsibilities of Student		
Members of the College	211	
Russian (RUS) Courses	177	
S		
Science and Math Access to		
Retain Talent Grant (SMART)	23	
Science, Technology, Engineering and Math		
(STEM) Academy and Digital Arts Program	20	
Security and Crime Awareness	188	
Self-Paced Courses	28	
Senior Citizen, 60+ Programs	198	
Senior Citizen Tuition Waiver	20	
Senior Waiver Program	13	
Services to Students	192	
Sexual Assault Policy and Procedures.....	212	
Sexual Harassment Policy	213	
Skills Assessments.....	10	
Smoking Policy	215	
Social Work (SWK) Courses	177	
Sociology (SOC) Courses	178	
Spanish (SPN) Courses	178	
Speech (SPH) Courses	179	
Statewide Programs	39	
Student Code of Conduct	215	
Student Grievance Policy	215	
Student Identification Cards	191	
Student Life and Activities	191	
Student Organizations	192	
Student Right-to-Know Policy	220	
Substitutions.....	38	
Summer Session	27	
T		
Tech Prep Articulation Agreements	31	
Theatre (THE) Courses	179	
Transcript Requests	191	
Transfer Admissions	15	
Transfer Advising and Articulation.....	193	
Transfer Cecil Credits to Home Institution	191	
Transportation and Logistics (TRL) Courses	181	
Tuition and Fee Schedule	18	
Tuition Appeals	19	
U		
Use of Electronic Devices.....	191	
V		
Veteran Benefits	24	
Visual Communications (VCP) Courses	182	
Voter Registration	191	
W		
Waiver of Prior Failing Grades	35	
Waivers and Reductions	20	
Withdraw from a Course	16	
Work Study Program	23	
Y		
Youth Programs	197	