

**CECIL COLLEGE**

2018 - 2019 Catalog

# College Catalog

Welcome to Cecil College, an exciting place to learn. Our 2018-2019 academic year is filled with so many exciting activities that will entice you to become part of the Cecil College community. We are committed to making your success a reality. Student achievement is a priority for everyone at Cecil College.

Whether you are looking to obtain a degree or certificate, working to hone existing skills, transfer to a four year university, or taking classes for personal enrichment, Cecil College offers numerous credit and continuing education programs of study. Our outstanding faculty and staff are here for you. I am also proud to make you aware that Cecil College offers resources to support you throughout your individual journey, including academic advising, career and job placement services, student life, multicultural student services, disability and support services, a library, and financial aid assistance. We are prepared to support your efforts.

Cecil College is a place to grow as a person, meet new friends, participate in new activities, gain life experience, and begin working as a professional in your field of study. It is my heartfelt desire that you will find your experience at the College enriching, rewarding and memorable. I am confident your future will forever be changed by education.

Please take a moment and say “hello” when you see me around campus.

Go Seahawks!

Mary Way Bolt

President

## Accreditations

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.

The Cecil College nursing program is also approved by the Maryland State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road, NE, Suite 850, Atlanta, GA, 30326).

The Physical Therapist Assistant Program at Cecil College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: (703) 706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [capteonline.org](http://www.capteonline.org) (<http://www.capteonline.org>).

# Catalog Overview

Cecil College is here to help you find your pathway to higher education and or meaningful employment. This catalog will assist you through your academic journey and help guide your college experience.

## Academic Program Offerings

Learn about our academic degrees and certificates (<https://www.cecil.edu/catalog/programs-of-study>). Each program page will provide you with a description of the degree or certificate, information about transfer opportunities, general education course requirements, specific program course requirements, and a recommended sequence of courses by semester to help guide you. New students are encouraged to connect with our Admissions Office to get started.

Career and Community Education (<https://www.cecil.edu/programs-courses/career-community-education>) offers courses, events, programs and certifications to a variety of audiences. Check out the array of offerings in academic preparation, adult and senior programming, business and career training, personal and commercial driver training, online classes and youth programs.

## Course Offerings

Course selection is easy. View the entire selection of courses in the Course Description section (<https://www.cecil.edu/catalog/course-descriptions>) of this site or, within each program of study you will find links to course descriptions with detailed scheduling information. You can even see information about required textbooks at this location.

## Transfer and Career Services Guidance

Cecil's goal is to assist you with a smooth transition to a four-year institution or into a career. Our Advising (<https://www.cecil.edu/student-resources/advising-transfer>) staff will provide information on the more than 800 transfer agreements, and the Career and Job Placement Services (<https://www.cecil.edu/student-resources/career-services>) staff will help guide you toward just the right occupational field.

# How to Get Started at Cecil

Most importantly, your success begins when you connect with our Admissions Office (<https://www.cecil.edu/admissions-aid/admissions>). Representatives are available to assist you in getting started on the right path.

## Addendum

The Cecil College catalog will be published online on an annual basis. New programs and courses will be updated throughout the year and may be found in the Addendum (<https://www.cecil.edu/catalog/addendum>) portion of this document. Students should always consult with an academic advisor to ensure that decisions are being made using the most current information.

# About Cecil College

## Mission

Cecil College is an inclusive, open-access community college committed to academic excellence and service to the greater community. The College provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce. Further, Cecil College fosters intellectual, professional, and personal development through lifelong learning opportunities, the arts, and community engagement.

## Vision

Cecil College, a dynamic and dedicated center of learning that transforms lives and strengthens our community.

## Values

Cecil College takes pride in honoring our institutional values.

### **Collaboration**

We foster a cooperative environment that is collegial, seeks consensus, and builds on the strength of each individual within the College and the community.

### **Compassion**

We show care and concern for our students, our community, and each other.

### **Diversity**

We embrace diversity, honor shared governance, and foster inclusiveness.

### **Excellence**

We seek excellence in all facets of our academic enterprise and operations as we serve the College and community.

### **Innovation**

We boldly pursue the most innovative learning environment for our students and community.

### **Integrity**

We demonstrate honesty and respect at all times and act ethically in all matters.

### **Stewardship**

We honor public trust by being principled stewards of the human, fiscal, and physical resources of the institution.

## **Profile & History**

Learn more about Cecil College by reading an [overview of the college's history](https://www.cecil.edu/about-us/quick-facts/profile-history/)

(<https://www.cecil.edu/about-us/quick-facts/profile-history/>).

# College Calendar

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## Fall 2018

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August 6	First accelerated degree and first 9-week session classes begin
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August 20	First 1-week and 2-week session classes begin
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August 25	First 7-week and 15-week session classes begin; first 1-week session classes end
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August 27	Second 1-week session classes begin
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August 31	2-week and second 1-week session classes end
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### **Labor Day Holiday**

College closes at 5:00 pm (no evening classes) and reopens on Tuesday, September 4th at 8:00 am

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October 8	First accelerated degree and first 9-week session classes end
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October 15	Second Accelerated Degree and second 9-week session classes begin; first 7-week session classes end
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October 22	Second 7-week session classes begin
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November 1	Fall graduation application deadline
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### **Thanksgiving Holiday**

College closed and reopens on Monday, November 26th at 8:00 am

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December 10–15	Fall semester exams for 15-week session
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December 15	15-week, second accelerated degree, second 9-week, and second 7-week session classes end
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December 24 through January 1	<b>Winter Break</b> College closed
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## Spring 2019

January 2	First accelerated degree and first 9-week session classes begin
January 14	First 1-week session classes begin
January 19	First 1-week classes end
January 21	<b>Martin Luther King Jr. Holiday</b> College closed
January 22	First 7-week, 15-week, and 2-week session classes begin
January 28	Second 1-week session classes begin
February 2	Second 1-week and 2-week session classes end
February 15	Spring graduation application deadline
March 5	First accelerated degree and first 9-week session classes end
March 11	Second accelerated degree and second 9-week session classes begin; first 7-week session classes end
March 18–23	<b>Spring Break</b> No classes for any sessions <i>except online, hybrid, and accelerated degree courses</i> ; college offices open <i>except on Friday, March 22nd, when offices are closed</i>
March 25	Second 7-week session classes begin
May 7–13	Spring semester exams for 15-week session
May 11	Second 7-week, second accelerated degree, and second 9-week session classes end
May 13	15-week session classes end
May 19	Graduation
<b>Summer 2019</b>	
May 20	Accelerated degree, 9-week, and 10-week session classes begin

May 24	<b>Memorial Day Holiday</b> College offices close at 5:00 pm and reopen on Tuesday, May 28th at 8:00 am
May 28	First 5-week session classes begin
June 1	Saturday session classes begin
June 10	First 1-week session classes begin
June 14	First 1-week session classes end
June 17	Second 1-week and 7-week session classes begin
June 21	Second 1-week session classes end
June 29 through July 6	<b>Fourth of July Holiday</b> College closed
July 1	Summer graduation application deadline
July 8	First 5-week session classes end
July 15	Second 5-week session classes begin
July 29	Saturday session classes end
July 29	Accelerated degree and 9-week session classes end
August 5	10-week session classes end
August 10	7-week session classes end
August 17	Second 5-week session classes end

# Admissions & Enrollment

## Philosophy

Cecil College is an inclusive, open access institution committed to academic excellence. A supportive learning environment is offered to the diverse student body as they build the skills and knowledge to achieve academic success.

Student success at Cecil College begins with Admissions. The department assists prospective students with the formal procedures required to become a Cecil student. Information and actions regarding admissions steps, student support services, and academic resources are provided. A primary role of Admissions is to educate students at the beginning of their educational pathway, so they arrive in the classroom ready to focus on academics.

If you have a disability that may impact your accessibility and/or academics at Cecil College that may require accommodations, please contact Disability and Support Services: [disabilityservices@cecil.edu](mailto:disabilityservices@cecil.edu); (443) 674-1993; Technology Center Room 301.

Admissions information and resources are available at MyCecil (<https://my.cecil.edu/ICS/Admissions/>) and here on cecil.edu (<https://www.cecil.edu/admissions-aid/admissions/>). Contact [admissions@cecil.edu](mailto:admissions@cecil.edu) with admissions questions.

## Open Admissions Information

### Credit Students

Applicants who meet one of the following criteria are admitted to Cecil College:

- have graduated from an accredited high school;
- have earned a diploma in General Educational Development (GED);
- have completed the seventh grade and have attained Scholastic Aptitude Test (SAT) scores as defined in this catalog or an equivalent score on a nationally-accepted college entrance examination;
- have met the criteria to participate in early admissions programs (see Selective Admissions);

- have not completed an accredited high school program nor received an acceptable diploma or certificate.

**Note:** Non-graduates of high school are admitted and enrolled according to open admission policies and procedures. Non-high school graduates must meet with an advisor prior to registration. Cecil College strongly encourages non-high school graduates to complete their high school graduation requirements or obtain a GED. GED preparation courses (<https://www.cecil.edu/programs-courses/career-community-education/adult-education/ged-test-preparation>) are offered through Career and Community Education. Call (443) 907-1391 for more information.

Open admission to Cecil College does not grant enrollment in all courses and programs offered. At the present time, some programs have selective admissions requirements. In addition, pre-requisites must be successfully completed. For additional information, refer to Selective Admissions.

## Non-Credit Students

Non-credit (continuing education) courses are open to individuals age 16 or older, unless otherwise stated in a course or program description. An admissions application is not required for non-credit enrollment. Students complete a registration form at the time of enrollment. Additional documentation and steps may be required for enrollment in a non-credit course or program. Contact the program area for more information.

## Open Admissions Procedures

### Credit Students

1. Complete the admissions application and visit the Admissions Office. Apply on-line at MyCecil (<http://my.cecil.edu/>). Hard copy applications are available at the North East and Elkton locations and in the credit course schedule (<https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf>). Applications are accepted year-round.
2. Apply for financial aid. Complete the Free Application for Federal Student Aid (<http://www.fafsa.ed.gov/>) (FAFSA). Apply for Cecil College Foundation Scholarships (<https://www.cecil.edu/foundation/foundation-scholarships>).
3. Take skills assessments. Complete math, reading, and writing assessments on the North East Campus, Engineering and Math Building, Room 310. Waivers may apply; for additional information, refer to Skills Assessments, Placement and Waivers.

4. Submit test scores, transcripts, and other documentation to Cecil College, Records and Registration, One Seahawk Dr., North East, MD 21901.
  - All students should submit official test scores (SAT, AP, ACT) and transcripts from any college attended.
  - High school graduates should submit an official copy of a secondary school transcript.
  - GED students should submit a copy of GED test results.
5. Meet with an advisor for degree planning, academic support, and transfer information by calling (410) 287-1000 to set up an appointment.
6. Register for classes at North East, Elkton Station, or online at MyCecil ([https://my.cecil.edu/ICS/Registration/Home.jnz?portlet=Important\\_Information](https://my.cecil.edu/ICS/Registration/Home.jnz?portlet=Important_Information)).
7. Make payment arrangements. Log onto MyCecil and click on the Finance tab ([https://my.cecil.edu/ICS/Finance/Finances\\_Homepage.jnz](https://my.cecil.edu/ICS/Finance/Finances_Homepage.jnz)) for payment information, or contact the Cashier's Office at (410) 287-1020.

## Non-Credit Students

1. Complete and submit a registration form, available from the Records and Registration Office or in the Schedule of Classes.
2. Submit additional documentation, as needed.

## Selective Admissions

### Early College Academy (ECA)

Early College Academy enrolls high school students in college courses across grades 9-12. Successful students will complete secondary schooling with a high school diploma and an Associate's degree from Cecil College. Each Student entering the ECA must meet the selective admissions criteria established for individual programs.

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

Students who enroll in ASAP must be college-ready at the time of admission into the Leadership and Management or Social Work option. For accelerated studies, college-ready is defined as placing into English 101 (EGL101) and Introduction/Intermediate Algebra

(MAT097) on the skills assessments. Additional information on ASAP programs can be obtained from the Admissions Office or designated academic advisors.

## Skills Assessments, Placement, and Waivers

As part of the admissions process, all students entering Cecil College are evaluated for placement purposes. The evaluation may require or waive the academic skills assessments. The purpose of the skills assessments is to place students at a level where they will succeed. The assessments measure academic skills in mathematics, reading, and writing. Students may need to take all of the assessments or specific components of the assessments.

Skills assessments do not determine eligibility for admission to Cecil College. 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 successfully complete developmental courses before enrolling in college-level courses. Students have better success at Cecil College if their basic skills are strong enough to meet the rigors of college-level coursework.

Any student (full- or part-time) who has not earned a high school diploma or GED (General Educational Development) diploma must take all the skills assessments.

Skills assessments are administered in the Testing Center, North East Campus, Engineering and Math Building, Room 310. Hours for the Testing Center are available on MyCecil ([https://my.cecil.edu/ICS/Academic/Math/Math\\_Lab\\_and\\_Testing\\_Center.jnz?portlet=Testing\\_Center](https://my.cecil.edu/ICS/Academic/Math/Math_Lab_and_Testing_Center.jnz?portlet=Testing_Center)).

Student performance is closely monitored in the first sessions of developmental classes, and faculty may initiate a change in student placement. Students are encouraged to complete developmental courses early in their educational pathway to facilitate the timely completion of a degree or certificate.

Some courses are exempt from skills assessment requirements. Students may enroll in these courses without taking the skills assessments. Students in these classes are expected to read and write at college level.

### Skills Assessment Waivers

In certain circumstances, students may qualify for a skills assessment exemption. Official documentation must be provided for skills assessment waivers to be applied. Exemptions may be granted when:

- a student has earned an associate's, bachelor's, master's, or doctoral degree from an accredited institution.
- a student provides documentation of qualifying scores on the SAT and/or ACT assessments (See required scores chart).
- a student has successfully completed parallel coursework at another accredited institution of higher education.

Test Section	Assessment(s) Waived	Score Required
<b>SAT</b>		
Critical Reading	Reading	480 or better
Math	Math	530 or better
Writing	Reading, Writing	480 or better
<b>ACT</b>		
English	Reading, Writing	21 or better
Math	Math	21 or better

## Secondary School-Age Opportunities

### On-Site Program

Jointly sponsored by Cecil County Public Schools (CCPS) and Cecil College, the On-Site program allows academically prepared students age 16 and over to take college-level courses at their home high school during the regular school day. Cecil College offers a College-Bound Scholarship for these courses to qualified students. Other regional organizations, as approved by the College President, may participate in this program. All students must meet Cecil College admissions standards.

### Gifted and Talented Program

Students under age 16, who have completed 7th grade or the equivalent and are designated as gifted and talented, can enroll in Cecil credit courses through the Gifted and Talented program. Gifted and talented is defined as testing at college level in discipline(s) specific to

the course(s) being taken. Cecil College courses taken are not available on-site at the high schools. Students and their parent/guardian are required to meet with the Director of Admissions to complete all approval forms and processes. All students must meet Cecil College admissions standards. Cecil college offers a College-Bound Scholarship to qualified students.

## **Concurrent Enrollment**

Qualified students may enroll in Cecil College courses concurrent with their high school studies. Cecil College offers a College-Bound Scholarship to qualified students. All students must meet Cecil College admissions standards.

## **Dual Enrollment Program**

Any student of Cecil County Public Schools enrolled at Cecil College is considered dually enrolled. Students of other school districts or home schools may be eligible for dual enrollment. Contact the Admissions Office for further information at (410) 287-1006.

## **Senior Waiver Program**

Cecil County Public Schools (CCPS) students may waive all or part of their senior year, enroll in courses at Cecil College, and still graduate with their high school class. Students are approved through CCPS for this program. CCPS has authorizations and processes that must be followed with high school guidance counselors. Cecil College offers a College-Bound Scholarship for the Senior Wavier Program. All students must meet Cecil College admissions standards.

## **STEM (Science, Technology, Engineering, and Math) Program**

Students enrolled in the STEM Program of Cecil County Public Schools (CCPS) may enroll in designated courses at Cecil College during their junior and/or senior years of high school. Through this partnership, eligible students receive a waiver for two-thirds of the in-county tuition rate in effect for the semester. All students must meet Cecil College admissions standards.

## **Health Professions Programs**

Admission to the health professions programs (Associate of Science in Nursing (RN), Practical Nurse Certificate (LPN), Associate of Applied Science in Physical Therapy Assistant (PTA) and



Paramedic require an admission procedure separate and in addition to the 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 National Registry Paramedic Program (<https://www.cecil.edu/catalog/programs-of-study/paramedic-associate-applied-science>) at Cecil College is offered in conjunction with the Cecil County Department of Emergency Services (DES). Students who are interested in the paramedic program should contact the College and speak to the department of Nursing and Health Professions, an academic advisor, or contact Cecil County DES at (410) 392-2024. Upon completing and submitting a Cecil College admissions application, all students must take the College skills assessments in math, reading and writing. Prior to entry into this program, the student is required to submit/complete the following:

- Successful completion of National Registry Paramedic entry exam. The entry exam will be held during the first and second weeks of March. The student must pre-register for the entry exam with Asst. Chief Richard Koch (CCDES, (410) 392-2024) prior to March 1 to be eligible to take the exam. The student will be required to pay a testing fee of \$20.00 payable to Cecil College prior to March 1. The exam will be available during normal business hours in the Cecil College testing center.
- Completion of Cecil College assessments in mathematics, writing and reading.
- Verification of current Maryland EMT – Basic certification or equivalent.
- Verification of affiliation with a volunteer or career Maryland Advanced Life Support Company.

In accordance with the policies of many health care agencies and clinical facilities, Cecil College's paramedic program requires all paramedic students to provide up-to-date health records/immunizations and submit to criminal background checks and drug screens. This background check and drug screen process will be completed prior to the start of the paramedic program in the fall semester and may be repeated during paramedic program progress as deemed necessary. All students must be successfully cleared via a background check and drug screen 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 paramedic program requirements.

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 paramedic courses through credential assessment.

## Practical Nursing Certificate Program

The Licensed Practical Nursing Program (<https://www.cecil.edu/catalog/programs-of-study/practical-nursing-certificate>) at Cecil College has limited enrollment and requires specific minimum criteria to be considered for admission:

1. A cumulative minimum GPA of 2.5 of Cecil or transfer coursework applicable to the nursing program.
2. Satisfactory completion of required developmental courses as determined by skills assessments in reading, writing, and mathematics. Skills assessment in mathematics must reflect placement beyond MAT097 (Introductory and Intermediate Algebra), or the student must complete MAT097 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. It is recommended that students take BIO101/111 if they have not completed a college-level science course within the past three years.
5. The adjusted individual minimum score of 58% on the Test of Essential Academic Skills Test (TEAs) is required. Scores of 66% individual score and/or 68% reading score or higher are preferred.
6. BIO209/219 (Anatomy and Physiology II and Lab) are also LPN program requirements and must be completed with a "C" or better *prior* to the final LPN summer semester.

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

In accordance with the policies of many clinical facilities and the recommendations of National Council of State Boards of Nursing and the Maryland Board of Nursing, Cecil College's nursing program requires all nursing students to provide up-to-date health records/immunizations and 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 2015).

## LPN Program Selection Policies and Procedures

1. All applicants for the LPN Program must first complete the general admissions application to Cecil College and visit the Admissions Office prior to meeting with the pre-nursing advisor in the Division of Student Services and Institutional Effectiveness, 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 writing. 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. High school transcripts/diplomas or proof of high school equivalency may also be requested.
3. Deadline for applying for entrance into the LPN Program for the upcoming fall semester is in early March. Beginning the second week in January, the student may go to MyCecil on the Nursing and Health Professions page ([https://my.cecil.edu/ICS/Academic/Nursing\\_and\\_Health\\_Professions/Home.jnz?portlet=Handouts](https://my.cecil.edu/ICS/Academic/Nursing_and_Health_Professions/Home.jnz?portlet=Handouts)) and download a copy of the Nursing Program Admissions packet. Included in this packet is information detailing the Nursing Program application process as well as the application deadlines. The student may also contact the Cecil College Admissions Office or the Nursing and Health Professions Office at (410) 287-1008 with any questions.
4. All prospective applicants are strongly encouraged to attend a Nursing Program Applicant Information Session. Information sessions will be held in late fall and early winter with specific dates and times to be advertised.

5. Prospective LPN students should submit completed application packets to the Nursing Program department office. All application information must be submitted to the Nursing Program department office. No partial applications will be accepted or reviewed for admission.
6. The main criteria for acceptance into the LPN Program are student readiness, cumulative grade point average(s), Test of Essential Academic Skills (TEAS) scores, and successful completion of appropriate coursework. Cecil college feels a strong responsibility to serve its county residents. Therefore, Cecil County residents are given additional consideration with regard to acceptance.
7. Applications are reviewed in March/April by the department of Nursing and Health Professions, and applicants are notified in April of their acceptance status.
8. 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 competitive and 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.

1. Meet all admission requirements for the associate degree Nursing Program.
2. Complete pre-requisite requirements prior to the semester requesting admission, earning a grade of "C" or better. **Note:** successful completion of BIO209/219 and BIO200/210 is required before entering NUR201/211.
3. Successfully complete LPN Transition coursework. The Licensed Practical Nurse must be officially registered and enrolled at Cecil College and have successfully completed the transition course(s) before college credits associated with the transfer will be awarded. The total number of credits awarded through articulation may no 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).

5. The adjusted individual minimum score of 58% on the Test of Essential Academic Skills Test (TEAs) is required. Scores of 66% individual score and/or 68% reading score or higher are preferred.

## LPN to ADN Program Selection Policies and Procedures

These selection policies and procedures mimic the Associate of Science in Nursing admission policies and procedures (please see below).

## Associate of Science in Nursing

The Registered Nurse (RN) Program (<https://www.cecil.edu/catalog/programs-of-study/nursing-associate-science>) at Cecil College has limited enrollment and requires specific minimum criteria to be considered for admission:

1. A cumulative minimum GPA of 2.5 of Cecil or transfer coursework applicable to the nursing program.
2. Satisfactory completion of required developmental courses as determined by skills assessments in reading, writing and mathematics. Skills assessment in mathematics must reflect placement beyond MAT097 (Introductory and Intermediate Algebra), or the student must complete MAT097 with a grade of "C" or better.
3. 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.
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.
5. The adjusted individual minimum score of 58% on the Test of Essential Academic Skills Test (TEAs) is required. Scores of 66% individual score and/or 68% reading score or higher are preferred.
6. 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.

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

In accordance with the policies of many clinical facilities and the recommendations of National Council of State Boards of Nursing, and the Maryland Board of Nursing, Cecil College's nursing program requires all nursing students to provide up-to-date health records/immunizations and 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 2015).

## **RN Program Selection Policies and Procedures**

1. All applicants for the RN Program must first complete the general admissions application ([https://my.cecil.edu/ICS/Admissions/Home.jnz?portlet=Apply\\_Online\\_2.0](https://my.cecil.edu/ICS/Admissions/Home.jnz?portlet=Apply_Online_2.0)) to Cecil College and visit the Admissions Office prior to meeting with the pre-nursing advisor in the Division of Student Services and Institutional Effectiveness, or before transferring courses from other institutions, or before formally applying for acceptance into the RN 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 RN Program. If not, the prospective student must take the relevant skills assessment in mathematics, reading and/or writing. 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. High school transcripts/diplomas or proof of high school equivalency may also be requested.

3. Deadline for applying for entrance into the RN Program for the upcoming fall semester is early March. Beginning the second week in January, the student may go to the Nursing and Health Professions page ([https://my.cecil.edu/ICS/Academic/Nursing\\_and\\_Health\\_Professions/Home.jnz?portlet=Handouts](https://my.cecil.edu/ICS/Academic/Nursing_and_Health_Professions/Home.jnz?portlet=Handouts)) and download a copy of the Nursing Program Admissions packet. Included in this packet is information detailing the Nursing Program application process and application deadlines. The student may also contact the Cecil College Admissions Office or the Nursing and Health Professions Office at (410) 287-1008 with any questions.
4. All prospective applicants are strongly encouraged to attend a Nursing Program Applicant Information Session. Information sessions will be held in late fall and early winter with specific dates and times to be advertised.
5. Prospective RN students should submit completed application packets to the Nursing Program department office. All application information must be submitted to the Nursing Program department office. No partial applications will be accepted or reviewed for admission.
6. The main criteria for acceptance into the RN Program are student readiness, cumulative grade point average(s), Test of Essential Academic Skills (TEAS) scores, and successful completion of appropriate coursework. Cecil College feels a strong responsibility to serve its county residents. Therefore, Cecil County residents are given additional consideration with regard to acceptance.
7. Applications are reviewed in March/April by the department of Nursing and Health Professions, and applicants are notified in April of their acceptance status.
8. The RN Program is a two-year associate degree program that commences in the fall semester of the first year and concludes in May of the second year.

## **Associate of Applied Science, Physical Therapist Assistant**

The Physical Therapist Assistant (PTA) Program (<https://www.cecil.edu/catalog/programs-of-study/physical-therapist-assistant-associate-applied-science>) at Cecil College has limited enrollment and requires specific criteria to be considered for admission:

1. A cumulative minimum GPA of 2.5 of Cecil or transfer coursework applicable to the PTA program.

2. Satisfactory completion of required developmental courses as determined by skills assessments in reading, writing, and mathematics. Skills assessment in mathematics must reflect placement beyond MAT097 (Introductory and Intermediate Algebra), or the student must complete MAT097 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 PTA Program.
5. The adjusted individual minimum score of 58% on the Test of Essential Academic Skills Test (TEAs) is required. Scores of 66% individual score and/or 68% reading score or higher are preferred.

**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) is a PTA Program requirement that must be completed with a "C" or better prior to the third semester of the PTA Program.

In accordance with the policies of many clinical facilities and the recommendations of the Federation of State Boards of Physical Therapy and the Maryland State Board of Physical Therapy Examiners, Cecil College's PTA program requires all PTA students to provide up-to-date health records/immunizations and submit to criminal background checks and drug screenings. This background check and screening must be completed following admission to the PTA program and may be repeated during program progression, as deemed necessary. All students must be successfully cleared via a background check, health work 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 PTA program requirements.

### PTA Program Selection Policies and Procedures

1. All applicants for the PTA Program must first complete the general admissions application to Cecil College and visit the Admissions Office. These steps should be completed prior to meeting with a health professions advisor, transferring courses from other institutions, or formally applying for acceptance into the PTA Program. Students may call the Academic Advising Office at (443) 674-1872 to make an appointment with a health professions advisor.



2. Review of college transcripts may reveal that a prospective student has already fulfilled requirements for admission into the PTA Program. If not, the prospective student must take the relevant skills assessment in mathematics, reading and/or writing. The appropriate developmental and general education courses must be successfully completed before the student will be eligible for entry into the PTA 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. High school transcripts/diplomas or proof of high school equivalency may also be requested.
3. The PTA Program admits and enrolls students once a year. Applications are available on MyCecil in the Nursing and Health Professions section each fall for a limited period of time. Please note that the application must be filled out online, printed, signed, and then submitted with all required supporting documentation by the deadline to be considered. The PTA Admission Application includes information on the application process and application deadlines. The student may also contact the Cecil College Admissions Office or the PTA Program Office at (443) 674-1557. Deadline for applying for entrance into the PTA Program.
4. All prospective applicants are strongly encouraged to attend a PTA Program Applicant Information Session. Information sessions will be held in late spring and summer with specific dates and times to be advertised. Students should take BIO101/111 prior to BIO208/218 if they have not completed a college-level science course within the past three years.
5. Prospective PTA students should submit completed application packets to the PTA Program Office. No partial applications will be accepted or reviewed for admission.
6. The main criteria for acceptance into the PTA Program are student readiness, cumulative grade point average(s) in program pre-requisite and program required general education courses, Test of Essential Academic Skills (TEAS) scores, and successful completion of appropriate coursework. When the number of qualified applicants exceeds the number that the College can accept, additional consideration is given to Cecil County residents and applicants with 25 or more documented volunteer service hours in a physical therapy setting.
7. Applications are reviewed in October by the PTA department, and applicants are notified by early November of their acceptance status.
8. The PTA Program is a two-year, five semester Associate of Applied Science degree program that commences in the spring semester.

# 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 Records and Registration.

In all cases, the College requires students whose native language is not English to be tested for English language ability.

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) (<https://www.cecil.edu/programs-courses/career-community-education/adult-education/english-speakers-languages-esol>) through the non-credit division.

## 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 I-151).

## Dream Act Status

The Maryland Dream Act (Maryland Senate Bill 167) allows certain high school graduates who are undocumented immigrants to enroll and qualify for the lowest tuition rate. Verification of status is required at the time of application to the College.

To apply to the College with Dream Act status (<https://www.cecil.edu/admissions-aid/admissions/how-to-apply/dream-act-student/>), a student must have:

- attended a Maryland high school for at least three years, starting no earlier than the 2005-2006 school year;
- graduated from a Maryland high school or received a GED, no earlier than the 2007-2008 school year;
- registered at a Maryland community college within four years of high school graduation or receiving a GED;
- filed Maryland income tax returns (the student or parent / legal guardian);
- applied to become a permanent resident within 30 days of eligibility to do so; and
- registered with the Selective Service (males 18 and older).

## 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 writing, reading and mathematics assessments and meet with the Director of Records and Registration 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.

## 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:

Semester	Application Deadline
<b>New Students</b>	
Fall enrollment	July 1
Spring enrollment	November 15
Summer enrollment	April 1
<b>Transfer Students</b>	
Fall enrollment	July 15
Spring enrollment	December 1
Summer enrollment	May 1

## 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 Records and Registration to have their applications approved before registering for classes. Nonimmigrant 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.

## 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 Records and Registration 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 submit official transcripts of all previous college records.

Veterans may receive transfer credits for military training experiences. Veterans should submit a copy of the American Council on Educators (ACE) evaluation and recommendations for military occupational specialties.

## Registration

Registration refers to the process of enrolling in courses. Students may take advantage of mail-in, fax-in, on-site, or online registration at MyCecil (<http://my.cecil.edu/>) as outlined in the credit course schedule (<https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf>).

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. A student who has a disability that may impact accessibility and/or academics at Cecil College, and require accommodations, may contact the ADA and Special Services Officer, Rebecca Larson, LCSW-C, in Room 301 of the Technology Building, or by email at [rlarson@cecil.edu](mailto:rlarson@cecil.edu).

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 Student Services and Institutional Effectiveness and is an accessible outlet for College information and support services.

## Priority Enrollment

Cecil College grants priority enrollment to currently serving members, dependents, and veterans of the armed forces of the United States. Eligible students may meet with an advisor for enrollment purposes beginning three days prior to general registration.

## Add, Drop, Withdraw and Audit

## 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 may go to MyCecil ([https://my.cecil.edu/ICS/Registration/Home.jnz?portlet=Important\\_Information](https://my.cecil.edu/ICS/Registration/Home.jnz?portlet=Important_Information)) to add the course or submit an Add Form to the Registration Office.

## Drop a Course

Students may drop a course, which means that all entries for the course are dropped completely from students' transcripts. Students may go to MyCecil ([https://my.cecil.edu/ICS/Registration/Home.jnz?portlet=Important\\_Information](https://my.cecil.edu/ICS/Registration/Home.jnz?portlet=Important_Information)) prior to the published date in the credit course schedule (<https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf>) to drop the course, or submit a Drop Form to the Registration Office. 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 (<https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf>), 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 (<https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf>). 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. A grade of "K" will be entered on the academic transcript. Students will not receive academic credit for a course taken as an auditor. Regular tuition and fees apply to audited courses.



# Tuition & Fees

## Tuition

Residency	Cost
Resident of Cecil County	\$119.00/credit hour
Other Maryland Residents	\$226.00/credit hour
Out-of-State Residents	\$276.00/credit hour

Credit by examination costs vary and are based on residency.

## Fees

Fee	Cost
Course Fee	Variable
Registration Fee <sup>1</sup>	\$75.00/semester
Student Development Fee <sup>2</sup>	\$8.00/credit hour

<sup>1</sup> \$35.00 off Early Bird registration

<sup>2</sup> Not charged for summer session or senior citizens

## Additional Information

- VISA, MasterCard, American Express and Discover cards will be accepted for payment through the student portal.
- 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](https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf) (<https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf>). 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 a maximum of four 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 \$15.00 and this fee will be deducted from the designated account upon enrollment. All arrangements for this plan are handled through MyCecil ([https://my.cecil.edu/ICS/Finance/Finances\\_Homepage.jnz?portlet=Student\\_Account\\_Information](https://my.cecil.edu/ICS/Finance/Finances_Homepage.jnz?portlet=Student_Account_Information)) 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 enroll in the Payment Plan:

- Enroll online at MyCecil ([https://my.cecil.edu/ics/Finance/Student\\_Accounts.jnz?portlet=CASHNet\\_My\\_Account\\_Info](https://my.cecil.edu/ics/Finance/Student_Accounts.jnz?portlet=CASHNet_My_Account_Info)).
- See a cashier or call (410) 287-1020 if you need help.

**Please note:** It is important that you make your scheduled payment. A \$36.00 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 any of your payments, the College reserves the right to deny your enrollment for future semesters.

## Refund and Appeal Process

### 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](https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf) (<https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf>). The drop period generally extends at least through the first scheduled class meeting.

To be eligible for a refund, students must drop online at [MyCecil](https://my.cecil.edu/ics/Registration/Home.jnz?portlet=Course_Schedules&screen=Add+Drop+Courses&screenType=next) ([https://my.cecil.edu/ics/Registration/Home.jnz?portlet=Course\\_Schedules&screen=Add+Drop+Courses&screenType=next](https://my.cecil.edu/ics/Registration/Home.jnz?portlet=Course_Schedules&screen=Add+Drop+Courses&screenType=next)) within published drop dates, or file a Drop Form with the Registration Office. Visit [MyCecil](https://my.cecil.edu/) (<https://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](https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf) (<https://www.cecil.edu/wp-content/uploads/credit-course-schedule.pdf>), 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. Appeal for Refund forms are available in the Registration Office.

## 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 \$36.00 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

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 Records and Registration 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 (<http://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 (<http://www.irs.gov/>).

## Waivers and Reductions

### College Bound Scholarship

Cecil County Public Schools, as well as certain other pre-approved public and private high school juniors, seniors, and approved talented/gifted students 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 for high school seniors for program eligibility. Students must meet all other Cecil College entrance requirements and must present an eligibility form signed by a parent and a high school principal or other designated authority.

### 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 course-work 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 fee 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.

## Social Security 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:

- the student is a resident of Maryland;
- the student has a permanent disability and is receiving a social security disability benefit, (SSDI) or supplemental security income, (SSI) as defined by the Social Security Act, Railroad Retirement Act, or the U.S. Office of Personnel Management, (Federal retirement or pension authority); and
- the student *must* file a FAFSA each year by the specified deadline for all credit courses and specified non-credit courses (see financial aid section for deadlines).



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 or Accounts Receivable Manager 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 or Accounts Receivable Manager to receive the tuition reduction.

### Procedures:

1. Complete the application form for MDNG tuition waiver which is available in the Registration Office and Cashiers Office.
2. Obtain authorization from the Registrar or Accounts Receivable Manager.
3. Obtain signature of the Registrar or Accounts Receivable Manager for the tuition waiver form by presenting:
  - a. current military picture identification card, and
  - b. certification by the Maryland Adjutant General.
4. Return the Tuition Waiver form to the Registration Office and register for classes.
5. Present the Tuition Waiver form to the Cashier's Office and pay the balance of tuition and fees.

## Victims of Human Trafficking Tuition Waiver

In accordance with Annotated Code of Maryland, victims of Human Trafficking who reside in the State of Maryland shall receive a waiver for out-of-county tuition rates, upon receipt of approved application and residency status.

## Eligibility

The Accounts Receivable (AR) Manager will determine eligibility for the tuition waiver enrollment process as follows:

1. The student must officially enroll as a credit or non-credit student at Cecil College.
2. A waiver application will be filed and signed by the eligible student. Supporting documentation shall contain evidence as outlined below and will be submitted with the waiver to the AR Manager for approval. Waivers will be kept on file for the current year plus one. Documentation shall be kept confidential and will become part of the student's permanent record filed with records and registration of Cecil College.
  - a. Evidence: Certified law enforcement, court, or other Federal, State, agency records or files; OR
  - b. Evidence: Documentation from a human trafficking prevention or assistance program; OR
  - c. Evidence: Documentation from a religious, medical, or other professional from whom the applicant has sought assistance or treatment as a victim of human trafficking.
3. Waiver of residency requirement-3 month residency requirement is waived for students with approved application.
4. Payment of Fees: For the purpose of calculating tuition rates: eligible students will be treated as in-county residents if place of residence is located within the State of Maryland. The adjusted tuition rate and all fees including, but not limited to, course fees and consolidated fees are the responsibility of the student and must be paid or secured by approved method at the time of registration to assure a seat in the course. 5. Accounts Receivable Office will process a journal entry to the eligible student's account after the designated drop/add period, which will reflect the adjustment for tuition.

## 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)

The following programs are eligible: Nursing, Practical Nursing.

Procedures:

1. Check Maryland Higher Education Commission (<http://www.mhec.state.md.us/>) to determine Healthcare Program of Study eligibility.
2. The out-of-county (Maryland resident) student completes the application and enrollment process according to College policy and procedures.
3. The out-of-county (Maryland resident) student is required to attend an advising session with the College's pre-nursing advisor.
4. The out-of-county (Maryland resident) student and advisor complete a "Special Agreement" Form in which the student enrolls.

### Out-of-county Students

The programs eligible are as follows: Nursing, Practical Nursing.

Procedures:

1. Check Maryland Higher Education Commission (<http://www.mhec.state.md.us/>) to determine Healthcare Program of Study eligibility.
2. The out-of-state student completes the College's application and enrollment process according to policy and procedures.
3. The out-of-state student completes a specific application form and certification process of acceptance available through the Department of Nursing.
4. The out-of-state student registers at Cecil College for a minimum of six (6) credits per semester.
5. The out-of-state student signs a surety bond or promissory note with the Maryland State Scholarship Administration.

6. Students submit all documentation to the Dean of Nursing and Health Professions 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 online at [fafsa.ed.gov](http://fafsa.ed.gov) (<http://fafsa.ed.gov/>). 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 reimburses the student or directly pays Cecil College.

Procedures:

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. The letter must state that the student is to be reimbursed directly if the company is not paying Cecil College. Students will need to pay their charges upon registration and wait for reimbursement from the employer.
4. Each letter must contain the following information<sup>1</sup>: student name, employment status/date, course number(s) and course title(s), start date of course(s). This detailed information 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.

The following programs are eligible:

- Certain Transportation and Logistics programs
- Psychology Associate Degree
- Social Work Associate Degree
- Supply Chain Management Associate Degree
- Visual Communications (certificate and degree programs)

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 (<https://www.cecil.edu/foundation/foundation-scholarships/>).

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; April 30 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<sup>1</sup>;
- be making satisfactory academic progress;
- not owe a refund on a federal grant or be in default on a federal education loan<sup>2</sup>;
- show demonstrated financial need by completing the FAFSA; and

- have a high school diploma or GED.

<sup>1</sup> Students that have satisfied bachelor degree requirements are not eligible for Pell grants.

<sup>2</sup> Students with student loans in active bankruptcy are not permitted to borrow additional student loan funds

## 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 on MyCecil ([https://my.cecil.edu/ICS/Finance/Finances\\_Homepage.jnz?portlet=Custom\\_Content](https://my.cecil.edu/ICS/Finance/Finances_Homepage.jnz?portlet=Custom_Content)).

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.gov](http://www.fafsa.gov) (<http://www.fafsa.gov/>). If you are a dependent student, both parent and student should apply for a FSA ID at [fsaid.ed.gov](http://fsaid.ed.gov) (<http://fsaid.ed.gov/>). Use the FSA ID to sign the online FAFSA, review and correct information, and re-apply for student aid every year. It takes 10 to 14 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.

### 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 \$200.00 to \$2,000.00.

## 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.

Entrance counseling 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 counseling 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 accept a Direct Loan:

1. Complete the FAFSA at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov/>);
2. Complete entrance counseling at [studentloans.gov](https://studentloans.gov) (<https://studentloans.gov/>);
3. Complete a Master Promissory Note at [studentloans.gov](https://studentloans.gov) (<https://studentloans.gov/>);



4. Complete a Direct Loan Acceptance Form and submit it to 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 [studentloans.gov](https://studentloans.gov) (<https://studentloans.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](http://www.mhec.state.md.us) (<http://www.mhec.state.md.us/>). Also, application information can be obtained from the Financial Aid Office or by contacting the state directly at (800) 974-0203.

## Veteran Benefits

Cecil College is approved to participate in the Veterans Educational Benefits Programs. In order to ensure the educational success of our returning Veterans, Cecil also participates in the Maryland Campus Compact for Student Veterans.

- New students must complete an Application for Benefits. The application can be downloaded or completed electronically online at [vets.gov](http://vets.gov) (<http://vets.gov/>). Once your application has been processed, the VA will mail you a Certificate of Eligibility which outlines your chapter and percentage of eligibility for the GI Bill.
- Students must submit a copy of their Certificate of Eligibility to the school Certifying Official and are advised to schedule an appointment to discuss enrollment and benefit information.
- Students who have previously used their benefits at another institution must complete the Change of Program/Place Form, VA form 22-1995.
- Students with questions about their eligibility entitlement should contact the VA directly. The toll free number for Veterans Affairs is (888) 442-4551.

In addition, VA students who transfer to Cecil should have their academic transcripts evaluated for transfer credits toward their program of study. Students are required to provide official transcripts from all previously attended institutions.

Veterans may receive transfer credits for military training experiences. Veterans should submit a copy of the American Council on Educators (ACE) evaluation and recommendations for military occupational specialties.

**Note:** Veterans must make academic progress to remain eligible for educational benefits. Non-punitive grades may result in an overpayment between the student and the VA.

## Cecil College Foundation Scholarships (Institutional Scholarships)

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 April 30 each year.

All applications are taken online (<https://www.cecil.edu/foundation/foundation-scholarships/>).

Applications are automatically screened and matched to appropriate scholarships through the selection process. For further information, call (410) 287-1146.

## Verification

Students whose applications are selected for verification must document the accuracy of the information provided in the FAFSA. The Financial Aid Office may request IRS Tax Return Transcripts, W-2 forms, Verification Worksheets 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.

## Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) Standards require that financial aid recipients 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 SAP standards for financial aid recipients at Cecil College state that:

- students must maintain a minimum cumulative GPA of 2.0;
- students must maintain a cumulative completion rate of at least 70 percent of total credit hours attempted/total credit hours earned. Grades of F, I, M, R, NG, W and K are not counted as hours completed; and
- students must complete their program within a 150 percent maximum time frame.

Students who fail to meet the SAP standards are placed on financial aid *warning*. During the *warning* semester, students may continue receiving financial aid and have an opportunity to meet the SAP standards before advancing to a *suspension* status. Upon completion of the *warning* semester a student who meets the SAP standards will be placed on a *good* status. If, during the *warning* semester, a student fails to meet the SAP standards, they will be placed on a *suspension* status and will no longer be eligible to receive aid. Eligibility may be restored once satisfactory academic progress is achieved. This will require the student to register for classes, and pay out of pocket until SAP standards are achieved. Students with extenuating circumstances, who wish to appeal their financial aid suspension, may do so in writing to the Director of Financial Aid by completing the SAP Appeal Form, attaching supporting documentation, and providing a statement 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 equals 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 equals 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:

1. Unsubsidized Federal Direct Stafford Loans (other than PLUS)
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grants
5. Federal Supplemental Opportunity Grants

## Adjustments to Financial Aid

Sometimes it is necessary to adjust financial aid awards. Reasons for adjustments may include:

- dropping/adding or withdrawing from classes;
- decrease in enrollment for future terms in which aid was estimated based on assumed enrollment levels;
- 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; or
- enrollment in development courses beyond the federal 30 credit maximum.

## Opt-out of Electronic Communication

Any student who wishes to opt out of electronic (or any) communication to their personal email address or phone number must submit a request, in writing, to the Financial Aid Office.

### **Financial Aid Office**

Phone: (410) 287-1003

Fax: (410) 287-1001

[finaid@cecil.edu](mailto:finaid@cecil.edu)

# Academic Information & 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 several 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 time frame. 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 may choose to enroll in an online course that offers the flexibility of working completely off campus. Online courses require the same level of dedication as on campus courses. While offered in a format that allows the student more flexibility in completing coursework, students must adhere to the assignment schedule to allow for interaction with other online students. Online courses incorporate the use of a learning management system (Blackboard) in the delivery of instruction. Students must use their Cecil College email address for Blackboard access. Students may be required to utilize an approved testing center or proctoring service to take exams. Required course materials are available for purchase online. Students should be aware of start and end dates for online classes, as some classes are offered on a condensed schedule. Section letter "Z" designates online courses.

## Hybrid Courses

Hybrid courses reduce the amount of time students spend on campus by combining on-campus and online learning activities. The amount of time required on campus, including final exam, may vary between courses. Students should be aware of start and end dates for hybrid classes, as some classes are offered on a condensed schedule. Hybrid courses incorporate the use of a learning management system (Blackboard) in the delivery of instruction. Students must use their Cecil College email address for Blackboard access. 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. The current course offerings are available at [www.marylandonline.org/students](http://www.marylandonline.org/students) (<http://www.marylandonline.org/students>).

## Independent Study

This method of instruction is to be used in the case of *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 must be submitted in writing to an academic advisor who will forward the request to the appropriate department chair for approval. The department chair will submit the form to the appropriate academic administrator for final approval. If the administrator approves the request, and a faculty member is available for instruction, the student enrolls for the independent study. Costs are comparable to on-campus courses.

# 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. Therefore, it is the policy of Cecil College to award credit/s for prior learning obtained through various learning environments.

## Procedure

Before evaluation of prior learning occurs, students must:

1. complete all admissions procedures;
2. submit all relevant documentation; and
3. pay all required fees as delineated in the course schedule.

While credits earned through various prior learning methods count towards 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 accredited colleges and universities and those institutions recognized by the United States Department of Education. College credits earned at 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 evaluated by the Records and Registration Office in collaboration with the appropriate Department Chair or Director, and 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 accredited 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 an accredited 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.



Students who have previously attended Cecil College but have not earned a degree or certificate in a program area may be eligible to transfer applicable credits through Reverse Transfer. The Reverse Transfer option allows students to transfer credits from a four-year institution back to Cecil College to earn an Associate's Degree and/or Certificate. The courses may count toward the completion of the Associate's Degree and/or Certificate, and also the Bachelor's Degree at the four-year institution. Students should consult with their Academic Advisor to determine the appropriate course selection for reverse transfer credits.

### **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 the Educational Credential Evaluators (ECE) or World Education Services (WES). Students will not be granted credit for Freshman Composition unless extensive English credits are awarded by ECE or WES and students place into college-level English after completing Cecil College's skills assessment. Additional information is available from the Director of Records and Registration.

### **Alternative Prior Learning**

The College may give credit for demonstrated proficiency in areas related to college-level courses. Sources used to determine such proficiency are College Level Examination Program (CLEP); Advanced Placement Examination (CEEB); Defense Activity for Nontraditional Education Support (DANTES); United States Armed Forces Institute (USAFI); Office of Education Credit and Credentials of the American Council on Education (ACE); Credit by Cecil College Departmental Examination; Advanced Prior Learning (APL by Portfolio Review); articulation agreements with approved high schools; 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.

### **Credit by Advanced Placement Exams**

Advanced Placement Exams (AP) 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 (see Appendix C). Students must have official Advanced Placement score reports sent to Cecil College. 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.

### **Credit by College Level Examination Program**

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 in Appendix D provided the minimum passing score of 50 (computerized version) has been met. Students interested in learning more about CLEP should contact an academic advisor. Students must have official CLEP score reports sent to Cecil College.

### **Credit by Departmental Assessment**

An academic department may award course credit to students who document learning comparable to that required in specific college courses. 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. The following guidelines apply:

1. Students must be enrolled at Cecil College and have EGL 101 eligibility;
2. Fees are nonrefundable;
3. Students cannot prepare a portfolio for which there is a CLEP examination available;
4. Students may not satisfy general education requirements, except for the computer literacy requirement, through the institutional credit-by-exam process or by portfolio assessment;
5. Students are required to meet the graduation residency requirement as listed in the College catalog; and
6. Credits granted through the assessment option are subject to the same procedures used by Cecil College for coursework completed at colleges and universities in the United States and are inclusive of the fifteen credits.

The College will maintain file copies of examinations, test results and portfolio reviews and credential assessment reviews in accordance with the institution's Records and Retention

Schedule. Documentation granting the awarding of credits will be retained in the student's permanent record files in accordance with the College's Record Retention Schedule. In accordance with COMAR regulations, faculty of the College in the appropriate discipline shall conduct the assessments.

### 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.

Credit-by-Examination fees are calculated according to the specific examination. Fees collected for this process are nonrefundable.

### 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 APL 270 Assessment for Prior Learning: Portfolio Construction, a 1-credit 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.

Upon completion of the portfolio, the appropriate department chair or designee will conduct the portfolio assessment and make a recommendation to award credits, if applicable. A passing grade on the portfolio assessment is recorded with a grade designation of "S" (satisfactory) on the student's transcript. Portfolios submitted for assessment that are deemed unsatisfactory are not recorded on the student's permanent record. Students whose portfolios are unsatisfactory may not repeat the portfolio process but may enroll in the relevant course.

Portfolio fees are calculated according to the credit value of the course and the College's current per credit hour tuition rate based on the residency status of the student. Fees collected for this purpose are nonrefundable.

## **Credit by 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 advisors 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.

## **Calculating the CEU**

One Continuing Education Unit is defined as 10 contact hours of participation in an organized education experience under responsible sponsorship, capable direction, and qualified instruction (includes classroom, self-paced instruction, pre/post assignments, and/or homework) in support of a learning outcome.

- In computing the number of continuing education units to be awarded, only the number of instructional hours or the equivalent shall be considered. Breaks and lunch are not to be included. Approval procedures for “equivalent” activities shall be the same as procedures for program approval.
- Determine the number of contact hours by adding all countable portions of the learning event. Example: A learning event has six 50-minute sessions with 10 minutes between for set-up. The number of contact hours would be computed as:  $6 \times 50 = 300$  total minutes / 60 minutes in an hour = 5 contact hours.
- Divide the number of contact hours by 10 to get the number of CEU(s). Following the above example: 5 contact hours / 10 = .5 CEU.
- CEU may be expressed in tenths of a CEU (i.e., 17 contact hours equate to 1.7 CEUs; 3 contact hours equate to .3 CEU). Do not express the CEU past the tenths place (i.e., if your calculation is 1.78, express this as 1.8 CEU).
- When the fractional part of an hour is at least  $\frac{5}{6}$  (50 minutes or more), the fractional portion should be counted as a whole hour. Any portion of an hour between 30 and 49 minutes should be counted as 30 minutes. Any part of an hour less than 30 minutes should be discarded.

### Credits from Military Training and Experience

Credits granted for military training and experiences are subject to the same procedures used by Cecil College for coursework completed at colleges and universities in the United States. 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. Credits awarded through this process will be recorded on the student's transcript with a grade designation of “TR” (transfer).

### Credits from Training Received in Business/Industry

Academic credits 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 a business/industry.

Credits granted from business/industry training are subject to the same procedures used by Cecil College for coursework completed at colleges and universities in the United States. Credits awarded through this process will be recorded on the student's transcript with a grade designation of "TR" (transfer).

## Credits from Credential Assessment

Credits for prior learning may be awarded for:

1. Educational diplomas, certificates and degrees;
2. Registered apprenticeship certificates;
3. Occupational licenses (typically awarded by State government agencies);
4. Professional certifications from industry or professional associations; and
5. Other skill certificates for specific skill sets or competencies within one or more industries or occupations (e.g. writing, leadership, etc.)

To earn credits through this option, students must submit documentation validating their credentials. Such documentation must be current and demonstrate that the student is in good standing with the agency awarding the credential. Credit awarded through this process will be noted on the student's transcript with a grade designation of "TR" (transfer). See Appendix A & B for more information regarding credentials and credential stacking.

## Appendix A

### Credentialing<sup>1</sup>

A Stackable Credential is part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs.

Within the context of education, workforce development, and employment and training for the labor market, the term credential refers to a verification of qualification or competence issued to an individual by a third party with the relevant authority or jurisdiction to issue such credentials (such as an accredited educational institution, an industry recognized association, or an occupational association or professional society). The range of different types of credentials includes:

1. Educational diplomas, certificates and degrees;
2. Registered apprenticeship certificates;
3. Occupational licenses (typically awarded by State government agencies);
4. Personnel Professional certifications from industry or professional associations; and
5. Other skill certificates for specific skill sets or competencies within one or more industries or occupations (e.g. writing, leadership, etc.)

Educational credentials include: diploma, certificate, and degree. Credit hours are the building block components of these educational credentials.

The following definitions are provided:

**Certificate**

A formal award certifying the satisfactory completion of a postsecondary education program.

**High school diploma or recognized equivalent**

A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the General Educational Development (GED) test or another state specified examination.

**Postsecondary award, certificate, or diploma (less than 1 academic year)**

An award that requires completion of an organized programs of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters), or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.

**Postsecondary award, certificate, or diploma (at least 1 but less than 2 academic years)**

An award that requires completion of an organized programs of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.

**Postsecondary award, certificate, or diploma (at least 2 but less than 4 academic years)**

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or

trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

<sup>1</sup> [www.doleta.gov](http://www.doleta.gov) (<https://www.doleta.gov/>)

## Attributes of Career-Enhancing Credentials

Four attributes of educational and workforce credentials that strengthen the value of credentials to individuals are industry-recognition, stackability, portability and accreditation. Accreditation by an independent quality review body is a valuable attribute, but at present, the majority of certain types of credentials are not accredited.

### Industry-recognized

An industry-recognized credential is one that either is developed and offered by, or endorsed by a nationally-recognized industry association or organization representing a sizeable portion of the industry sector, or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment which may include credentials from vendors of certain products. Consumer should be aware that in some industry sectors there may be more than one major industry association and that they may endorse or promote different credentials, and that the credentials that are sought by individual companies in an industry can vary by geographic region, by company size, or based on what product or equipment the company uses and needs workers to be able to operate. This is merely to point out that there may not be a single readily identifiable national credential for all industry sectors or occupations. The hundreds of certifications that exist within the information technology (IT) industry are a very good example. There are multiple industry associations, and there are multiple product vendors that offer personnel certifications. The workforce investment system operating in a local area needs to interface with employers to determine what IT credentials are in demand by local employers that are hiring.

### Stackable

A credential is considered stackable when it is part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher- paying jobs. For example, one can stack a high school diploma, an associate's degree, and then typically obtain two more years of appropriate postsecondary education to obtain a bachelor's degree. An individual can also stack an interim career/work readiness or pre- apprenticeship certificate, then complete an apprenticeship, and later earn a degree or advanced certification. Information on identifying career ladders and lattices and related credentials is



6 covered in a later section of this paper, along with examples of some existing industry sectors that are working to identify stackable credentials.

### **Portable**

A credential is considered portable when it is recognized and accepted as verifying the qualifications of an individual in other settings - either in other geographic areas, at other educational institutions, or by other industries or employing companies.

### **Accredited**

The goal of accreditation of educational programs is to ensure that the education provided by institutions of higher education meets acceptable levels of quality. The U.S. Department of Education maintains a website on "Accreditation in the United States" at

<https://www2.ed.gov/admins/finaid/accred/index.html>

(<https://www2.ed.gov/admins/finaid/accred/index.html>) that provides lists of regional and national accrediting agencies recognized by the U.S. Secretary of Education as reliable authorities concerning the quality of education or training offered by the institutions of higher education or higher education programs they accredit. Students using federal financial aid must enroll in institutions or programs that are accredited by the appropriate regional or national accrediting agency. Accreditation exists in the realm of personnel certification but is less common.

### **The Competency Model Clearing House**

The Competency Model Clearing House (<https://www.careeronestop.org/CompetencyModel/>) provides a wealth of information related to Competency Models. It currently includes competency models for:

- Accommodations and Food Services
  - Food and Beverage Service
  - Hospitality, Tourism, and Events
- Construction
  - Construction: Commercial and Industrial
  - Construction: Heavy Highway Civil
  - Construction: Residential

- Energy and Utilities
  - Energy: Advanced Commercial Buildings
  - Energy: Generation, Transmission and Distribution
  - Energy: Renewable Energy
  - Water and Wastewater
- Finance and Insurance
  - Financial Services
- Health Care and Social Assistance
  - Health: Allied Health
  - Health: Electronic Health Records
  - Long-term Care, Supports, and Services
- Information
  - Cybersecurity
  - Enterprise Security
  - Information Technology
- Manufacturing
  - Advanced Manufacturing
  - Automation
  - Aerospace
  - Mechatronics
- Professional, Scientific and Technical Services
  - Bioscience
  - Engineering
  - Geospatial Technology
- Retail Trade
- Transportation and Warehousing

The Competency Model Clearing House (<https://www.careeronestop.org/CompetencyModel/>) also provides automated tools for building new models and for building career ladders.

## Appendix B

### Sample Credential Stacking Model

## Appendix C

### Advanced Placement Exams

The list of course equivalences and minimum scores is based on Cecil College's evaluation, and is subject to change.

AP Examination	Minimum Score Required	Credits	Transfer Equivalency
Art 2D Design	3	3	ART 101
Art 3D Design	3	3	ART 201 (H)
Art History	3	3	ART 141 (H)
Biology	4	4	BIO 101 (S), BIO 111 or BIO130 (S), BIO 131 or BIO132 (S), BIO 133
Calculus AB	4	4	MAT 201 (M)
Calculus BC	4	8	MAT 201 (M), MAT 202 (M)
Chemistry	4	4	CHM 103 (S), CHM 113
Computer Science A	3	6	CSC 109, CSC 205
Computer Science Principles	3	3	CSC 104 (I)
Economics: Macro	3	3	ECO 222 (SS)
Economics: Micro	3	3	ECO 221 (SS)

AP Examination	Minimum Score Required	Credits	Transfer Equivalency
English Language and Composition	3	3	EGL 101 (E)
English Literature and Composition	3	6	EGL 101 (E), EGL 102 (H)
Environmental Science	4	4	ENV 106 (S), ENV 116
European History	3	6	HST 101 (H), HST 102 (H)
French Language	3	6	FRN 101 (H), FRN 102 (H)
French Literature	3	6	FRN 101, FRN 102 (H)
German Language	3	6	Arts/Humanities Elective (H)
Government & Politics: United States	3	3	POS 201 (SS)
Human Geography	3	3	GEO 102 (SS)
Music Theory	3	7	MUC 143 (H), MUC 110
Physics B	4	8	PHY 181 (SL), PHY 182 (SL)
Physics C	4	4	PHY 217 (SL)
Physics C: Electricity and Magnetism	5	4	PHY 218 (SL)
Psychology	3	3	PSY 101 (SS)
Spanish Language	3	6	SPN 101 (H), SPN 102 (H)
Spanish Literature	3	6	SPN 101 (H), SPN 102 (H)
Statistics	3	4	MAT 127 (M)
Studio Art: Drawing	3	6	ART 130 (H), ART 230 (H)

AP Examination	Minimum Score Required	Credits	Transfer Equivalency
U.S. History	3	6	HST 201 (H), HST 202 (H)

## Appendix D

### College Level Examination Program

The list of course equivalences and minimum scores is based on Cecil College's evaluation, and is subject to change.

CLEP Exam	Credits	Transfer Equivalency
<b>Business</b>		
Business Law, Introductory	3	BUS 210
Financial Accounting	3	ACC 101
Information Systems & Computer	3	CIS 101 (I)
Management, Principles of	3	BUS 131
Marketing, Principles of	3	BUS 212
<b>Composition &amp; Literature</b>		
College Composition	3	EGL 101 (E)
College Composition Modular	3	EGL 101 (E)
English Language/Composition	3	EGL 101 (E)
Analyzing & Interpreting Literature	3	EGL 102 (H)
English Literature/Composition	6	EGL 101 (E), EGL 102 (H)
English Literature	6	EGL 203 (H), EGL 204 (H)
American Literature	6	EGL 205 (H), EGL 206 (H)

CLEP Exam	Credits	Transfer Equivalency
Humanities	3	Humanities Elective (H)
<b>Foreign Languages</b>		
French Language Level 1	6	FRN 101 (H), FRN 102 (H)
Spanish Language Level 1	6	SPN 101 (H), SPN 102 (H)
<b>History &amp; Social Sciences</b>		
American Government	3	POS 201 (SS)
Educational Psychology, Introduction to	3	PSY 207
Human Growth and Development	3	PSY 201 (SS)
Macroeconomics, Principles of	3	ECO 222 (SS)
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)
<b>Sciences &amp; Mathematics</b>		
Calculus	4	MAT 201 (M)
College Algebra	3	Math Elective (M)
College Mathematics	3	Math Elective (M)
Precalculus	4	MAT 121 (M)

CLEP Exam	Credits	Transfer Equivalency
Biology	3	BIO 101 (S)
Chemistry	4	CHM Elective (S) (non-lab)

## 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:

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

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

**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 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.

## 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 60 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 30 credits in a program of study at Cecil College, or complete the last 15 credits of a curriculum at Cecil College. 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 081 through 100 may not be used to satisfy graduation requirements.

The Chief Academic Officer or designee may grant exceptions to the above procedures.

## Graduation Requirements

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

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, Associate of Science (AS) Degree, or the Associate of Science in Engineering (ASE) Degree, students must complete a minimum of 60 credits of college-level work. Of the 60 credits, 28 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 <i>Freshman Composition (EGL 101) required.</i>	3
<i>Composition &amp; Literary Forms (EGL 102) or Technical Writing (EGL 211).</i>	3
Arts and Humanities <i>Students must complete two courses.</i>	6
Mathematics <i>Students must complete one 3-4 credit mathematics course.</i>	3-4
Biological/Physical Science w/Lab <i>Students must complete 7 to 8 credits, including one lab science.</i>	7-8
Social and Behavioral Sciences <i>Students must complete two courses.</i>	6

Description	Credits Required
Interdisciplinary and Emerging Issues <i>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.</i>	3

## Associate of Applied Science (AAS), Associate of Fine Arts (AFA)

To be eligible for the Associate of Applied Science (AAS) or Associate of Fine Arts (AFA) Degree, students must complete a minimum of 60 credits of college-level work. Of the 60 credits, 18 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 w/Lab	4
Interdisciplinary and Emerging Issues <i>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.</i>	3
Social and Behavioral Sciences	3

## Grading

### 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 MyCecil (<https://my.cecil.edu/ICS>). The term grade report and unofficial transcript at MyCecil ([https://my.cecil.edu/ICS/Registration/Home.jnz?portlet=Unofficial\\_Transcript](https://my.cecil.edu/ICS/Registration/Home.jnz?portlet=Unofficial_Transcript)) 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 <sup>1</sup>	Poor	1
F	Failure	0
FX	Failure / Never Attended	0

<sup>1</sup> 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:

Grade Designation	Interpretation
I	Incomplete
NG	No Grade or Late Grades
S	Satisfactory
U	Unsatisfactory
M	Post-Deadline Withdrawal
W	Withdrawal
K	Audit

Grade Designation	Interpretation
V	Waiver of Prior Failing Grades

## 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 and PTA 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.

## 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.

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

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 appropriate Dean 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 (<https://www.cecil.edu/catalog/policies-procedures/#Grievance>) (beginning with Step #3).

## 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 3.5 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.

## **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.

For more detailed information, see the complete Academic Honesty Policy (<https://www.cecil.edu/catalog/policies-procedures/#Honesty>).

## **Academic Standards for Credit Students Policy**

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 advisors. Each semester Academic Programs will identify students who are not making academic progress. Academic progress is defined as maintaining a cumulative grade point average (GPA) of at least 2.0 for the time enrolled at Cecil College. Student Services and Enrollment Management will provide intervention and support for students to encourage their academic progress. Students who are not making academic progress will be subject to academic probation or academic suspension. Developmental courses are considered in the determination of the GPA for academic probation or academic suspension.

## **Academic Probation**

Students who have attempted 12 credits will be placed on academic probation in the next semester in which they enroll if their cumulative GPAs are less than 2.0. With their academic advisors' approval, students will be permitted to enroll for a maximum of 12 credit hours in the first semester of academic probation. Students will be encouraged to complete any prerequisite course(s) in their programs of studies and/or to repeat those courses in which they have received failing grades. Students who have registered prior to receiving notice of academic probation must meet with their academic advisors to have their current semester course schedules adjusted to comply with the provisions of this policy.



1. Upon completion of each semester, the Chief Academic Officer or designee will notify students whose cumulative GPAs are below 2.0 (after 12 or more credits), indicating (1) that they have been placed on academic probation; (2) that they must meet with their academic advisors prior to finalizing their next semester's schedules; and (3) that their next semester's course loads cannot exceed 12 credit hours without the approval and signature of their academic advisors.
2. Students who achieve a 2.0 semester GPA or higher will remain on academic probation as long as their cumulative GPA falls below the 2.0 cumulative GPA required for graduation.
3. Students on probation who do not have a semester or cumulative GPA of 2.0 or higher, will then be restricted to 7 credits in the next semester.

### **Satisfaction of Academic Probation**

In order for academic probation to be lifted, students must achieve and maintain at least a 2.0 cumulative GPA.

### **Academic Suspension**

Students on academic probation for two consecutive semesters who do not achieve a minimum 2.0 semester GPA will be placed on academic suspension for one semester. Students may not enroll in credit courses while on academic suspension.

1. Upon completion of the probationary semesters, the Chief Academic Officer or designee will notify students whose semester GPAs are below 2.0 indicating that they have been placed on academic suspension.
2. Students who wish to appeal academic suspension must follow the procedures for appeal.

### **Reinstatement**

Students readmitted after academic suspensions are considered to be on academic probation. Refer to academic probation procedures.

### **Appeal**

Students have one opportunity to appeal academic suspension. The appeal process must be completed before the start of the next semester. After the semester has begun, no appeals

of academic suspension will be acknowledged.

1. Students must submit a formal letter of appeal including supporting documentation to the Chief Academic Officer or designee.
2. Upon receipt of appeal documentation, a decision will be made and students will be notified within 14 days, except when the College is closed or during semester breaks.

## 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 (<https://www.cecil.edu/catalog/course-descriptions>). 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 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 and on the web.

## **Course Substitutions**

Students requesting course substitutions are required to get written permission from the appropriate academic administrator or program department chair. The substitution form must be filled out by the student, submitted to the appropriate academic administrator or program 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. Students should maintain a copy of all approved substitution requests to be used in support of their graduation applications.

## **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. 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**

Certain Transportation and Logistics programs

Psychology Associate Degree

Social Work Associate Degree

Supply Chain Management Associate Degree

Visual Communications (certificate and degree programs)

**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 George's Community College**

Nuclear Medicine Tech

Investigative Forensics

Forensic Transfer Studies

**Wor-Wic Community College**

Hotel-Motel-Restaurant Management

Criminal Justice

# Degree, Certificate & General Education Information

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; one that prepares them for immediate entry into the workforce; or a program that helps them upgrade skills in their current career.

## Degree Programs

There are six associate's degrees:

### **Associate of Arts (A.A.)**

Recognizes mastery in the liberal arts (humanities, social sciences and similar subjects) and in the fine arts. The associate of arts degree transfers to appropriate baccalaureate programs and provides for career exploration and skills upgrading.

### **Associate of Science (A.S.)**

Recognizes a curricular focus in science, mathematics, or technology. The associate of science degree transfers to appropriate baccalaureate programs and also provides for career exploration and skills upgrading.

### **Associate of Applied Science (A.A.S.)**

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.

### **Associate of Arts in Teaching (A.A.T.)**

Designed for transfer to a Maryland four-year institution to obtain a baccalaureate degree and teacher certification.

### **Associate of Fine Arts (A.F.A.)**

Designated for transfer to a four-year institution to obtain a baccalaureate degree.

### **Associate of Science in Engineering (A.S.E.)**

Designated for transfer to a four-year institution for continued study in engineering

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 or better in college-level courses (A.A.T. programs require students to earn a cumulative grade point average of 2.75 and they must pass the Praxis Core Academic Skills for Educators (CORE) test). In addition, students must meet other graduation requirements (<https://www.cecil.edu/catalog/academic-information-standards/#GradRequirements>) and general education requirements.

## 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 (<https://www.cecil.edu/catalog/academic-information-standards/#Graduation>).

## 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 institution.
3. The career education program prepares students for immediate employment in technical and business fields and allows students to continue studies at four-year institutions.



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 or certification, re-train for new occupations, enrich cultural backgrounds, and develop specialized interests. It also provides contract training for business and industry.
5. Student Services and Institutional Effectiveness provides students with a variety of resources, including academic advising and support, multicultural affairs, job placement and career management services, financial aid services, student development activities, and intercollegiate athletics.

## General Education – Student Learning Outcomes

### POLICY REVISION

Please note that this policy has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the [addendum](https://www.cecil.edu/catalog/addendum/updated-policy-general-education-student-learning-outcomes) (<https://www.cecil.edu/catalog/addendum/updated-policy-general-education-student-learning-outcomes>) for the updated 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 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. awareness of ethics, cultural diversity, artistic expression, health and wellness issues,  
and the physical and social environment; and
- G. information literacy including finding, evaluating and using information effectively.

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 Affairs Committee.

## General Education and Institutional Requirements

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.), Associate of Science (A.S.), and Associate of Science in Engineering (A.S.E.) Degrees (minimum of 28 general education credits)

### Arts and Humanities

- 6 semester credit hours in the arts and humanities general education courses

### 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 (EGL 101)

### 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

### General Education Electives

- Additional general education courses to complete a minimum of 28 semester hours

### Institutional Requirement

- 3 additional credits in Composition and Literature (EGL 102) or Technical Writing (EGL 211)

General Education Requirements and Institutional Requirements for Associate of Applied Sciences (A.A.S.) and Associate of Fine Arts (A.F.A.) Degrees (minimum of 18 general education credits)

#### 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 18 semester hours

## Definition of General Education Competencies for Cecil College

### Written and Oral Communication

Cecil College defines college-level writing competency according to the Standards for a “C” Paper as approved on March 3, 1998, by the Maryland Statewide English Composition Committee and on April 21, 1998 by the Inter-segmental Chief Academic Officers of Maryland’s two- and four-year institutions of higher education.

College-level oral communication is defined as improved oral expression, listening, critical thinking, and message analysis, and enhanced appreciation and understanding of various forms of expression/communication.

### **Scientific and Quantitative Reasoning**

Cecil College defines college-level competency in scientific reasoning as students' ability to articulate the elements of the scientific method, and the application of such elements to the analysis and the practice of science. Students should be able to collect, analyze, interpret, evaluate, and present data.

College-level quantitative reasoning is defined by the following approved statewide attributes:

- a. Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them.
- b. Represent mathematical concepts verbally, and where appropriate, symbolically, visually, and numerically.
- c. Use arithmetic, algebraic, geometric, technological, or statistical methods to solve problems.
- d. Use mathematical reasoning with appropriate technology to solve problems, test conjectures, judge the validity of arguments, formulate valid arguments, and communicate the reasoning and the results.
- e. Estimate and check answers to mathematical problems in order to determine reasonableness.
- f. Recognize and use connections within mathematics and between mathematics and other disciplines.

### **Critical Analysis and Reasoning**

Cecil College defines college-level proficiency in critical analysis and reasoning to include, but not limited to, the following: application, analysis, synthesis, evaluation, problem solving, and decision making, as well as creative thinking, meta-cognition, and productive habits of the mind.

### **Technological Competency**

Cecil College defines college-level technological competency as the students' ability to engage in technology collaboration; use and create structured digital documents; perform technology-enhanced presentations; use technology tools for research and evaluation; use databases to manage information; use technology tools for analyzing qualitative and

quantitative data; use graphical and multimedia representational technologies; demonstrate familiarity with major legal, ethical, privacy and security issues; demonstrate a working knowledge of hardware and software applications; and create an HTML web page.

### Information Literacy

Cecil College defines college-level information literacy as the students' ability to recognize the need for information; identify what information is needed; find that information; evaluate information critically for relevance and credibility; use information to solve problems or answer questions; and use information legally and ethically.

## General Education Course Codes

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

Course Code	Interpretation
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

Computer 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.

The associate degree programs at Cecil College 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.

## Approved General Education Courses by Category

The associate degree programs at Cecil College 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.

**Important!** Transfer students should consult with an academic advisor when choosing general education courses from the approved list since each transfer institution has slightly different requirements.

Course Code	Course Title	Credits
<b>English (E)</b>		
EGL 101	Freshman Composition	3
<b>Arts and Humanities (H)</b>		
ART 101	Fundamentals of Design	3
ART 110	Color	3
ART 130	Drawing I	3
ART 140	Painting I	3
ART 141	Survey of Art History	3
ART 150	Art Appreciation and Museum Studies	3
ART 152	Sculpture I	3
ART 160	Beginning Ceramics	3
ART 180	Basic Photography	3

Course Code	Course Title	Credits
ART 181	Introduction to Movie Making	3
ART 194	Wheel Thrown Ceramics	3
ART 201	Three-Dimensional Design	3
ART 230	Drawing II	3
ART 240	Painting II	3
ART 242	Survey of Modern Art History	3
ART 260	Intermediate Ceramics	3
EGL 102	Composition and Literature	3
EGL 202	Folklore in Literature	3
EGL 203	British Lit. to 18th c.	3
EGL 204	British Lit. 18th c. to Present	3
EGL 205	American Lit. to 1865	3
EGL 206	American Lit. 1865 to Present	3
EGL 209	Introduction to African American Literature	3
EGL 213	Introduction to Film	3
EGL 215	Introduction to Creative Writing	3
EGL 260	Children's Literature	3
HCD 270	Ethical Issues in Healthcare	3
HST 101	Western Civilization I	3
HST 102	Western Civilization II	3
HST 110	World History I	3

Course Code	Course Title	Credits
HST 111	World History II	3
HST 201	History of the United States I	3
HST 202	History of the United States II	3
HST 242	Survey of Modern Art History	3
MUC 104	Guitar Class	3
MUC 122	Music Appreciation	3
MUC 135	History of Rock	3
MUC 143	Music Fundamentals	3
PHI 101	Introduction to Philosophy	3
PHI 201	Ethics - Contemporary Moral Issues	3
PHI 205	Philosophy of Religion	3
PHI 270	Ethical Issues in Healthcare	3
RUS 101	Russian I	3
RUS 102	Russian II	3
SPH 121	Interpersonal Communications	3
SPH 141	Public Speaking	3
SPN 101	Introductory Spanish I	3
SPN 102	Introductory Spanish II	3
SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3
THE 161	Introduction to Theatre	3



Course Code	Course Title	Credits
THE 171	Acting Fundamentals	3
THE 184	Introduction to Acting for Screen and Stage	3
THE 262	Theatre History	3
THE 275	Theatre History II	3
<b>Interdisciplinary and Emerging Issues (I)</b>		
CIS 101	Introduction to Computer Concepts	3
CSC 104	Computer Science Fundamentals	3
CSC 105	Geographic Information Systems	3
CSC 110	Ethics in Information Technology	3
CSC 202	Creative Design	3
EGL 210	Topics in World Literature	3
ENV 106	Introduction to Environmental Science	3
GIS 101	Geographic Information Systems	3
HEA 130	Healthful Living	3
HEA 173	Human Sexuality	3
HST 135	History of Rock	3
HST 141	Survey of Art History	3
MUC 151	Film Music	3
MUC 128	Introduction to Audio Technology	3
<b>Mathematics (M)</b>		
MAT 121	Precalculus	4

Course Code	Course Title	Credits
MAT 123	Finite Math	3
MAT 125	Applied Calculus	4
MAT 127	Introduction to Statistics	4
MAT 128	Introduction to Statistics II	4
MAT 201	Calculus I w/ Analytical Geometry	4
MAT 202	Calculus II w/ Analytic Geometry	4
MAT 203	Multivariable Calculus	4
MAT 236	Discrete Structures	3
MAT 240	Introduction to Linear Algebra	4
MAT 246	Introduction to Differential Equations	3
<b>Physical and Biological Sciences (S and SL)</b>		
AST 103	Principles of Astronomy	4
BIO 101	General Biology <sup>1</sup>	3
BIO 103	Introduction to Zoology <sup>1</sup>	3
BIO 104	Botany: Introduction to Horticulture <sup>1</sup>	3
BIO 123	Foundations of Nutrition* (no lab)	3
BIO 130	Principles of Biology I <sup>1</sup>	3
BIO 132	Principles of Biology II <sup>1</sup>	3
BIO 200	Microbiology <sup>1</sup>	3
BIO 208	Human Anatomy and Physiology I <sup>1</sup>	3
BIO 209	Human Anatomy and Physiology II <sup>1</sup>	3

Course Code	Course Title	Credits
CHM 103	General Chemistry I <sup>1</sup>	3
CHM 104	General Chemistry II <sup>1</sup>	3
CHM 109	Chemistry and Art	4
ENV 106	Introduction to Environmental Science <sup>1</sup>	3
ENV 150	Introduction to Energy Sustainability	4
PHY 103	Physics Today	4
PHY 120	Light Science	4
PHY 181	Introductory College Physics I w/ Lab	4
PHY 182	Introductory College Physics II w/ Lab	4
PHY 217	General Calculus Physics I w/Lab	4
PHY 218	General Calculus Physics II w/Lab	4
PHY 219	General Calculus Physics III w/Lab	4
PSC 105	General Physical Science w/ Lab	4
PSC 120	Physical Geology	4
PSC 125	Essentials of Weather	4
PSC 135	Introduction to Climate Science w/Lab	4
PSC 140	Introduction to Ocean Studies w/ Lab	4
PSC 150	Introduction to Energy and Sustainability	4
PSC 220	Meteorology	4
<b>Social and Behavioral Sciences (SS)</b>		
ANT 101	Cultural Anthropology	3

Course Code	Course Title	Credits
COU 102	Dynamics of Human Interaction	3
ECO 221	Economics – Micro	3
ECO 222	Economics – Macro	3
GEO 101	Physical Geography	3
GEO 102	Cultural Geography	3
POS 101	Introduction to Political Science	3
POS 201	American Government	3
PSY 101	Introduction to Psychology	3
PSY 201	Human Growth and Development	3
PSY 222	Organizational Psychology	3
SWK 101	Introduction to Social Work	3
SOC 101	Introduction to Sociology	3
SOC 102	Social Problems	3
SOC 103	Marriage and the Family	3
SOC 105	Perspective in Human Diversity	3

<sup>1</sup> Must be combined with a lab course to meet the lab science requirement.

# Programs of Study

Cecil College offers the following academic degree and certificate programs. Each program area is briefly described and includes a list of required general education and program specific courses. A recommended sequence of courses is also provided for completing the degree program as a full-time student.

**Note:** Programs marked with an asterisk (\*) are new or have been revised, but were approved after August 25, 2018, the official publish date of this document. Please refer to the Addendum (<https://www.cecil.edu/catalog/addendum>) for more information.

Program of Study	Degree	Certificate
<b>Art and Design</b>		
Art – Ceramics		CERC
Art – Drawing and Painting		DAPC
Art and Design	AFAD	
Art and Design – Drawing and Painting Concentration	CNDP	
Art and Design – Ceramics Concentration	CNCM	
Art and Design – Graphic Design Concentration	CNGD	
Fine Arts – Art History Concentration	AFAH	
Fine Arts – Ceramics and Sculpture Concentration	AFCS	
Fine Arts – Drawing and Painting Concentration	AFDP	
Fine Arts – Graphic Design Concentration	AFGD	
Fine Arts – Interactive and Motion Arts Concentration	AFIM	
Fine Arts – Photography and Digital Arts Concentration	AFPD	
Fine Arts – Studio Arts Concentration	AFSA	

Program of Study	Degree	Certificate
Arts and Sciences Transfer — Arts Option – Ceramics	ASCO	
Arts and Sciences Transfer — Arts Option – Drawing/Painting	ADPZ	
Arts and Sciences Transfer — Arts Option – Graphic Design	AGRZ	
<b>Business and Transportation &amp; Logistics</b>		
Accounting	ACCR	ACCL
Business Administration Transfer	BAAR	
Leadership and Management	BLMR	
Management	BCMN	BMLC
Marketing	BCMS	BCMA
Public Relations		PREC
Supply Chain Management	TLSR	TLSC
Transportation Logistics and Management	TLTM	
<b>Computer Technology and Cybersecurity</b>		
Computer Science	ASCC	
Cybersecurity	ASCR*	CECY
Programming	CIPZ*	CCPR*
<b>Engineering</b>		
Civil Engineering	ASCV	
Computer Aided Drafting and Design	CADZ	
Electrical Engineering	ASEN	
Engineering – Aerospace Engineering Concentration	CNEA	

Program of Study	Degree	Certificate
Engineering – Chemical Engineering Concentration	CNEC	
Engineering – Computer Engineering Concentration	CNEO	
Engineering – Engineering Science Concentration	CNES	
Mechanical Engineering	ASEM	
<b>General Studies and Social Sciences</b>		
General Studies Transfer – General Studies Concentration	CNGG*	
General Studies Transfer – English Concentration	CNGE*	
General Studies Transfer – History Concentration	CNGH*	
General Studies Transfer – Philosophy Concentration	CNGP*	
General Studies Transfer – Sociology Concentration	CNGS*	
Psychology	ASPR	
<b>Health Professions</b>		
Exercise Sciences	ASET	
Health Information Technology	HITD	
Health Navigator – Public Health Generalist		HENC
Healthcare Sciences	HCSR	
Nursing (RN & LPN)	NURR	LPNC
Paramedic	EMTR	
Personal Trainer/Fitness Manager		PTFC
Physical Therapist Assistant	PTAR	
Public Health – Environmental Public Health Concentration	CNEP	

Program of Study	Degree	Certificate
Public Health – Health Navigator Concentration	CNHN	
Public Health – Public Health Generalist Concentration	CNPH	
Public Health for Healthcare Professionals		PHPC
<b>Law, Public Safety, and Human Services</b>		
Addictions and Chemical Dependency	ACHD	ACHC
Criminal Justice	CJRR	
Fire Science Technology	FSTR	
Paralegal Studies	ASPP	
Social Work	ASWR	
<b>Performing Arts</b>		
Audio Technology		ADTC
Music – Music Concentration	CNMR	
Music – Voice Concentration	CNVR	
Music – Audio Concentration	CNAR	
Music – Music Education Concentration	CNMU	
Music Performance		MUPC
Performing Arts – Theatre Concentration	CNTC	
Performing Arts – Music Concentration	CNMC	
Performing Arts – Live Arts Concentration	CNLA	
Theatre		THEC
<b>Sciences and Mathematics</b>		



Program of Study	Degree	Certificate
Biological Sciences – Biology Concentration	CNBB	
Biological Sciences – Environmental Science Concentration	CNBE	
Chemistry	ASCH	
Environmental Science	ASES	
Equine Studies	AEQR	ESTC
Equine Studies – Management		ESMC
Geology	ASGE	
Horticultural Science	HTSS	HTSC
Mathematics	ASMR	
Meteorology	ASMT	
Ocean Studies	ASOS	
Physics	ASPH	
<b>Teacher Education</b>		
Early Childhood Education	ENAT	
Elementary Education	ERAT	
Secondary Education	ESER	
Secondary Education – Chemistry Concentration	CNSC	
Secondary Education – English Concentration	CNSE	
Secondary Education – Mathematics Concentration	CNSM	
Secondary Education – Physics Concentration	CNSP	
Secondary Education – Chemistry	SCAT	

Program of Study	Degree	Certificate
Secondary Education – English	SEAT	
Secondary Education – Mathematics	SMAT	
Secondary Education – Physics	SPAT	
<b>Visual Communications</b>		
Basic Photography		BAPC
Digital Imaging		VDIC
Photography Lab		PLTC
Portfolio Production		POPC
Professional Photography		PPHC
Simulation Design and Gaming	SOGR	SOGC
Studio Photography		STPC
Video Production		VIPC
Video Technology		VITC
Visual Communications – Communications Concentration	CNVC	
Visual Communications – Graphic Design and Multimedia Concentration	CNVG	
Visual Communications – Photography Concentration	CNVP	
Visual Communications – Video Production Concentration	CNVV	
Visual Communications – Web Design and Multimedia Concentration	CNVW	
Web Design and Multimedia		CDMC

# Art – Ceramics (Certificate)

Award: Certificate

Degree Code: CERC

Number of Credits: 13-15

## Program Description

This program provides a comprehensive foundation in ceramics for individuals seeking professional development or self-enrichment, or is for individuals planning continued study in the field of ceramics. Students will learn a variety of building, decorating and firing techniques and begin to develop their own creative vision.

## Required Courses

Course Number	Course Title	Credits
ART 160	Beginning Ceramics	3
ART 161 or ART 167	Ceramics/Japanese Raku or Ceramics/Japanese Raku	1-3
ART 169	Ceramics/Majolica Glaze Painting	3
ART 194 or ART 261	Wheel Thrown Ceramics or Advanced Ceramics	3
ART 260	Intermediate Ceramics	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency working with a wide range of materials, tools, techniques, and processes pertaining to ceramics and sculpture to create work from concept to finished product.

- Demonstrate an understanding of design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent.
- Demonstrate an understanding of the history of ceramics and sculpture. This includes the history of art, craft, the relationship of ceramics to other art disciplines, and its influence on culture.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills in ceramics or sculpture.

# Art – Drawing and Painting (Certificate)

**Award:** Certificate

**Degree Code:** DAPC

**Number of Credits:** 24

## Program Description

This program provides a strong foundation in the area of drawing. Emphasis is on the development of observational skills, technical ability and ultimate application to envisioned images. Students work with various techniques and materials to create convincing illusions of three-dimensional forms and spatial depth.

## Required Courses

### Program Requirements

Course Number	Course Title	Credits
ART 101 <b>or</b> ART 110	Fundamentals of Design I <b>or</b> Color	3
ART 130	Drawing I	3
ART 140	Painting I	3
ART 230 <b>or</b> ART 240	Drawing II <b>or</b> Painting II	3
ART 232	Figure Drawing	3

### Program Electives

Select 9 credits from the following:

Course Number	Course Title	Credits
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Course Number	Course Title	Credits
ART 132	Landscape and Nature Drawing	3
ART 142	Landscape and Nature Drawing	3
ART 230	Drawing II	3
ART 231	Portrait Drawing	3
ART 240	Painting II	3
ART 241	Portrait Painting	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency working with a wide range of materials and tools, techniques, and processes pertaining to drawing and painting to create work from concept to finished product. This includes knowledge of dry media, paint and surfaces.
- Demonstrate an understanding of the principles of design, color concepts, media and formats, and the ability to apply them to a specific aesthetic intent.
- Demonstrate comprehension of art with a historical and contemporary context.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills in drawing and painting.

# Art and Design (Associate of Fine Arts)

**Award:** Associate of Fine Arts

**Degree Code:** AFAD

**Number of Credits:** 60

## Program Description

The Associate of Fine Arts degree in Art and Design provides the foundation coursework and studio expertise that parallels the first two years of a Bachelor of Fine Arts degree (BFA) in Art and Design, the professional degree in the Art and Design field. Upon completion of the A.F.A, students will have created an artistic portfolio of work to transfer to a college, university or art school. The program prepares students with an intensive studio-based curriculum stressing the development of artistic techniques and critical thinking skills. Students study a variety of art disciplines preparing them for continued study in Art and Design leading to careers in the following fields: fine art, art education, art therapy, graphic design, curatorial studies, advertising, fashion design, and interior design. Students may concentrate their studies in subjects including animation, ceramics, digital art, drawing, graphic design, illustration, painting, photography, printmaking or sculpture. Students should consult with art faculty early in their academic program to determine which electives will best meet their needs.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ART 101	Fundamentals of Design [H]	3
ART 141	Survey of Art History [H]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT	Math Elective [M]	3
PSY 101 or SOC 101	Introduction to Psychology [SS] or Introduction to Sociology [SS]	3
SCI	Science Elective with Lab [S/SL]	4

## Program Requirements

Course Number	Course Title	Credits
ART 130	Drawing I [H]	3
ART 140	Painting I [H]	3
ART 160	Beginning Ceramics [H]	3
ART 201	Three-Dimensional Design [H]	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
ART 230	Drawing II [H]	3
ART 242	Survey of Modern Art History [H]	3
ART 293	Professional Portfolio Production	3
ART/VCP	Studio Electives <sup>1</sup>	13

## Studio Electives



Choose 13 credits from the following studio electives. Studio electives may be selected from any of the Studio Elective categories in order to meet the needs of your area(s) of concentration. The courses listed within each category are recommended for that particular course of study. It is also recommended that you work with art faculty to identify a transfer institution and art focus that best suits your needs before selecting electives.

Course Number	Course Title	Credits
<b>Ceramics and Sculpture Studio Electives</b>		
ART 152	Sculpture I [H]	3
ART 182	Sculpture II	3
ART 260	Intermediate Ceramics [H]	3
ART 261	Advanced Ceramics	3
ART 167	Ceramics Japanese Raku	3
ART 179	Surface Design for Ceramics	3
ART 194	Wheel-Thrown Ceramics [H]	3
ART 196	Wheel-Thrown Ceramics II	3
ART 296	Wheel-Thrown Ceramics III	3
<b>Fine Arts Studio Electives</b>		
ART 105	Illustration, Materials and Techniques	3
ART 110	Color <sup>1</sup> [H]	3
ART 150	Art Appreciation and Museum Studies [H]	3
ART 183	Digital Illustration I	4
ART 231	Portrait Drawing	3
ART 232	Figure Drawing	3
ART 240	Painting II [H]	3

Course Number	Course Title	Credits
<b>Digital Arts and Graphic Design Studio Electives</b>		
ART 105	Illustration, Materials and Techniques	3
ART 110	Color <sup>1</sup> [H]	3
ART 180	Basic Photography [H]	3
ART 183	Digital Illustration I	4
ART 232	Figure Drawing	3
ART 152	Sculpture I [H]	3
VCP 101	Photography I	4
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 136	Multimedia Production I	4
VCP 230	Graphic Design Studio	4
<b>Photography Studio Electives</b>		
ART 110	Color <sup>1</sup> [H]	3
ART 180	Basic Photography [H]	3
ART 183	Digital Illustration I	4
VCP 101	Photography I	4
VCP 111	Studio Photography	4
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition
ART 101	Fundamentals of Design
ART 130	Drawing I
MAT	Math Elective
ART/VCP	Studio Elective
<b>Spring I (16 credits)</b>	
EGL 102	Composition and Literature
ART 140	Painting I
ART 160	Beginning Ceramics
SCI	Science Elective with Lab
ART/VCP	Studio Elective
<b>Fall II (15 credits)</b>	
ART 141	Survey of Art History
PSY 101 or SOC 101	Introduction to Psychology or Introduction to Sociology
ART 201	Three-Dimensional Design
ART 230	Drawing II

Course Number	Course Title
ART 242	Survey of Modern Art History
<b>Spring II (14 credits)</b>	
VCP 116	Digital Imaging I
VCP 117	Digital Imaging II
ART 293	Professional Portfolio Production
ART/VCP	Studio Electives

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Describe visual concepts and express them using appropriate artistic vocabulary in written and oral presentations.
- Demonstrate creativity in visual, technical, and conceptual problem-solving.
- Apply technical skills and competency in a wide range of art media and techniques.
- Solve visual problems in a manner that reflects individual creativity, technical expertise, and an understanding of historical and contemporary art.
- Demonstrate a work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic.
- Write and speak with clarity, think critically and analytically, and express one's ideas about a personal artistic vision and the vision of others.
- Use the critique process and self-reflection to develop a fine art professional portfolio for transfer or career development.

## Career Opportunities

Art teacher, fine artist, illustrator, graphic designer, animator, art director, architectural designer, art historian, curator, art critic, art therapist, fashion designer, gallery director, industrial designer, interior designer, creative director, commercial artist, multimedia artist,

museum archivist, layout artist, photographer, photojournalist, videographer, web designer, and other art related careers.

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<sup>1</sup> Color (ART 110) is recommended for all concentrations.

# Art and Design with Areas of Concentration (Associate of Arts)

**Award:** Associate of Arts

**Degree Code:** CNDP (Drawing and Painting Concentration) - 60 Credits

**Degree Code:** CNCM (Ceramics Concentration) - 60 Credits

**Degree Code:** CNGD (Graphic Design Concentration) - 60 Credits

## Program Description

The Associate of Arts in Art and Design provides the foundation for transfer into a Bachelor of Arts (BA) program at a four-year college or university. It prepares students for initial employment or career advancement in the following areas: fine arts, illustration, commercial arts, K-12 art education, curatorial and museum studies, model making and special effects, 3-D digital arts, decorative arts, art therapy, advertising, graphic arts, animation, clay animation, art direction, arts administration, fashion design, interior design, or photography. Students should consult with the fine arts program coordinator and art faculty early in their academic program to determine which electives will best meet their needs.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ART 101	Fundamentals of Design [H]	3
ART 141	Survey of Art History [H]	3

Course Number	Course Title	Credits
ART 130	Drawing I [H]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT	Math Elective [M]	3
SCI	Science Elective [S/SL]	3
SCI	Science Elective with Lab [SL]	4
SOC SCI	Social Science Electives [SS] <sup>1</sup>	6
Concentration Requirements and Electives		29

## Areas of Concentration

Students may declare one or more areas of concentration in Drawing and Painting, Ceramics, and Graphic Design. It is recommended that students contact the fine arts program coordinator and art faculty to identify transfer institutions and art concentrations before selecting electives. Requirements for each concentration appear on the pages that follow.

### Ceramics Concentration Requirements

Course Number	Course Title	Credits
ART 160	Beginning Ceramics [H]	3
ART 179	Surface Design for Ceramics	3
ART 194	Wheel-Thrown Ceramics I [H]	3
ART 196	Wheel-Thrown Ceramics II	3
ART 260	Intermediate Ceramics [H]	3
ART 261	Advanced Ceramics	3

Course Number	Course Title	Credits
ART 293	Professional Portfolio Production	3
<b>Concentration Electives – Select 8 Credits</b>		
ART 152	Sculpture I [H]	3
ART 163	Ceramics/Masks and Self Portraits	1
ART 164	Ceramics/Small Sculpture	1
ART 167	Ceramics/Japanese Raku	3
ART 201	Three-Dimensional Design [H]	3
ART 291	Portfolio Production	1
ART 292	Portfolio Production	2
ART 296	Wheel-Thrown Ceramics III	3
ART	Art Elective	1–4

## Drawing and Painting Concentration Requirements

Course Number	Course Title	Credits
ART 110	Color [H]	3
ART 140	Painting I [H]	3
ART 152 <b>or</b> ART 160 <b>or</b> ART 201	Sculpture I [H] <b>or</b> Beginning Ceramics [H] <b>or</b> Three-Dimensional Design [H]	3
ART 230 <b>or</b> ART 240	Drawing II [H] <b>or</b> Painting II [H]	3
ART 231 <b>or</b> ART 232	Portrait Drawing <b>or</b> Figure Drawing	3



Course Number	Course Title	Credits
ART 293	Professional Portfolio Production	3
<b>Concentration Electives – Select 11 Credits <sup>2</sup></b>		
ART 105	Illustration, Materials and Techniques	3
ART 150	Art Appreciation and Museum Studies [H]	3
ART 152	Sculpture I [H]	3
ART 160	Beginning Ceramics [H]	3
ART 179	Surface Design for Ceramics	3
ART 183	Digital Illustration I	4
ART 201	Three-Dimensional Design [H]	3
ART 230	Drawing II [H]	3
ART 231	Portrait Drawing	3
ART 232	Figure Drawing	3
ART 240	Painting II [H]	3
ART 291	Portfolio Production I	1
ART 292	Portfolio Production II	2
ART	Art Elective	1–4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 101	Photography I	4

## Graphic Design Concentration Requirements

Course Number	Course Title	Credits
ART 110	Color [H]	3
ART 152 <b>or</b> ART 160 <b>or</b> ART 201	Sculpture I [H] <b>or</b> Beginning Ceramics [H] <b>or</b> Three-Dimensional Design [H]	3
ART 293	Professional Portfolio Production	3
VCP 101	Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
<b>Concentration Electives – Select 8 Credits <sup>2</sup></b>		
ART 105	Illustration, Materials and Techniques	3
ART 140	Painting I [H]	3
ART 152	Sculpture I [H]	3
ART 160	Beginning Ceramics [H]	3
ART 183	Digital Illustration I	4
ART 201	Three-Dimensional Design [H]	3
ART 230	Drawing II [H]	3
ART 231	Portrait Drawing	3
ART 232	Figure Drawing	3
ART 291	Portfolio Production I	1
ART 292	Portfolio Production II	2
ART	Art Elective	1–4

Course Number	Course Title	Credits
VCP 119	Digital Imaging IV	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
ART 101	Fundamentals of Design
EGL 101	Freshman Composition
MAT	Math Elective
SCI	Science Elective
SOC SCI	Social Science Elective
<b>Spring I (15 credits)</b>	
ART 130	Drawing I
ART 141	Survey of Art History
EGL 102	Composition and Literature
SCI	Science Elective
SOC SCI	Social Science Elective
<b>Fall II (14 credits)</b>	
Concentration Requirements and Electives	
<b>Spring II (15 credits)</b>	

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Course Number	Course Title
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Concentration Requirements and Electives	
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## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate visual problem solving and creative thinking skills.
- Demonstrate proficiency working with a range of art media and techniques.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept development, and technical skill.
- Demonstrate an understanding and appreciation of the arts and the importance of interdisciplinary research.
- Demonstrate an understanding of visual art in its cultural context.

## Career Opportunities

Fine arts, illustration, commercial arts, K-12 art education, curatorial and museum studies, model making and special effects, 3-D digital arts, decorative arts, art therapy, advertising, graphic arts, animation, clay animation, art direction, arts administration, fashion design, interior design, or photography.

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

<sup>2</sup> Art electives are chosen to tailor the program of study to specific transfer goals. It is recommended that students contact the fine arts program coordinator and art faculty before selecting art elective courses.

# Fine Arts with Areas of Concentration (Associate of Fine Arts)

**Award:** Associate of Fine Arts

**Degree Code:** AFAH (Art History Concentration) - 60 Credits

**Degree Code:** AFCS (Ceramics and Sculpture Concentration) - 60 Credits

**Degree Code:** AFDP (Drawing and Painting Concentration) - 60 Credits

**Degree Code:** AFGD (Graphic Design Concentration) - 60 Credits

**Degree Code:** AFIM (Interactive and Motion Arts Concentration) - 60 Credits

**Degree Code:** AFPD (Photography and Digital Arts Concentration) - 60 Credits

**Degree Code:** AFSA (Studio Arts Concentration) - 60 Credits

## Program Description

The Associate of Fine Arts degree in Art and Design provides the foundation coursework and studio expertise that parallels the first two years of a Bachelor of Fine Arts degree (BFA) in Art and Design, the professional degree in the Art and Design field. Upon completion of the AFA, students will have created an artistic portfolio of work to transfer to a college, university or art school. The program prepares students with an intensive studio-based curriculum stressing the development of artistic techniques and critical thinking skills. Students study a variety of art disciplines preparing them for continued study in Art and Design leading to careers in the following fields: fine art, art education, art therapy, graphic design, curatorial studies, advertising, fashion design, and interior design. Students may concentrate their studies in subjects including animation, ceramics, digital art, drawing, graphic design, illustration, painting, photography, printmaking or sculpture. Students should consult with art faculty early in their academic program to determine which electives will best meet their needs.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In

addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ART 101	Fundamentals of Design [H]	3
ART 141	Survey of Art History [H]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT	Math Elective [M]	3
PSY 101 or SOC 101	Introduction to Psychology [SS] or Introduction to Sociology [SS]	3
SCI	Science Elective with Lab [SL]	4

### Program Requirements

Course Number	Course Title	Credits
ART 130	Drawing I [H]	3
ART 140	Painting I [H]	3
ART 160	Beginning Ceramics [H]	3
ART 201	Three-Dimensional Design [H]	3
ART 293	Professional Portfolio Production	3
VCP 116	Digital Imaging I	2

Course Number	Course Title	Credits
VCP 117	Digital Imaging II	2
	Associate of Fine Arts Concentration Requirements and Electives <sup>1</sup>	19

## Areas of Concentration

Students may declare one or more areas of concentration in Drawing and Painting, Ceramics and Sculpture, Graphic Design, Photography and Digital Arts, Art History, Interactive and Motion Arts, and Studio Arts. It is recommended that students contact the fine arts program coordinator and art faculty to identify transfer institutions and art concentrations before selecting electives.

### Art History Concentration Requirements (19 Credits)

The Art History concentration is designed for students who want to pursue careers in art history, art conservation, and museum studies.

Course Number	Course Title	Credits
ART 242	Survey of Modern Art History [H]	3
<b>Concentration Electives – Select 16 Credits</b>		
ART 105	Illustration, Materials and Techniques	3
ART 150	Art Appreciation and Museum Studies [H]	3
ART 152	Sculpture [H]	3
ART 179	Surface Design for Ceramics	3
ART 194	Wheel-Thrown Ceramics [H]	3
ART 231	Portrait Drawing	3
ART 232	Figure Drawing	3

Course Number	Course Title	Credits
ART 240	Painting II [H]	3
ART 260	Intermediate Ceramics [H]	3
ART 291	Portfolio Production I	1
ART 292	Portfolio Production II	2
ART	Art Elective	1-4

## Ceramics and Sculpture Concentration Requirements (19 Credits)

The Ceramics concentration is designed for students who want to pursue careers as visual artists in ceramics and sculpture.

Course Number	Course Title	Credits
ART 152	Sculpture [H]	3
ART 167	Ceramics/Japanese Raku	3
ART 179	Surface Design for Ceramics	3
ART 182	Sculpture II	3
ART 194	Wheel-Thrown Ceramics [H]	3
ART 196	Wheel-Thrown Ceramics II	3
ART 260	Intermediate Ceramics [H]	3
ART 261	Advanced Ceramics	3
ART 291	Portfolio Production I	1
ART 292	Portfolio Production II	2
ART 296	Wheel-Thrown Ceramics III	3
ART	Art Elective	1-4



## Drawing and Painting Concentration Requirements (19 Credits)

The Drawing and Painting concentration is designed for students who want to pursue careers as visual artists in fine arts related fields including drawing, painting, and illustration.

Course Number	Course Title	Credits
ART 105	Illustration, Materials and Techniques	3
ART 110	Color [H]	3
ART 179	Surface Design for Ceramics	3
ART 183	Digital Illustration I	4
ART 230	Drawing II [H]	3
ART 231	Portrait Drawing	3
ART 232	Figure Drawing	3
ART 240	Painting II [H]	3
ART 260	Intermediate Ceramics [H]	3
ART 291	Portfolio Production I	1
ART 292	Portfolio Production II	2
ART	Art Elective	1-4

## Interactive Motion Arts Concentration Requirements (19 Credits)

The Interactive and Motion Arts concentration is designed for students who want to pursue careers as visual artists in the fields of animation, film and video, game art and mobile media design.

Course Number	Course Title	Credits
ART 232	Figure Drawing	3
VCP 210	Video Production I	4

Course Number	Course Title	Credits
VCP 218	Introduction to 3D Modeling and Animation	4
<b>Concentration Electives – Select 8 Credits</b>		
ART 105	Illustration, Materials and Techniques	3
ART 110	Color [H]	3
ART 183	Digital Illustration I	4
ART 230	Drawing II [H]	3
ART 260	Intermediate Ceramics [H]	3
ART 291	Portfolio Production I	1
ART 292	Portfolio Production II	2
ART	Art Elective	1-4
VCP 101	Photography I	4
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 151	Introduction to Game Design	4
VCP 212	Video Production II	4
VCP 219	3D Modeling for Real-Time Environments	4

## Graphic Design Concentration Requirements (19 Credits)

The Graphic Design concentration is designed for students who want to pursue careers as visual artists in graphic design and related fields.

Course Number	Course Title	Credits
ART 110	Color [H]	3

Course Number	Course Title	Credits
VCP 118	Digital Imaging III	4
<b>Concentration Electives – Select 12 Credits</b>		
ART 105	Illustration, Materials and Techniques	3
ART 152	Sculpture [H]	3
ART 183	Digital Illustration I	4
ART 230	Drawing II [H]	3
ART 232	Figure Drawing	3
ART 291	Portfolio Production I	1
ART 292	Portfolio Production II	2
ART	Art Elective	1-4
VCP 101	Photography I	4
VCP 119	Digital Imaging IV	4
VCP 136	Multimedia Production I	4

## Photography and Digital Arts Concentration Requirements (19 Credits)

The Photography and Digital Arts concentration is designed for students who want to pursue careers across multiple image-based disciplines.

Course Number	Course Title	Credits
VCP 101	Photography I	4
VCP 111	Studio Photography	4
<b>Concentration Electives – Select 11 Credits</b>		
ART 105	Illustration, Materials and Techniques	3

Course Number	Course Title	Credits
ART 110	Color [H]	3
ART 183	Digital Illustration I	4
ART 232	Figure Drawing	3
ART 291	Portfolio Production I	1
ART 292	Portfolio Production II	2
ART	Art Elective	1-4
VCP 118	Digital Imaging III	4
VCP 211	Studio Photography II	4
VCP	Photography or Digital Imaging Elective	1-4

## Studio Arts Concentration Requirements (19 Credits)

The Studio Arts concentration is designed for students who want to pursue careers as visual artists and art educators.

Course Number	Course Title	Credits
ART 105	Illustration, Materials and Techniques	3
ART 152	Sculpture [H]	3
ART 179	Surface Design for Ceramics	3
ART 194	Wheel-Thrown Ceramics [H]	3
ART 230	Drawing II [H]	3
ART 240	Painting II [H]	3
ART 260	Intermediate Ceramics [H]	3
ART 291	Portfolio Production I	1

Course Number	Course Title	Credits
ART 292	Portfolio Production II	2
ART	Art Elective	1-4
VCP 101	Photography I	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition
ART 101	Fundamentals of Design
ART 130	Drawing I
MAT	Math Elective
ART/VCP	Studio Elective
<b>Spring I (17 credits)</b>	
EGL 102	Composition and Literature
ART 140	Painting I
ART 160	Beginning Ceramics
SCI	Science Elective with Lab
ART/VCP	Studio Electives
<b>Fall II (15 credits)</b>	

Course Number	Course Title
ART 141	Survey of Art History
PSY 101 <b>or</b> SOC 101	Introduction to Psychology <b>or</b> Introduction to Sociology
ART 201	Three-Dimensional Design
ART/VCP	Studio Electives
<b>Spring II (13 credits)</b>	
VCP 116	Digital Imaging I
VCP 117	Digital Imaging II
ART 293	Professional Portfolio Production
ART/VCP	Studio Electives

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Describe visual concepts and express them using appropriate artistic vocabulary in written and oral presentations.
- Demonstrate creativity in visual, technical, and conceptual problem-solving.
- Apply technical skills and competency in a wide range of art media and techniques.
- Solve visual problems in a manner that reflects individual creativity, technical expertise, and an understanding of historical and contemporary art.
- Demonstrate a work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic.
- Write and speak with clarity, think critically and analytically, and express one's ideas about a personal artistic vision and the vision of others.
- Use the critique process and self-reflection to develop a fine art professional portfolio for transfer or career development.

## **Additional Outcomes – Area of Concentration in Art History**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate a broad understanding of artists, themes, theories and artwork crucial to various cultures and art historical time periods.
- Demonstrate analytical skills such as observation and inductive reasoning in interpreting works of art both as formal structures and in relation to social and cultural contexts.
- Respond verbally and in written format to art historical and theoretical material.

## **Additional Outcomes – Area of Concentration in Ceramics and Sculpture**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate proficiency working with a wide range of materials, tools, techniques, and processes pertaining to ceramics and sculpture to create work from concept to finished product.
- Demonstrate an understanding of design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent.
- Demonstrate an understanding of the history of ceramics and sculpture. This includes the history of art, craft, the relationship of ceramics to other art disciplines, and its influence on culture.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills in ceramics or sculpture.

## **Additional Outcomes – Area of Concentration in Drawing and Painting**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate proficiency working with a wide range of materials and tools, techniques, and processes pertaining to drawing and painting to create work from concept to finished product. This includes knowledge of dry media, paint and surfaces.
- Demonstrate an understanding of the principles of design, color concepts, media and formats, and the ability to apply them to a specific aesthetic intent.
- Demonstrate comprehension of art with a historical and contemporary context.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills in drawing and painting.

## **Additional Outcomes – Area of Concentration in Graphic Design**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include drawing, printing, photography, and interactive media (film, video, computer multimedia).
- Demonstrate the use of 2D and 3D software programs including applications such as modeling, animation, illustration, video, sound, photography, print and web authoring.
- Demonstrate the ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.
- Demonstrate an understanding of design history, theory, and criticism.

## **Additional Outcomes – Area of Concentration in Interactive and Motion Arts**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate hand and digital drawing, animation, video, storyboarding with imagery and narrative, and the development of 2D character design and 3D environments.
- Use 2D and 3D software programs including applications such as modeling, animation, illustration, video, sound, photography, and print to express ideas and solve design problems.
- Identify and explain the influence of major historical and contemporary theories, works and ideas on social, interactive and mobile media.
- Recognize the functions, methods, vocabulary and roles that are unique to the programmer, the designer, and the artist within the individual and collaborative design process.

## **Additional Outcomes – Area of Concentration in Photography and Digital Arts**

Upon successful completion of this concentration, students will also be able to:

- Use tools, materials, equipment, techniques, technologies, and processes to work from concept to finished product in photography and digital arts. This includes the use of digital technologies, cameras, film, lighting, digital imaging software, and printing.



- Demonstrate the use of 2D and 3D software programs including applications such as modeling, animation, illustration, video, sound, photography, print and web authoring.
- Demonstrate an understanding of design principles with emphasis on composition, color, and lighting.
- Demonstrate an understanding of photographic history and theory, the relationship of photography to the visual art disciplines, and its influence on culture.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills in photography and digital arts.

## Additional Outcomes – Area of Concentration in Studio Arts

Upon successful completion of this concentration, students will also be able to:

- Demonstrate proficiency working with a wide range of art materials, tools, and techniques to create work from concept to finished product.
- Use design principles to realize a specific aesthetic and conceptual intent.
- Demonstrate comprehension of art with a historical and contemporary context.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills.

## Career Opportunities

Art teacher, fine artist, illustrator, graphic designer, animator, art director, architectural designer, art historian, curator, art critic, art therapist, fashion designer, gallery director, industrial designer, interior designer, creative director, commercial artist, multimedia artist, museum archivist, layout artist, photographer, photojournalist, videographer, web designer, and other art related careers.

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<sup>1</sup> Art electives are chosen to tailor the program of study to specific transfer goals. It is recommended that students contact the fine arts program coordinator and art faculty to identify transfer institutions and art concentrations before selecting electives.

# Arts and Sciences Transfer — Arts Option – Ceramics

Award: Associate of Arts

Degree Code: ASCO

Number of Credits: 64-70

## Program Description

This program option prepares students for transfer to a four-year institution to pursue a BA in Art or a Bachelor of Fine Arts Degree. Students will create an artistic portfolio of work to transfer, seek initial employment or to develop skills in the following areas: art and design, ceramics, art education, art administration, fine arts production, exhibition and sales.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ART 101	Fundamentals of Design [H]	3
ART/HST 141 or ART 150	Survey of Art History [H/I] or Art Appreciation and Museum Studies [H]	3
ART 160	Beginning Ceramics [H]	3
CHM 109	Chemistry and Art <sup>1</sup> [SL]	4

Course Number	Course Title	Credits
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT	Math Elective [M]	3-4
SCI	Science Elective [S/SL]	3-4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
ART 130	Drawing I [H]	3
ART 140	Painting I [H]	3
ART 161 <b>or</b> ART 167	Ceramics/Japanese Raku <b>or</b> Ceramics/Japanese Raku	1 <b>or</b> 3
ART 169	Ceramics/Majolica Glaze Painting	3
ART 180 <b>or</b> VCP 101	Basic Photography [H] <b>or</b> Photography I	3-4
ART 260	Intermediate Ceramics [H]	3
ART 261	Advanced Ceramics	3
ART 293	Professional Portfolio Production	3

## Program Electives

Select 11–12 credits from the following:

Course Number	Course Title	Credits
ART 141	Survey of Art History [H]	3

Course Number	Course Title	Credits
ART 150	Art Appreciation and Museum Studies [H]	3
ART 152	Sculpture I [H]	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 168	Art Glass: Stained and Fused	3
ART 194	Wheel Thrown Ceramics [H]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15-16 credits)</b>	
EGL 101	Freshman Composition
MAT	Math Elective
ART 101	Fundamentals of Design
ART 130	Drawing I
ART 160	Beginning Ceramics

Course Number	Course Title
<b>Spring I (16-17 credits)</b>	
ART 140	Painting I
ART/HST 141 <b>or</b> ART 150	Survey of Art History <b>or</b> Art Appreciation and Museum Studies
CHM 109	Chemistry and Art
EGL 102	Composition and Literature
ART 180 <b>or</b> VCP 101	Basic Photography <b>or</b> Photography I
<b>Fall II (12-19 credits)</b>	
ART	Program Elective
ART	Program Elective
ART 161 <b>or</b> ART 167	Ceramics/Japanese Raku <b>or</b> Ceramics/Japanese Raku
ART 260	Intermediate Ceramics
ART	Program Elective
SCI	Lab Science Elective
SOC SCI	Social Science Elective
<b>Spring II (16-17 credits)</b>	
ART	Program Elective
ART 261	Advanced Ceramics
ART 293	Professional Portfolio Production
ART 169	Ceramics/Majolica Glaze Painting

Course Number	Course Title
SOC SCI	Social Science Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Describe visual concepts and express them using appropriate artistic vocabulary in written and oral presentations.
- Demonstrate creativity in visual, technical, and conceptual problem-solving.
- Apply technical skills and competency in a wide range of art media and techniques.
- Solve visual problems in a manner that reflects individual creativity, technical expertise, and an understanding of historical and contemporary art.
- Demonstrate a work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic.
- Write and speak with clarity, think critically and analytically, and express one's ideas about a personal artistic vision and the vision of others.
- Use the critique process and self-reflection to develop a fine art professional portfolio for transfer or career development.
- Demonstrate proficiency working with a wide range of materials, tools, techniques, and processes pertaining to ceramics and sculpture to create work from concept to finished product.
- Demonstrate an understanding of design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent.
- Demonstrate an understanding of the history of ceramics and sculpture This includes the history of art, craft, the relationship of ceramics to other art disciplines, and its influence on culture.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills in ceramics or sculpture.

## Career Opportunities

Fine artist, art instructor, art director, ceramicist, designer, master craftsperson, art consultant, industrial designer, restorer, conservator, model or mold maker, studio technician, gallery director, and curator.

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<sup>1</sup> Another General Education Science with Lab will be accepted.

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

# Arts and Sciences Transfer — Arts Option – Drawing/Painting

**Award:** Associate of Arts

**Degree Code:** ADPZ

**Number of Credits:** 67-70

## Program Description

This program option prepares students for transfer to a four-year institution to pursue a BA in Art or a Bachelor of Fine Arts Degree. Students will create an artistic portfolio of work to transfer, seek initial employment or to develop skills in the following areas: art and design, art education, arts administration, illustration, fine arts production, exhibition and sales.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ART 101	Fundamentals of Design [H]	3
ART 130	Drawing I [H]	3



Course Number	Course Title	Credits
ART/HST 141 <b>or</b> ART 150	Survey of Art History [H/I] <b>or</b> Art Appreciation and Museum Studies [ H]	3
CHM 109	Chemistry and Art <sup>1</sup> [SL]	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT	Math Elective [M]	3-4
SCI	Science Elective [S/SL]	3-4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
ART 105	Illustration, Materials and Techniques	3
ART 110	Color [H]	3
ART 140	Painting I [H]	3
ART 152 <b>or</b> ART 160	Sculpture I [H] <b>or</b> Beginning Ceramics [H]	3
ART 180 <b>or</b> VCP 101	Basic Photography [H] <b>or</b> Photography I	3-4
ART 230 <b>or</b> ART 240	Drawing II [H] <b>or</b> Painting II [H]	3
ART 231 <b>or</b> ART 232	Portrait Drawing <b>or</b> Figure Drawing	3
ART 293	Professional Portfolio Production	3

## Program Electives

Select 12 credits from the following:

Course Number	Course Title	Credits
ART 132	Landscape and Nature Drawing	3
ART 141	Survey of Art History [H]	3
ART 142	Landscape and Nature Painting	3
ART 150	Art Appreciation and Museum Studies [ H]	3
ART 152	Sculpture I [H]	3
ART 160	Beginning Ceramics [H]	3
ART 169	Ceramics/Majolica Glaze Painting	3
ART 230	Drawing II [H]	3
ART 231	Portrait Drawing	3
ART 232	Figure Drawing	3
ART 240	Painting II [H]	3
ART 241	Portrait Painting	3
ART 272	Silk Screening	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
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Course Number	Course Title
<b>Fall I (18-19 credits)</b>	
ART	Program Elective
ART 101	Fundamentals of Design
ART 105	Illustration, Materials and Techniques
ART 130	Drawing I
EGL 101	Freshman Composition
MAT	Math Elective
<b>Spring I (16 credits)</b>	
ART 110	Color
ART 140	Painting I
ART 152 <b>or</b> ART 160	Sculpture I <b>or</b> Beginning Ceramics
CHM 109	Chemistry and Art
EGL 102	Composition and Literature
<b>Fall II (18-19 credits)</b>	
ART	Program Elective
ART	Program Elective
ART/HST 141 <b>or</b> ART 150	Survey of Art History <b>or</b> Art Appreciation and Museum Studies
ART 230 <b>or</b> ART 240	Drawing II <b>or</b> Painting II
SCI	Science Elective

Course Number	Course Title
SOC SCI	Social Science Elective
<b>Spring II (15-16 credits)</b>	
ART	Program Elective
ART 293	Professional Portfolio Production
ART 231 <b>or</b> ART 232	Portrait Drawing <b>or</b> Figure Drawing
ART 180 <b>or</b> VCP 101	Basic Photography <b>or</b> Photography I
SOC SCI	Social Science Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Describe visual concepts and express them using appropriate artistic vocabulary in written and oral presentations.
- Demonstrate creativity in visual, technical, and conceptual problem-solving.
- Apply technical skills and competency in a wide range of art media and techniques.
- Solve visual problems in a manner that reflects individual creativity, technical expertise, and an understanding of historical and contemporary art.
- Demonstrate a work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic.
- Write and speak with clarity, think critically and analytically, and express one's ideas about a personal artistic vision and the vision of others.
- Use the critique process and self-reflection to develop a fine art professional portfolio for transfer or career development.
- Demonstrate proficiency working with a wide range of materials and tools, techniques, and processes pertaining to drawing and painting to create work from concept to finished product. This includes knowledge of dry media, paint and surfaces.

- Demonstrate an understanding of the principles of design, color concepts, media and formats, and the ability to apply them to a specific aesthetic intent.
- Demonstrate comprehension of art with a historical and contemporary context.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills in drawing and painting.

## Career Opportunities

Fine artist, art instructor, art director, designer, illustrator, museum or gallery director, and curator.

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<sup>1</sup> Another General Education Science with Lab will be accepted.

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

# Arts and Sciences Transfer — Arts Option – Graphic Design

**Award:** Associate of Arts

**Degree Code:** AGRZ

**Number of Credits:** 64-67

## Program Description

This program option prepares students for transfer to a four-year institution to pursue a BA in Art or a Bachelor of Fine Arts Degree. Students will create an artistic portfolio of work to transfer, seek initial employment or to develop skills in the following areas: graphic design, digital art, art education, arts administration, fine arts production, exhibition and sales.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ART 101	Fundamentals of Design [H]	3
ART 130	Drawing I [H]	3

Course Number	Course Title	Credits
ART/HST 141 <b>or</b> ART 150	Survey of Art History [H/I] <b>or</b> Art Appreciation and Museum Studies [H]	3
CHM 109	Chemistry and Art <sup>1</sup> [SL]	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT	Math Elective [M]	3-4
SCI	Science Elective [S/SL]	3-4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
ART 110	Color [H]	3
ART 140	Painting I [H]	3
ART 152 <b>or</b> ART 160 <b>or</b> ART 201	Sculpture I [H] <b>or</b> Beginning Ceramics [H] <b>or</b> Three-Dimensional Design [H]	3
ART 293	Professional Portfolio Production	3
VCP 101	Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4

## Program Electives

Select 9–10 credits from the following:

Course Number	Course Title	Credits
ART 105	Illustration, Materials and Techniques	3
ART 152	Sculpture I [H]	3
ART 160	Beginning Ceramics [H]	3
ART 150	Art Appreciation and Museum Studies [H]	3
ART 201	Three-Dimensional Design [H]	3
ART 169	Ceramics/Majolica Glaze Painting	3
ART 272	Silk Screening	3
ART 231	Portrait Drawing	3
ART 232	Figure Drawing	3
VCP 119	Digital Imaging IV	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
ART 101	Fundamentals of Design
ART 130	Drawing I
EGL 101	Freshman Composition



Course Number	Course Title
SOC SCI	Social Science Elective
VCP 101	Photography I
<b>Spring I (16-17 credits)</b>	
ART 140	Painting I
ART 152 <b>or</b> ART 160 <b>or</b> ART 201	Sculpture I <b>or</b> Beginning Ceramics <b>or</b> Three-Dimensional Design
EGL 102	Composition and Literature
MAT	Math Elective
VCP 116	Digital Imaging I
VCP 117	Digital Imaging II
<b>Fall II (16-17 credits)</b>	
ART	Program Elective
ART 110	Color
ART/HST 141 <b>or</b> ART 150	Survey of Art History <b>or</b> Art Appreciation and Museum of Studies
SCI	Lab Science Elective
VCP 118	Digital Imaging III
<b>Spring II (16-17 credits)</b>	
ART	Program Elective
ART	Program Elective
ART 293	Professional Portfolio Production

Course Number	Course Title
CHM 109	Chemistry and Art
SOC SCI	Social Science Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Describe visual concepts and express them using appropriate artistic vocabulary in written and oral presentations.
- Demonstrate creativity in visual, technical, and conceptual problem-solving.
- Apply technical skills and competency in a wide range of art media and techniques.
- Solve visual problems in a manner that reflects individual creativity, technical expertise, and an understanding of historical and contemporary art.
- Demonstrate a work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic.
- Write and speak with clarity, think critically and analytically, and express one's ideas about a personal artistic vision and the vision of others.
- Use the critique process and self-reflection to develop a fine art professional portfolio for transfer or career development.
- Demonstrate an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include drawing, printing, photography, and interactive media (film, video, computer multimedia).
- Demonstrate the use of 2D and 3D software programs including applications such as modeling, animation, illustration, video, sound, photography, print and web authoring.
- Demonstrate the ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.
- Demonstrate an understanding of design history, theory, and criticism.

# Career Opportunities

Graphic design, graphic design assistant, digital artist, layout and production technician, art instructor, art director, exhibitions designer, multi-media specialist, and photographer.

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<sup>1</sup> Another General Education Science with Lab will be accepted.

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

# Accounting (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** ACCR

**Number of Credits:** 60

## Program Description

This program is designed to prepare students for initial employment and career advancement in the field of accounting in small, medium, and large-sized businesses. Candidates will be trained to process and record routine data and transactions, as well as prepare accounting statements and analyze various types of accounting data.

## Transfer Information

Cecil College has articulation agreements with Goldy-Beacom College as well as other Maryland and regional institutions. Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
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

Course Number	Course Title	Credits
MAT 125 <b>or</b> MAT 127	Applied Calculus <b>or</b> Introduction to Statistics [M]	4
PSY <b>or</b> SOC	Psychology Elective [SS] <b>or</b> Sociology Elective [SS]	3
SCI	Science Elective with Lab [S/SL]	4
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ACC 101	Accounting I	3
ACC 102	Accounting II	3
ACC 201	Accounting III	3
ACC	Accounting Elective	3
ACC <b>or</b> BUS	Accounting Electives <b>or</b> Business Electives	6
BUS 103	Introduction to Business	3
BUS 187	Business Ethics	3
BUS 210	Business law	3
EGL 211	Technical Writing	3
ELECT	Elective	1

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/ICS>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition
BUS 103	Introduction to Business
ACC 101	Accounting I
CIS 101	Introduction to Computer Concepts
PSY or SOC	Psychology Elective or Sociology Elective
<b>Spring I (16 credits)</b>	
MAT 125 or MAT127	Applied Calculus or Introduction to Statistics
ACC 102	Accounting II
EGL 102	Composition and Literature
ACC	Accounting Elective
BUS 187	Business Ethics
<b>Fall II (16 credits)</b>	
ECO 222	Economics — Macro
SCI	Lab Science Elective
ACC 201	Accounting III

Course Number	Course Title
ACC or BUS	Accounting Electives Business Electives
<b>Spring II (13 credits)</b>	
BUS 210	Business Law
SPH 121 or SPH 141	Interpersonal Communications Public Speaking
ECO 221	Economics — Micro
EGL 211	Technical Writing
ELECT	Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify and perform the major steps in the accounting cycle including recording transactions, adjusting entries, and preparing financial statements.
- Explain, prepare, and analyze the income statement, statements of equity, balance sheet, and cash flow statement.
- Explain Financial Accounting Standards Board (FASB) and International Accounting Standards Board (IASB) and use the FASB Accounting Standards Codification system.
- Apply the major principles and assumptions of financial reporting and US generally accepted accounting principles (GAAP).
- Use financial analysis to assess the profitability of a business.
- Identify the costs in managerial accounting and their usage in cost-volume-profit (CVP) analysis and the manufacturing process.

## Career Opportunities

Tax planning and compliance, auditing, cost accounting, banking and lending, and financial consulting.



# Accounting (Certificate)

**Award:** Certificate

**Degree Code:** ACCL

**Number of Credits:** 18

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
ACC 101	Accounting I	3
ACC 102	Accounting II	3
ACC 205	Business Spreadsheet Applications	3
ACC	Accounting Electives	9

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify and perform the major steps in the accounting cycle including recording transactions, adjusting entries, and preparing financial statements.
- Explain, prepare, and analyze the income statement, statements of equity, balance sheet, and cash flow statement.
- Explain Financial Accounting Standards Board (FASB) and International Accounting Standards Board (IASB) and use the FASB Accounting Standards Codification system.

- Apply the major principles and assumptions of financial reporting and US generally accepted accounting principles (GAAP).
- Use financial analysis to assess the profitability of a business.
- Identify the costs in managerial accounting and their usage in cost-volume-profit (CVP) analysis and the manufacturing process.

# Business Administration Transfer (Associate of Arts)

**Award:** Associate of Arts

**Degree Code:** BAAR

**Number of Credits:** 60

## Program Description

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 selecting this program should consult early in the program with an academic advisor. Articulated transfer agreements exist between Cecil College and the majority of four-year colleges and universities in the state and region.

## Transfer Information

Cecil College has articulation agreements with Goldey-Beacom College as well as other Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Elective [H]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3

Course Number	Course Title	Credits
HST	History Elective [H]	3
MAT 127	Introduction to Statistics [M]	4
PSY 101	Introduction to Psychology [SS]	3
SCI	Science Electives <sup>1</sup> [S/SL]	7
SOC SCI	Social Science Elective [SS]	3

## Program Requirements

Course Number	Course Title	Credits
ACC 101	Accounting I	3
ACC 102	Accounting II	3
BUS 103	Introduction to Business	3
BUS 187	Business Ethics	3
CIS 101	Introduction to Computer Concepts [I]	3
ECO 221	Economics - Micro [SS]	3
ECO 222	Economics - Macro [SS]	3
MAT 125 <b>or</b> MAT 128	Applied Calculus [M] <b>or</b> Introduction to Statistics II [M]	4
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [ H ]	3

## Program Electives

Select 3 credits from the following:

Course Number	Course Title	Credits
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Course Number	Course Title	Credits
BUS 191	Introduction to Finance	3
BUS 210	Business Law	3
EGL 211	Technical Writing	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition
BUS 103	Introduction to Business
ACC 101	Accounting I
CIS 101	Introduction to Computer Concepts
PSY 101	Introduction to Psychology
<b>Spring I (16 credits)</b>	
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking
MAT 127	Introduction to Statistics
ECO 222	Economics - Macro
ACC 102	Accounting II

Course Number	Course Title
EGL 102	Composition and Literature
<b>Fall II (16-17 credits)</b>	
ECO 221	Economics - Micro
SCI	Science Elective
ARTS/HUM	Arts and Humanities Elective
MAT 125 <b>or</b> MAT 128	Applied Calculus <b>or</b> Introduction to Statistics II
SOC SCI	Social Science Elective
<b>Spring II (12-13 credits)</b>	
SCI	Science Elective
HST	History Elective
BUS 187	Business Ethics
BUS 191 <b>or</b> BUS 210 <b>or</b> EGL 211	Introduction to Finance <b>or</b> Business Law <b>or</b> Technical Writing

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Critically examine, analyze, and recommend logical actions based on a variety of business concepts, models, and principles.
- Apply written and oral communication skills.
- Apply basic computational, statistical and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information.
- Utilize verbal communication skills to engage an audience.

- Utilize and apply computer hardware, software, the Internet, and other technological tools to enhance reasoning skills in making business decisions.
- Work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks.
- Apply a basic understanding of economic and accounting principles to complex business issues.
- Consistently act in a professional, respectful, honest, and ethical manner and to apply ethical principles and logical reasoning to make business decisions.
- Demonstrate an understanding of a global environment.
- Recognize and understand trends in business (through successes and failures).
- Understand how to organize and start a business.

## Career Opportunities

Accountant, banking, consultant, human resources, all areas of education, government, private business, and retail.

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<sup>1</sup> One course must have a BIO designation; the other course must have a designation of AST, CHM, ENV, PSC, or PHY. At least one course must include a corresponding lab.

# Leadership and Management (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** BLMR

**Number of Credits:** 60

## Program Description

This program is designed for the student who wants to earn an undergraduate degree in an accelerated or standard format. This degree prepares students in the field of leadership and management for leadership or supervisory positions in small businesses as well as medium- and/or large-sized businesses. The accelerated and standard program combines theory and practice through classroom, on-line, and hybrid courses.

## Transfer Information

Cecil College has articulation agreements with Maryland and other regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
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



Course Number	Course Title	Credits
MAT 127	Introduction to Statistics [M]	4
MAT 125 <b>or</b> MAT 128	Applied Calculus [M] <b>or</b> Introduction to Statistics II [M]	4
SCI	Science Elective with Lab [S/SL]	4
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ACC 101 <b>or</b> BUS 191	Accounting I <b>or</b> Introduction to Finance	3
BUS 103	Introduction to Business	3
BUS 131	Principles of Management	3
BUS 187	Business Ethics	3
BUS 210	Business Law	3
BUS 216	Organizational Leadership	3
BUS 231	Management of Human Resources	3
BUS 241	Effective Teams and Work Groups	3
BUS 280	Strategic Planning Concepts	3
EGL 211	Technical Writing	3
PSY 222	Organizational Psychology	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Session I (9 credits)</b>	
ECO 221	Economics - Micro
EGL 101	Freshman Composition
BUS 103	Introduction to Business
<b>Session II (9 credits)</b>	
SPH 121 or SPH 141	Interpersonal Communications Public Speaking
CIS 101	Introduction to Computer Concepts
BUS 210	Business Law
<b>Session III (9 credits)</b>	
BUS 131	Principles of Management
BUS 231	Management of Human Resources
BUS 241	Effective Teams and Work Groups
<b>Session IV (7 credits)</b>	
MAT 127	Introduction to Statistics
BUS 187	Business Ethics
<b>Session V (10 credits)</b>	
MAT 125 or MAT 128	Applied Calculus or Introduction to Statistics II

Course Number	Course Title
ECO 222	Economics - Macro
BUS 216	Organizational Leadership
<b>Session VI (9 credits)</b>	
ACC 101 or BUS 191	Accounting I or Introduction to Finance
EGL 211	Technical Writing
BUS 280	Strategic Planning Concepts
<b>Session VII (7 credits)</b>	
PSY 222	Organizational Psychology
SCI	Lab Science Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Critically examine, analyze, and recommend logical actions based on a variety of business concepts, models, and principles.
- Apply written and oral communication skills.
- Apply basic computational, statistical, and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information.
- Utilize verbal communication skills to engage an audience.
- Utilize and apply computer hardware, software, the Internet, and other technological tools to enhance reasoning skills in making business decisions.
- Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks.
- Apply a basic understanding of economic and accounting principles to complex business issues.

- Consistently act in a professional, respectful, honest, and ethical manner and to apply ethical principles and logical reasoning to make business decisions.
- Demonstrate an understanding of a global environment.
- Recognize and understand trends in business (through successes and failures).
- Understand how to organize and start a business.
- Demonstrate basic knowledge of the principles and concepts of entrepreneurship and management.
- Demonstrate an understanding of the differences between leadership and management.
- Apply functional area concepts and theories.
- Describe various situational approaches to leadership and understand varying perspectives on leadership.
- Analyze and apply skills of interpersonal effectiveness to everyday interaction by using observation, active listening, and questions.
- Apply critical and strategic thinking to produce sound managerial decisions while taking into account relevant perspectives, research, and the impact on the communities served.
- Describe strategic, ethical, and virtual forms of leadership in today's world.

## Career Opportunities

Production management, human resources, office management, entrepreneur, and office systems.

# Management (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** BCMN

**Number of Credits:** 60

## Program Description

The Associate of Applied Science Management is designed to prepare student for entry and career advancement in various management areas including finance, wholesaling, and manufacturing, as well as non-profit and government offices.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ECO 221	Economics – Micro [SS]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [E]	3
MAT 125 or MAT 127	Applied Calculus [M] or Introduction to Statistics [M]	4

Course Number	Course Title	Credits
PSY or SOC	Psychology or Sociology Elective [SS]	3
SCI	Science Elective/Science Elective with Lab [SL]	4
SPH 121 or SPH 141	Interpersonal Communications [H] or Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ACC 101	Accounting I	3
ACC 102	Accounting II	3
BUS 103	Introduction to Business	3
BUS 131	Principles of Management	3
BUS 187	Business Ethics	3
BUS 210	Business Law	3
BUS 212	Principles of Marketing	3
BUS 216	Organizational Leadership	3
CIS 101	Introduction to Computer Concepts [I]	3
ECO 222	Economics - Macro [SS]	3
EGL 211	Technical Writing	3
ELECT	Elective	1

## Program Electives

Select 3 credits from the following:

Course Number	Course Title	Credits
BUS 191	Introduction to Finance	3
BUS 231	Management of Human Resources	3
BUS 241	Effective Teams and Work Groups	3
BUS 280	Strategic Planning Concepts	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition
BUS 103	Introduction to Business
ACC 101	Accounting I
CIS 101	Introduction to Computer Concepts
PSY or SOC	Psychology Elective or Sociology Elective
<b>Spring I (16 credits)</b>	
MAT	Math Elective (Select from MAT 125 or 127)
EGL 102	Composition and Literature
EGL 211	Technical Writing
BUS 187	Business Ethics

Course Number	Course Title
ACC 102	Accounting II
<b>Fall II (16 credits)</b>	
ECO 222	Economics - Macro
SCI	Lab Science Elective
BUS 131	Principles of Management
BUS 212	Principles of Marketing
BUS 216	Organizational Leadership
<b>Spring II (13 credits)</b>	
BUS 210	Business Law
ECO 221	Economics - Micro
ELECT	Elective
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Critically examine, analyze, and recommend logical actions based on a variety of business concepts, models, and principles.
- Apply written and oral communication skills.
- Apply basic computational, statistical, and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information.
- Utilize verbal communication skills to engage an audience.
- Utilize and apply computer hardware, software, the Internet, and other technological tools to enhance reasoning skills in making business decisions.



- Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks.
- Apply a basic understanding of economic and accounting principles to complex business issues.
- Consistently act in a professional, respectful, honest, and ethical manner and to apply ethical principles and logical reasoning to make business decisions.
- Demonstrate an understanding of a global environment.
- Recognize and understand trends in business (through successes and failures).
- Understand how to organize and start a business.
- Demonstrate understanding of how the elements of a marketing strategy work together and how the marketing concept fits into organizational planning and development.
- Demonstrate understanding of markets and market behavior, external market forces, relationships to basic economic concepts, and globalism in satisfying needs and wants.
- Demonstrate understanding of current and emerging trends in marketing, including direct and interactive marketing, technology-based personalization, one-to-one marketing, and e-commerce.
- Demonstrate an understanding of consumer behaviors, social media trends, and implementation of marketing strategies.

## Career Opportunities

Purchasing manager, store manager, branch manager, department manager and sales representative, production planner, and personnel coordinator.

# Management (Certificate)

**Award:** Certificate

**Degree Code:** BMLC

**Number of Credits:** 18

## Program Description

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.

## Required Courses

### Program Requirements

Course Number	Course Title	Credits
ACC 101	Accounting I	3
ACC 102	Accounting II	3
BUS 131	Principles of Management	3
BUS 212	Principles of Marketing	3
BUS 216	Organizational Leadership	3
BUS 231	Management of Human Resources	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Critically examine, analyze, and recommend logical actions based on a variety of business concepts, models, and principles.

- Apply written and oral communication skills.
- Apply basic computational, statistical, and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information.
- Utilize verbal communication skills to engage an audience.
- Utilize and apply computer hardware, software, the Internet, and other technological tools to enhance reasoning skills in making business decisions.
- Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks.
- Apply a basic understanding of economic and accounting principles to complex business issues.
- Consistently act in a professional, respectful, honest, and ethical manner and to apply ethical principles and logical reasoning to make business decisions.
- Demonstrate an understanding of a global environment.
- Recognize and understand trends in business (through successes and failures).
- Understand how to organize and start a business.

# Marketing (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** BCMS

**Number of Credits:** 60

## Program Description

This program will prepare students for entry into and career advancement in the field of Marketing. The Marketing program addresses identification of customer needs as well as how to communicate information about products and services to customers and potential customers. Additionally, this degree addresses the pricing of products and services, and response to growing markets in different countries and cultures.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
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

Course Number	Course Title	Credits
MAT 125 <b>or</b> MAT 127	Applied Calculus [M] <b>or</b> Introduction to Statistics [M]	4
SCI	Science Elective with Lab [S/SL]	4
SOC SCI	Social Science Elective [SS]	3
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
BUS 103	Introduction to Business	3
BUS 187	Business Ethics	3
BUS 207	Introduction to Public Relations	3
BUS 210	Business Law	3
BUS 212	Principles of Marketing	3
BUS 241	Effective Teams and Work Groups	3
BUS 242	Advertising	3
BUS 243	Personal Selling	3
BUS 280	Strategic Planning Concepts	3
EGL 211	Technical Writing	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
BUS 103	Introduction to Business
CIS 101	Introduction to Computer Concepts
EGL 101	Freshman Composition
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking
VCP 116	Digital Imaging I
VCP 117	Digital Imaging II
<b>Spring I (16 credits)</b>	
BUS 207	Introduction to Public Relations
BUS 212	Principles of Marketing
EGL 211	Technical Writing
MAT 125 or MAT 127	Applied Calculus or Introduction to Statistics
SOC SCI	Social Science Elective
<b>Fall II (13 credits)</b>	
BUS 187	Business Ethics
BUS 242	Advertising
ECO 222	Economics - Macro

Course Number	Course Title
SCI	Science Elective with Lab
<b>Spring II (15 credits)</b>	
BUS 241	Effective Teams and Work Groups
BUS 210	Business Law
BUS 243	Personal Selling
BUS280	Strategic Planning Concepts
ECO 221	Economics - Micro

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Critically examine, analyze, and recommend logical actions based on a variety of business concepts, models, and principles.
- Apply written and oral communication skills.
- Apply basic computational, statistical, and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information.
- Utilize verbal communication skills to engage an audience.
- Utilize and apply computer hardware, software, the Internet, and other technological tools to enhance reasoning skills in making business decisions.
- Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks.
- Apply a basic understanding of economic and accounting principles to complex business issues.
- Consistently act in a professional, respectful, honest, and ethical manner and to apply ethical principles and logical reasoning to make business decisions.
- Demonstrate an understanding of a global environment.
- Recognize and understand trends in business (through successes and failures).

- Understand how to organize and start a business.

## Career Opportunities

Marketing specialist, marketing coordinator, marketing assistant, and public relations specialist.



# Marketing (Certificate)

**Award:** Certificate

**Degree Code:** BCMA

**Number of Credits:** 22

## Program Description

This certificate in marketing will prepare students for entry into the field of marketing. The Marketing Certificate addresses identification of customer needs as well as how to communicate information about the products and services to both actual and potential customers. Additionally, this certificate introduces pricing strategies, sales strategies, and specific advertising strategies to help organizations sell their products and services and thus satisfy customer needs and wants.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Contact your advisor for detailed information.

## Required Courses

Course Number	Course Title	Credits
BUS 103	Introduction to Business	3
BUS 212	Principles of Marketing	3
BUS 187	Business Ethics	3
BUS 207	Introduction to Public Relations	3
BUS 242	Advertising	3
BUS 243	Personal Selling	3
VCP 116	Digital Imaging I	2

Course Number	Course Title	Credits
VCP 117	Digital Imaging II	2

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate understanding of how the elements of a marketing strategy work together and how the marketing concept fits into organizational planning and development.
- Demonstrate understanding of markets and market behavior, external market forces, relationships to basic economic concepts, and globalism in satisfying needs and wants.
- Demonstrate understanding of current and emerging trends in marketing, including direct and interactive marketing, technology-based personalization, one-to-one marketing, and e-commerce.
- Demonstrate an understanding of consumer behaviors, social media trends, and implementation of marketing strategies.

# Public Relations (Certificate)

**Award:** Certificate

**Degree Code:** PREC

**Number of Credits:** 15

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
BUS 207	Introduction to Public Relations	3
BUS 212	Principles of Marketing	3
EGL 101	Freshman Composition	3
VCP 144	Web Design I – Design Fundamentals	3

## Program Electives

Select 3 credits from the following:

Course Number	Course Title	Credits
EGL 211	Technical Writing	3
EGL 214	Introduction to Journalism	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify, explain and apply conceptual and historical foundations of public communication disciplines as they relate to information and persuasion theories, concepts and models.
- Construct and analyze audience research and environmental scanning.
- Articulate the ethical, legal, and social responsibilities of public communications professionals.
- Demonstrate facility with writing, speaking, and production of media materials to inform, persuade, and problem solve.
- Apply appropriate theories to analyze and modify communication.

# Supply Chain Management (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** TLSR

**Number of Credits:** 60

## Program Description

The Supply Chain Management Program is designed for students interested in working for a federal, state, or local government agency. This program is customized to meet the critical workforce needs of these agencies. Beyond the classroom, students will be afforded the full range of support services by the College.

## Transfer Information

Cecil College has an articulation agreement with the University of Delaware. Students satisfactorily completing the Associate of Applied Science – Supply Chain Management Option degree at Cecil College are guaranteed admission to the University of Delaware's Supply Chain Management program. Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
BIO or ENV	Biology Science Elective with Lab [S] or Environmental Science Elective with Lab [S]	4
CIS 101	Introduction to Computer Concepts [I]	3
ECO 222	Economics - Macro [SS]	3
EGL 101	Freshman Composition [E]	3

Course Number	Course Title	Credits
HUM	Humanities Elective [H]	3
SOC SCI	Social Science Elective [SS]	3
SPH 141	Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ACC 101	Accounting I	3
ACC 102	Accounting II	3
BUS 103	Introduction to Business	3
ECO 221	Economics - Micro [SS]	3
ELECT	Elective	2
MAT 127	Introduction to Statistics [M]	4
MAT 128	Introduction to Statistics II [M]	4
MAT 201	Calculus I with Analytic Geometry [M]	4
TRL 101	Introduction to Logistics	3
TRL 107	Supply Chain Management	3
TRL 130	Production and Operations Management	3
TRL 230	Product Lifecycle Management	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their

degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
BIO or ENV	Biology Science Elective with Lab or Environmental Science Elective with Lab
ACC 101	Accounting I
BUS 103	Introduction to Business
CIS 101	Introduction to Computer Concepts
EGL 101	Freshman Composition
<b>Spring I (16 credits)</b>	
ACC 102	Accounting II
ECO 222	Economics - Macro
MAT 127	Introduction to Statistics
SPH 141	Public Speaking
TRL 101	Introduction to Logistics
<b>Fall II (15 credits)</b>	
ECO 221	Economics - Micro
ELECT	Elective
MAT 128	Introduction to Statistics II
SOC SCI	Social Science Elective
TRL 107	Supply Chain Management
<b>Spring II (13 credits)</b>	

Course Number	Course Title
HUM	Humanities Elective
MAT 201	Calculus I with Analytic Geometry
TRL 130	Production and Operations Management
TRL 230	Product Lifecycle Management

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of the concepts and practices used in financial accounting.
- Demonstrate an understanding of the major functional areas of business and our economic systems including management, human resources, marketing, production, and operations and information.
- Use multiple operating systems commonly found in the information technology field.
- Apply skills learned in the planning and management of material flows and related information in both public and private sector organizations.
- Apply a total systems approach to managing activities involved in physically moving raw materials, inventory, and finished goods from the point of origin to point of use or consumption.
- Demonstrate an understanding of the translation of product and service requirements into facilities, procedures, and operating organizations.
- Apply the processes of managing the entire lifecycle of a product from its conception, design and manufacture, to its service and disposal.

## Career Opportunities

Logistics management, supply management, transportation management, operations management, and many other logistics related specialties.



# Supply Chain Management (Certificate)

Award: Certificate

Degree Code: TLSC

Number of Credits: 18

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
BUS 103	Introduction to Business	3
BUS 108	Principles of Purchasing	3
TRL 101	Introduction to Logistics	3
TRL 107	Supply Chain Management	3
TRL 130	Production and Operations Management	3
TRL 230	Product Lifecycle Management	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of the concepts and practices used in financial accounting.
- Demonstrate an understanding of the major functional areas of business and our economic systems including management, human resources, marketing, production, and operations and information.
- Use multiple operating systems commonly found in the information technology field.
- Apply skills learned in the planning and management of material flows and related information in both public and private sector organizations.
- Apply a total systems approach to managing activities involved in physically moving raw materials, inventory, and finished goods from the point of origin to point of use or consumption.
- Demonstrate an understanding of the translation of product and service requirements into facilities, procedures, and operating organizations.
- Apply the processes of managing the entire lifecycle of a product from its conception, design and manufacture, to its service and disposal.

# Transportation Logistics and Management (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** TLTM

**Number of Credits:** 60

## Program Description

This program 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, and 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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
CIS 101	Introduction to Computer Concepts [I]	3
ECO 222	Economics - Macro [SS]	3

Course Number	Course Title	Credits
EGL 101	Freshman Composition [E]	3
MAT 125 <b>or</b> MAT 127	Applied Calculus [M] <b>or</b> Introduction to Statistics [M]	4
PSC 105	General Physics Science with Lab [SL]	4
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ACC 101	Accounting I	3
BUS 103	Introduction to Business	3
BUS 108	Principles of Purchasing	3
BUS 187	Business Ethics	3
BUS 212	Principles of Marketing	3
BUS 231	Management of Human Resources	3
EGL 211	Technical Writing	3
ELECT	Elective	1
TRL 101	Introduction to Logistics	3
TRL 107	Supply Chain Management	3
TRL 130	Production and Operations Management	3
TRL 230	Product Lifecycle Management	3

## Program Electives

Select 6 credits from the following:

Course Number	Course Title	Credits
ACC 205	Business Spreadsheet Applications	3
BUS 131	Principles of Management	3
BUS 191	Introduction to Finance	3
BUS 216	Organizational Leadership	3
BUS 241	Effective Teams and Work Groups	3
BUS 280	Strategic Planning Concepts	3
ECO 221	Economics – Micro [SS]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
EGL 101	Freshman Composition
MAT 125 <b>or</b> MAT 127	Applied Calculus <b>or</b> Introduction to Statistics
TRL 101	Introduction to Logistics
BUS 108	Principles of Purchasing
BUS 103	Introduction to Business
<b>Spring I (12 credits)</b>	

Course Number	Course Title
CIS 101	Introduction to Computer Concepts
TRL 130	Production and Operations Management
EGL 211	Technical Writing
TRL	Program Elective
<b>Fall II (17 credits)</b>	
ECO 222	Economics - Macro
TRL 107	Supply Chain Management
TRL	Program Elective
TRL 230	Product Lifecycle Management
ELECT	Elective
PSC 105	General Physical Science with Lab
<b>Spring II (15 credits)</b>	
BUS 212	Principles of Marketing
BUS 231	Management of Human Resources
BUS 187	Business Ethics
ACC 101	Accounting I
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Analyze and discuss transportation management issues from a system-level perspective..
- Compare and evaluate transportation systems .
- Identify and discuss key elements of the public transportation policy environment.
- Demonstrate a basic understanding of commonly used information technology applications used by the transportation industry.
- Apply basic computational, statistical and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information.
- Utilize verbal communication skills to engage an audience.
- Evaluate transportation problems and effectively develop and present actionable solutions.

## Career Opportunities

Transportation manager, route planner, physical distribution manager, distribution planning analyst, transportation marketer, and operations manager.

# Computer Science (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASCC

**Number of Credits:** 63

## Program Description

This program option prepares students to transfer to a four-year institution for continued study in computer science. Computer scientists apply techniques to work with industry, the government and academia to solve computational challenges. Students with bachelor's degrees in computer science continue their education in graduate school or enter the work force.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	3



Course Number	Course Title	Credits
BIO 101 <b>and</b> BIO 111 <b>or</b> BIO 130 <b>and</b> BIO 131	General Biology [S] <b>and</b> General Biology Lab <b>or</b> Principles of Biology I [S] <b>and</b> Principles of Biology I Lab	4
CHM <b>or</b> PHY <b>or</b> PSC	Chemistry with Lab Elective [S/SL] <b>or</b> Physics with Lab Elective [SL] <b>or</b> Physical Science with Lab Elective [ SL]	4
PHY 207	General Physics I with Lab [SL]	5
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [ H]	3
MAT 201	Calculus I with Analytical Geometry [M]	4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
CSC 109	Introduction to Programming	3
CSC 205	Computer Science I	3
CSC 218	Computer Science II	4
MAT 202	Calculus II with Analytical Geometry [M]	4
MAT 236	Discrete Structures [ M]	3
MAT 240	Introduction to Linear Algebra [M]	4
PHY 208	General Physics II with Lab [SL]	5
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

# Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (14 credits)</b>	
BIO 101 and BIO 111 or BIO 130 and BIO 131	General Biology and General Biology Lab or Principles of Biology I and Principles of Biology I Lab
CSC 109	Introduction to Programming
MAT 201	Calculus I with Analytic Geometry
EGL 101	Freshman Composition
<b>Spring I (15 credits)</b>	
CHM or PHY or PSC	Chemistry with Lab Elective or Physics with Lab Elective or Physical Science with Lab Elective
MAT 202	Calculus II with Analytic Geometry
EGL 102	Composition and Literature
SOC SCI	Social Science Elective
ACT	Activity Elective
<b>Fall II (17 credits)</b>	
CSC 205	Computer Science I
MAT 236	Discrete Structures

Course Number	Course Title
PHY 207	General Physics I with Lab
ARTS/HUM	Arts and Humanities Elective
SOC SCI	Social Science Elective
<b>Spring II (17 credits)</b>	
CSC 218	Computer Science II
MAT 240	Introduction to Linear Algebra
PHY 208	General Physics II with Lab
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking
ACT	Activity Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Analyze a problem; then identify and describe the computing requirements appropriate to its solution.
- Create or evaluate computer-based systems or processes as a solution for desired results or outcomes.
- Apply algorithmic principles and computer science theory in modeling problems and processes in the physical world.
- Communicate and function effectively on teams working towards a common goal.
- Understand legal and ethical issues associated with computing.

## Career Opportunities

Animator, computer aided designer, computer programmer, database analyst, software engineer, software developer, and systems analyst.

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

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

# Cybersecurity (Associate of Applied Science)

## PROGRAM REVISION

Please note that this program has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the [addendum](https://www.cecil.edu/catalog/addendum/updated-program-cybersecurity-associate-of-applied-science) (<https://www.cecil.edu/catalog/addendum/updated-program-cybersecurity-associate-of-applied-science>) for the updated version of this program.

**Award:** Associate of Applied Science

**Degree Code:** ASCR

**Number of Credits:** 60

## Program Description

The Cybersecurity program prepares students to enter the workforce or transfer to a four-year institution for continued study in computer cybersecurity. Cybersecurity specialists apply computer security techniques to work with industry, government, and academia to solve computer networking and security related challenges. Students with bachelor's degrees in computer cybersecurity continue their education in graduate school or enter the workforce as a network, forensic, or computer security expert.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

## General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Elective <sup>1</sup> [H]	3
BIO or PHY	Biology Science Elective with Lab [SL] or Physics Science Elective with Lab [SL]	8
CSC 104	Computer Science Fundamentals [I]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT 121	Precalculus [M]	4
PSY 101	Introduction to Psychology [SS]	3
SOC SCI	Social Science Elective [SS]	3

## Program Requirements

Course Number	Course Title	Credits
CSC 109	Introduction to Programming	3
CSC 140	Introduction to Networking <sup>2</sup>	3
CSC 141	Computer Network Security Fundamentals <sup>2</sup>	3
CSC 151	Introduction to Computer Forensics and Investigations <sup>2</sup>	3
CSC 225	Tactical Perimeter Defense <sup>2</sup>	3
CSC 235	Strategic Infrastructure Security <sup>2</sup>	3
CSC 258	Cisco Certified Network Associate <sup>2</sup>	4
PHE 185	DC, AC Circuits and devices	4
PHE 225	Digital Electronics and Instrumentation	4

# Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
BIO or PHY	Biology Science Elective with Lab or Physics Science Elective with Lab
EGL	Freshman Composition
CSC 104	Computer Science Fundamentals
CSC 109	Introduction to Programming
PSY	Introduction to Psychology
<b>Spring I (17 credits)</b>	
BIO or PHY	Biology Science Elective with Lab or Physics Science Elective with Lab
CSC 140	Introduction to Networking
EGL 102	Composition and Literature
MAT 121	Precalculus
SOC SCI	Social Science Elective
<b>Fall II (13 credits)</b>	
ART/HUM	Arts and Humanities Elective
CSC 141	Computer Network Security Fundamentals

Course Number	Course Title
CSC 151	Introduction to Computer Forensics and Investigations
PHE 185	DC, AC Circuits and Devices
<b>Spring II (14 credits)</b>	
CSC 225	Tactical Perimeter Defense
CSC 235	Strategic Infrastructure Security
CSC 258	Cisco Certified Network Associate
PHE 225	Digital Electronics and Instrumentation

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency in a programming language.
- Configure and secure Windows and Unix/Linux server and clients, routers, firewalls, email, networks, and other network security appliances and software.
- Demonstrate an understanding of networking standards, protocols, and the OSI model.
- Identify and describe security measures for different types of network attacks, operating systems, software, databases, websites, social engineering and physical security.
- Demonstrate an understanding of computer forensics, data acquisition, analysis, tools, and crime scene investigation and documentation requirements for corporate or legal testimony.
- Explain the function of cryptography and encryption to secure data, public key infrastructure, hashing, and digital signatures along with other data protection techniques.
- Create an effective security policy and disaster recovery plan, addressing business requirements related to confidentiality, integrity and availability.

## Career Opportunities



Career opportunities in cybersecurity may include cyber operations, intelligence analyst, information security, computer investigation, computer forensics, and security analyst.

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

<sup>2</sup> Certification option courses.

# Cybersecurity (Certificate)

**Award:** Certificate

**Degree Code:** CECY

**Number of Credits:** 28

## Program Description

The Cyber Security Certificate provides students with the skills, knowledge and credentials to successfully begin a career in the field of Cyber Security. Cyber Security specialists apply computer security techniques to work with industry, government, and academia to solve computer networking and security related challenges.

## Required Courses

Course Number	Course Title	Credits
CSC 104	Computer Science Fundamentals	3
CSC 110	Ethics in Information Technology	3
CSC 140	Introduction to Networking <sup>1</sup>	3
CSC 141	Computer Network Security Fundamentals <sup>1</sup>	3
CSC 156	Windows Server <sup>1</sup>	3
CSC 151	Introduction to Computer Forensics and Investigations <sup>1</sup>	3
CSC 225	Tactical Perimeter Defense <sup>1</sup>	3
CSC 235	Strategic Infrastructure Security <sup>1</sup>	3
CSC 258	Cisco Certified Network Associate <sup>1</sup>	4

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency in a programming language.
  - Configure and secure Windows and Unix/Linux server and clients, routers, firewalls, email, networks, and other network security appliances and software.
  - Demonstrate an understanding of networking standards, protocols, and the OSI model.
  - Identify and describe security measures for different types of network attacks, operating systems, software, databases, websites, social engineering and physical security.
  - Demonstrate an understanding of computer forensics, data acquisition, analysis, tools, and crime scene investigation and documentation requirements for corporate or legal testimony.
  - Explain the function of cryptography and encryption to secure data, public key infrastructure, hashing, and digital signatures along with other data protection techniques.
  - Create an effective security policy and disaster recovery plan, addressing business requirements related to confidentiality, integrity and availability.
- 

<sup>1</sup> Certification option courses.

# Programming (Associate of Applied Science)

## PROGRAM REVISION

Please note that this program has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the [addendum](https://www.cecil.edu/catalog/addendum/updated-program-computer-science-programming-associate-of-applied-science) (<https://www.cecil.edu/catalog/addendum/updated-program-computer-science-programming-associate-of-applied-science>) for the updated version of this program.

**Award:** Associate of Applied Science

**Degree Code:** CIPZ

**Number of Credits:** 65-66

## Program Description

This program option is designed to give students a beginning knowledge of computer operating systems, networking, and data communications, as well as currently used programming languages.

## Transfer Information

Cecil College has articulation agreements with Goldey-Beacom College as well as other Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
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Course Number	Course Title	Credits
CSC 104	Computer Science Fundamentals [I]	3
CSC 110	Ethics in Information Technology [I]	3
EGL 101	Freshman Composition [E]	3
MAT	Math Elective [M]	3-4
SCI	Lab Science Elective [S/SL]	4
SOC SCI	Social Science Elective [SS]	3
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2
CSC 103	Operating Systems	3
CSC	Computer Science Electives (any CSC course)	15
CSC 109	Introduction to Programming	3
CSC 140	Introduction to Networking	3
CSC 160	Introduction to Data Communications	3
CSC 201	Business Systems Analysis and Design	4
CSC 203 <b>or</b> CSC 204	Seminar in Information Systems	1
CSC 273	CBWEP - College Based Work Experience Program <sup>1</sup>	3
EGL 211	Technical Writing	3

Course Number	Course Title	Credits
VCP 144	Web Design I - Design Fundamentals	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (18-19 credits)</b>	
CSC 103	Operating Systems
CSC 104	Computer Science Fundamentals
CSC 109	Introduction to Programming
EGL 101	Freshman Composition
MAT	Math Elective
SOC SCI	Social Science Elective
<b>Spring I (17 credits)</b>	
ACT	Activity Elective
CSC	Computer Science Elective (any CSC course)
CSC 110	Ethics in Information Technology
CSC 140	Introduction to Networking
EGL 211	Technical Writing
SCI	Lab Science Elective

Course Number	Course Title
<b>Fall II (16 credits)</b>	
ACT	Activity Elective
CSC	Computer Science Electives (any CSC course)
CSC 160	Introduction to Data Communications
VCP 144	Web Design I - Design Fundamentals
<b>Spring II (14 credits)</b>	
CSC	Computer Science Elective (any CSC course)
CSC 201	Business Systems Analysis and Design
CSC 203 <b>or</b> CSC 204	Seminar in Information Systems
CSC 273	CBWEP - College Based Work Experience Program
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Understand basic networking theory, network design, maintenance, security and troubleshooting.
- Set up network resources through multiple versions of software.
- Understand basic data communications technology.
- Analyze and develop programs using object oriented programming and design.
- Understand legal and ethical issues associated with computing.

## Career Opportunities

Computer support, system maintenance and management, and web development.

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



# Programming (Certificate)

## PROGRAM REVISION

Please note that this program has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the [addendum](https://www.cecil.edu/catalog/addendum/updated-program-programming-certificate) (<https://www.cecil.edu/catalog/addendum/updated-program-programming-certificate>) for the updated version of this program.

**Award:** Certificate

**Degree Code:** CCPR

**Number of Credits:** 29

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
CSC 103	Operating Systems I	3
CSC 104	Computer Science Fundamentals	3
CSC 109	Introduction to Programming	3
CSC 140	Introduction to Networking	3
CSC 160	Introduction to Data Communications	3
CSC 201	Business Systems Analysis and Design	4
CSC 203 or CSC 204	Seminar in Information Systems	1

Course Number	Course Title	Credits
CSC	Computer Science Electives (any CSC course)	6
VCP 144	Web Design I - Design Fundamentals	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Understand basic networking theory, network design, maintenance, security and troubleshooting.
- Set up network resources through multiple versions of software.
- Understand basic data communications technology.
- Analyze and develop programs using object oriented programming and design.
- Understand legal and ethical issues associated with computing.

# Civil Engineering (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASCV

**Number of Credits:** 65

## Program Description

This program 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 coursework in the degree program.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3

Course Number	Course Title	Credits
MAT 121	Precalculus <sup>2</sup> [M]	4
MAT 201	Calculus I with Analytic Geometry [M]	4
PHY 217	General Calculus Physics I with Lab [SL]	4
PHY 218	General Calculus Physics II with Lab <sup>4</sup> [SL]	4
SOC SCI	Social Science Electives <sup>3</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4
CHM 104 and CHM 114	General Chemistry II [S] and General Chemistry II Lab	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 101	Introduction to Engineering Design	3
PHE 211	Statics	3
PHE 212	Dynamics	3
PHE 213	Mechanics of Materials	3
PHE 221	Thermodynamics	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (17 credits)</b>	
PHE 101	Introduction to Engineering Design
MAT 121	Precalculus
PHY 217	General Calculus Physics I with Lab
EGL 101	Freshman Composition
ARTS/HUM	Arts and Humanities Elective
<b>Spring I (14 credits)</b>	
MAT 201	Calculus I with Analytic Geometry
PHY 218	General Calculus Physics II with Lab
EGL 102	Composition and Literature
SOC SCI	Social Science Elective
<b>Fall II (17 credits)</b>	
MAT 202	Calculus II with Analytic Geometry
PHE 211	Statics
SOC SCI	Social Science Elective
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
PHE 221	Thermodynamics
<b>Spring II (17 credits)</b>	

Course Number	Course Title
CHM 104 and CHM 114	General Chemistry II and General Chemistry II Lab
MAT 203	Multivariable Calculus
MAT 246	Introduction to Differential Equations
PHE 213	Mechanics of Materials
PHE 212	Dynamics

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of kinematics of a particle and a rigid body.
- Demonstrate an understanding of kinetics concerning force and acceleration, work and energy, impulse and momentum for a particle and a rigid body.
- Demonstrate an understanding of, and application for, force vectors.
- Demonstrate an understanding of equilibrium of a particle and a rigid body.
- Demonstrate an understanding of the basic concepts of thermodynamics.
- Demonstrate an understanding of mass and energy balance analysis for closed and open systems.
- Demonstrate an understanding of gas power cycles, vapor cycles, and combined power cycles.
- Demonstrate an understanding of stress and strain.
- Demonstrate an understanding of mechanical properties of materials.
- Demonstrate an understanding of axial loading, torsion, bending and transverse shear.
- Demonstrate an understanding of stress and strain transformations.
- Design and conduct experiments, as well as analyze and interpret data.
- Apply the engineering design process.
- Function on multidisciplinary teams.

- Communicate in an effective and professional manner both verbally and in writing.

## Career Opportunities

Design engineer, structural engineer, project engineer in city, county and state government agencies, consulting firms, and general contractor.

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

<sup>2</sup> Students placed in MAT 201 or higher Math may replace MAT 121 with MAT, PHY, PHE, CSC or CHM elective(s); students *must* satisfy the four credit requirement.

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

<sup>4</sup> Students transferring to University of Delaware engineering programs should consult an advisor for a substitution.

# Computer Aided Drafting and Design (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** CADZ

**Number of Credits:** 64-69

## Program Description

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.

## Transfer Information

Cecil College has articulation agreements with Goldey-Beacom College as well as other Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Elective [H]	3
EGL 101	Freshman Composition [E]	3
ELECT	Interdisciplinary and Emerging Issues Elective [I]	3
MAT	Math Elective [M]	3-4
MAT 121	Precalculus [M]	4



Course Number	Course Title	Credits
PHY 181 <b>or</b> PHY 207	Introductory College Physics I with Lab [SL] <b>or</b> General Physics I with Lab [SL]	4-5
SOC SCI	Social Science Elective [SS]	3
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2
CSC 273	CBWEP - College Based Work Experience Program <sup>1</sup>	3
CSC 103	Operating Systems	3
CSC 104	Computer Science Fundamentals [I]	3
CSC 110	Ethics in Information Technology [I]	3
CSC 111 <b>and</b> CSC 112 <b>or</b> PHE 120	Introduction to CADD <b>and</b> Intermediate CADD <b>or</b> AutoCADD Fundamentals for Engineers	3-6
CSC 114	CADDware Systems	3
CSC 224	Autolisp Programming	3
EGL 211	Technical Writing	3

## Program Electives

Select 12 credits from the following:

Course Number	Course Title	Credits
CSC 119	Computer Animation	3

Course Number	Course Title	Credits
CSC or GIS	Computer Science Elective or Geographic Information Systems Elective	3
PHE 100	Introduction to Autodesk Inventor	3
PHE 110	Microstation	3
PHE 120	AutoCADD Fundamentals for Engineering	3
PHE 125	Introduction to AutoCADD Civil 3D	3
PHE 128	Introduction to REVIT Architecture	3
PHE 130	SolidWorks Fundamentals	3
PHE 140	PRO/Engineer/Creo Fundamentals	3
PHE 150	Excel for Engineers and Scientists	3
PHE 180	MATLAB Fundamentals for Engineers	3
PHE 200	Introduction to Engineering Graphics	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15-19 credits)</b>	
CSC 104	Computer Science Fundamentals
CSC 111 and CSC 112 or PHE 120	Introduction to CADD and Intermediate CADD or AutoCADD Fundamentals for Engineers

Course Number	Course Title
EGL 101	Freshman Composition
MAT	Math Elective
SOC SCI	Social Science Elective
<b>Spring I (18 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
CSC 103	Operating Systems
CSC 110	Ethics in Information Technology
EGL 211	Technical Writing
ELECT	Interdisciplinary and Emerging Issues Elective
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking
<b>Fall II (14-15 credits)</b>	
ACT	Activity Elective
CSC 114	CADDware Systems
PHY 181 <b>or</b> PHY 207	Introductory College Physics I with Lab <b>or</b> General Physics I with Lab
CSC <b>or</b> GIS <b>or</b> PHE	Computer Science Electives <b>or</b> Geographic Information Systems Electives <b>or</b> Engineering Electives
<b>Spring II (17 credits)</b>	
ACT	Activity Elective
MAT 121	Precalculus
CSC 273	CBWEP - College Based Work Experience Program

Course Number	Course Title
CSC 224	Autolistp Programming
CSC or GIS or PHE	Computer Science Electives or Geographic Information Systems Electives or Engineering Electives

## Career Opportunities

CAD operators may find employment in a variety of industries such as: construction, automotive, ship building and aerospace. Also consider industrial and architectural design, computer animation, and advertising.

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

# Electrical Engineering (Associate of Science in Engineering)

**Award:** Associate of Science in Engineering

**Degree Code:** ASEN

**Number of Credits:** 64

## Program Description

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.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Elective <sup>1</sup> [H]	3

Course Number	Course Title	Credits
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT 121	Precalculus <sup>2</sup> [M]	4
MAT 201	Calculus I with Analytic Geometry [M]	4
PHY 217	General Calculus Physics I with Lab [SL]	4
PHY 218	General Calculus Physics II with Lab [SL]	4
SOC SCI	Social Science Elective <sup>3</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
CSC 205	Computer Science I	3
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 101	Introduction to Engineering Design	3
PHE 225	Digital Electronics and Instrumentation	4
PHE 285	Principles of Electric Circuits	4
PHY 219	General Calculus Physics III with Lab [SL]	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (14 credits)</b>	
MAT 121	Precalculus
PHE 101	Introduction to Engineering Design
PHY 217	General Calculus Physics I with Lab
EGL 101	Freshman Composition
<b>Spring I (14 credits)</b>	
MAT 201	Calculus I with Analytic Geometry
PHY 218	General Calculus Physics II with Lab
EGL 102	Composition and Literature
SOC SCI	Social Science Elective
<b>Summer (4 credits)</b>	
MAT 202	Calculus II with Analytic Geometry
<b>Fall II (17 credits)</b>	
PHE 225	Digital Electronics and Instrumentation
CSC 205	Computer Science I
MAT 203	Multivariable Calculus
MAT 246	Introduction to Differential Equations
ARTS/HUM	Arts and Humanities Elective

Course Number	Course Title
<b>Spring II (15 credits)</b>	
MAT 240	Introduction to Linear Algebra
PHE 285	Principles of Electric Circuits
PHY 219	General Calculus Physics III with Lab
SOC SCI	Social Science Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Design and conduct experiments, as well as analyze and interpret data.
- Understand and apply the engineering design process.
- Function on multidisciplinary teams.
- Demonstrate an understanding of units, engineering notations, and circuit terminology.
- Demonstrate an understanding of Ohm's law, Kirchhoff's laws, and the Wye-Delta transformations.
- Demonstrate an understanding of AC and DC circuit analysis.
- Demonstrate an understanding of Laplace transform analysis technique.
- Demonstrate an understanding of Boolean algebra and discrete combinational gates.
- Analyze and design synchronous sequential circuits.
- Communicate in an effective and professional manner both verbally and in writing.

## Career Opportunities

Network engineer, systems engineer, design engineer in public schools, power, consumer products, and aerospace industries.

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

<sup>2</sup> Students placed in MAT 201 or higher Math may replace MAT 121 with MAT, PHY, PHE, CSC



or CHM elective(s); students *must* satisfy the four credit requirement.

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

# Engineering with Areas of Concentration (Associate of Science)

**Award:** Associate of Science

**Degree Code:** CNEA (Aerospace Engineering Concentration) - 65 Credits

**Degree Code:** CNEC (Chemical Engineering Concentration) - 64 Credits

**Degree Code:** CNEO (Computer Engineering Concentration) - 63 Credits

**Degree Code:** CNES (Engineering Science Concentration) - 64-65 Credits

## Program Description

The Associate of Science Engineering Program offers a selection of engineering and other natural and physical science courses for students wishing to pursue a program of study in engineering with concentrations in aerospace, chemical, computer, and engineering science. The curriculum is designed to meet the needs of students who plan to transfer to a college or a university that grants a baccalaureate degree in engineering.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3

Course Number	Course Title	Credits
MAT 121	Precalculus <sup>2</sup> [M]	4
MAT 201	Calculus I with Analytic Geometry [M]	4
PHY 217	General Calculus Physics I with Lab [SL]	4
PHY 218	General Calculus Physics II with Lab [SL]	4
SOC SCI	Social Science Electives <sup>3</sup> [SS]	6
MAT 202	Calculus II with Analytic Geometry [M]	4
MAT 203	Multivariable Calculus [M]	4
MAT 246	Introduction to Differential Equations [M]	3
PHE 101	Introduction to Engineering Design	3

### Aerospace Engineering Concentration Requirements (20 Credits)

Course Number	Course Title	Credits
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4
CHM 104 and CHM 114	General Chemistry II [S] and General Chemistry II Lab	4
PHE 211	Statics	3
PHE 212	Dynamics	3
PHE 213	Mechanics of Materials	3
PHE 221	Thermodynamics	3

### Chemical Engineering Concentration Requirements (19 Credits)

Course Number	Course Title	Credits
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Course Number	Course Title	Credits
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4
CHM 104 and CHM 114	General Chemistry II [S] and General Chemistry II Lab	4
CHM 203	Organic Chemistry I with Lab	4
CHM 204	Organic Chemistry II with Lab	4
PHE 211	Statics	3

### Computer Engineering Concentration Requirements (18 Credits)

Course Number	Course Title	Credits
CSC 205	Computer Science I	3
MAT 236	Discrete Structures [M]	3
MAT 240	Introduction to Linear Algebra [M]	4
PHE 225	Electronics and Instrumentation	4
PHE 285	Principles of Electric Circuits	4

### Engineering Science Concentration Requirements (19-20 Credits)

Course Number	Course Title	Credits
CHM 103 and CHM 113 or PHE 225	General Chemistry I [S] and General Chemistry I Lab or Digital Electronics and Instrumentation	4
CSC 205 or PHE 211	Computer Science I or Statics	3

Course Number	Course Title	Credits
ELECT	Engineering / Computer Science / Math / Science / Business Electives	12-13

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

### Aerospace Engineering Concentration Recommended Sequence

Course Number	Course Title
<b>Fall I (14 credits)</b>	
PHE 101	Introduction to Engineering Design
MAT 121	Precalculus
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
EGL 101	Freshman Composition
<b>Spring I (17 credits)</b>	
MAT 201	Calculus I with Analytic Geometry
PHE 211	Statics
CHM 104 and CHM 114	General Chemistry II and General Chemistry II Lab
EGL 102	Composition and Literature
SOC SCI	Social Science Elective

Course Number	Course Title
<b>Fall II (17 credits)</b>	
MAT 202	Calculus II with Analytic Geometry
PHE 213	Mechanics of Materials
ARTS/HUM	Arts and Humanities Elective
PHE 221	Thermodynamics
PHY 217	General Calculus Physics I with Lab
<b>Spring II (17 credits)</b>	
MAT 203	Multivariable Calculus
MAT 246	Introduction to Differential Equations
PHE 212	Dynamics
PHY 218	General Calculus Physics II with Lab
SOC SCI	Social Science Elective

## Chemical Engineering Concentration Recommended Sequence

Course Number	Course Title
<b>Fall I (17 credits)</b>	
PHE 101	Introduction to Engineering Design
MAT 121	Precalculus
CHM 103 <b>and</b> CHM 113	General Chemistry I <b>and</b> General Chemistry I Lab
EGL 101	Freshman Composition
SOC SCI	Social Science Elective

Course Number	Course Title
<b>Spring I (14 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
CHM 104 <b>and</b> CHM 114	General Chemistry II <b>and</b> General Chemistry II Lab
MAT 201	Calculus I with Analytic Geometry
EGL 102	Composition and Literature
<b>Fall II (15 credits)</b>	
MAT 202	Calculus II with Analytic Geometry
CHM 203	Organic Chemistry I with Lab
PHY 217	General Calculus Physics I with Lab
SOC SCI	Social Science Elective
<b>Spring II (18 credits)</b>	
MAT 203	Multivariable Calculus
MAT 246	Introduction to Differential Equations
CHM 204	Organic Chemistry II with Lab
PHY 218	General Calculus Physics II with Lab
PHE 211	Statics

## Computer Engineering Concentration Recommended Sequence

Course Number	Course Title
<b>Fall I (13 credits)</b>	
MAT 121	Precalculus

Course Number	Course Title
PHE 101	Introduction to Engineering Design
EGL 101	Freshman Composition
SOC SCI	Social Science Elective
<b>Spring I (17 credits)</b>	
MAT 201	Calculus I with Analytic Geometry
PHY 217	General Calculus Physics I with Lab
CSC 205	Computer Science I
EGL 102	Composition and Literature
SOC SCI	Social Science Elective
<b>Fall II (14 credits)</b>	
MAT 202	Calculus I with Analytic Geometry
MAT 236	Discrete Structures
PHY 218	General Calculus Physics II with Lab
ARTS/HUM	Arts and Humanities Elective
<b>Spring II (19 credits)</b>	
MAT 203	Multivariable Calculus
MAT 240	Introduction to Linear Algebra
MAT 246	Introduction to Differential Equations
PHE 225	Digital Electronics and Instrumentation
PHE 285	Principles of Electric Circuits

## Engineering Science Concentration Recommended Sequence



Course Number	Course Title
<b>Fall I (16 credits)</b>	
EGL 101	Freshman Composition
ART/HUM	Arts and Humanities Elective
MAT 121	Precalculus
PHE 101	Introduction to Engineering Design
SOC SCI	Social Science Elective
<b>Spring I (17 credits)</b>	
EGL 102	Composition and Literature
MAT 201	Calculus I with Analytic Geometry
SOC SCI	Social Science Elective
CHM 103 and CHM 113 or PHE 225	General Chemistry I and General Chemistry I Lab or Digital Electronics and Instrumentation
CSC 205 or PHE 211	Computer Science I or Statics
<b>Fall II (16 credits)</b>	
PHY 217	General Calculus Physics I with Lab
MAT 202	Calculus I with Analytic Geometry
ELECT	Engineering / Computer Science / Math / Science / Business Electives
<b>Spring II (15 credits)</b>	
PHY 218	General Calculus Physics II with Lab
MAT 203	Multivariable Calculus

Course Number	Course Title
MAT 246	Introduction to Differential Equations
ELECT	Engineering / Computer Science / Math / Science / Business Electives

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments.
- Conduct tests for chemical components or strength of materials.
- Determine forces acting on a body.
- Analyze and interpret data.
- Apply the engineering design process.
- Function on multidisciplinary teams.
- Identify the professional and ethical responsibilities of engineers.
- Identify, formulate, and solve engineering problems.
- Use the techniques, skills, and modern engineering tools necessary for engineering practice.
- Communicate in an effective and professional manner both verbally and in writing.

## Additional Outcomes – Area of Concentration in Aerospace Engineering

Upon successful completion of this concentration, students will also be able to:

- Demonstrate an understanding of kinematics of a particle and a rigid body.
- Demonstrate an understanding of kinetics concerning force and acceleration, work and energy, impulse and momentum for a particle and a rigid body.
- Demonstrate an understanding and application of force vectors.
- Demonstrate an understanding of equilibrium of a particle and a rigid body.
- Demonstrate an understanding of the basic concepts of thermodynamics.
- Demonstrate an understanding of mass and energy balance analysis for closed and open systems.
- Demonstrate an understanding of gas power cycles, vapor cycles, and combined power cycles.
- Demonstrate an understanding of stress and strain.
- Demonstrate an understanding of mechanical properties of materials.

- Demonstrate an understanding of axial loading, torsion, bending and transverse shear.
- Demonstrate an understanding of stress and strain transformations.

## Additional Outcomes – Area of Concentration in Chemical Engineering

Upon successful completion of this concentration, students will also be able to:

- Demonstrate an understanding of modern atomic theory, atomic structure, and the mole concept.
- Write balanced chemical equations and solve equation stoichiometry problems.
- Explain the trends of various atomic properties in the periodic table.
- Demonstrate an understanding of the principles of chemical kinetics.
- Demonstrate an understanding of the principles of chemical equilibrium.
- Demonstrate an understanding of the bonding, structure, preparations, and reactions of organic compounds.

## Additional Outcomes – Area of Concentration in Computer Engineering

Upon successful completion of this concentration, students will also be able to:

- Demonstrate an understanding of units, engineering notations, and circuit terminology.
- Demonstrate an understanding of Ohm's law, Kirchhoff's laws, and the Wye-Delta transformations.
- Demonstrate an understanding of AC and DC circuit analysis.
- Demonstrate an understanding of Laplace transform analysis technique.
- Demonstrate an understanding of Boolean algebra and discrete combinational gates.
- Analyze and design synchronous sequential circuits.
- Demonstrate a basic understanding of computer programming.

## Career Opportunities

### Aerospace Engineering

Aerospace engineer, design engineer, test engineer in government, communications, and space industries.

### Chemical Engineering

Design engineer, process engineer, research and development in consumer products, and chemical and pharmaceutical industries.

## Computer Engineering

Software developer, programmer, software engineer, and applications engineer.

## Engineering Science

Engineering and science, engineering mathematics, environmental engineering and policy, transportation engineering, technical communications, medicine, business, government service, and the legal profession.

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

<sup>2</sup> Students placed in MAT 201 or higher math may replace MAT 121 with MAT, PHY, PHE, CSC, or CHM elective(s); students *must* satisfy the four credit requirement.

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

# Mechanical Engineering (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASEM

**Number of Credits:** 65

## Program Description

This program 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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	3
EGL 101	Freshman Composition [E]	3

Course Number	Course Title	Credits
EGL 102	Composition and Literature [H]	3
MAT 121	Precalculus <sup>2</sup> [M]	4
MAT 201	Calculus I with Analytic Geometry [M]	4
PHY 217	General Calculus Physics I with Lab [SL]	4
PHY 218	General Calculus Physics II with Lab [SL]	4
SOC SCI	Social Science Electives <sup>3</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
CHM 103 <b>and</b> CHM 113	General Chemistry I [S] <b>and</b> General Chemistry I Lab	4
CHM 104 <b>and</b> CHM 114	General Chemistry II [S] <b>and</b> General Chemistry II Lab	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 101	Introduction to Engineering Design	3
PHE 211	Statics	3
PHE 212	Dynamics	3
PHE 213	Mechanics of Materials	3
PHE 221	Thermodynamics	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (13 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
EGL 101	Freshman Composition
MAT 121	Precalculus
SOC SCI	Social Science Elective
<b>Spring I (17 credits)</b>	
EGL 102	Composition and Literature
MAT 201	Calculus I with Analytic Geometry
PHE 101	Introduction to Engineering Design
PHY 217	General Calculus Physics I with Lab
SOC SCI	Social Science Elective
<b>Summer I or II (4 credits)</b>	
MAT 202	Calculus II with Analytic Geometry
<b>Fall II (18 credits)</b>	
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
MAT 203	Multivariable Calculus
MAT 246	Introduction to Differential Equations

Course Number	Course Title
PHE 211	Statics
PHY 218	General Calculus Physics II with Lab
<b>Spring II (13 credits)</b>	
CHM 104 and CHM 114	General Chemistry I and General Chemistry I Lab
PHE 212	Dynamics
PHE 213	Mechanics of Materials
PHE 221	Thermodynamics

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of kinematics of a particle and a rigid body.
- Demonstrate an understanding of kinetics concerning force and acceleration, work and energy, impulse and momentum for a particle and a rigid body.
- Demonstrate an understanding of, and application for, force vectors.
- Demonstrate an understanding of equilibrium of a particle and a rigid body.
- Demonstrate an understanding of the basic concepts of thermodynamics.
- Demonstrate an understanding of mass and energy balance analysis for closed and open systems.
- Demonstrate an understanding of gas power cycles, vapor cycles, and combined power cycles.
- Demonstrate an understanding of mechanical properties of materials.
- Demonstrate an understanding of axial loading, torsion, bending and transverse shear.
- Demonstrate an understanding of stress and strain transformations.



# Career Opportunities

Manufacturing engineer, production supervisor, and field service engineer in the aerospace, pharmaceutical and consulting industries.

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

<sup>2</sup> Students placed in MAT 201 or higher Math may replace MAT 121 with MAT, PHY, PHE, CSC or CHM elective(s); students *must* satisfy the four credit requirement.

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

# General Studies Transfer with Areas of Concentration (Associate of Arts)

## PROGRAM REVISION

Please note that this program has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the addendum (<https://www.cecil.edu/catalog/addendum/updated-program-general-studies-associate-of-arts>) for the updated version of this program.

**Award:** Associate of Arts

**Degree Code:** CNGG (General Studies Concentration) - 60 Credits

**Degree Code:** CNGE (English Concentration) - 60 Credits

**Degree Code:** CNGH (History Concentration) - 60 Credits

**Degree Code:** CNGP (Philosophy Concentration) - 60 Credits

**Degree Code:** CNGS (Sociology Concentration) - 60 Credits

## Program Description

The General Studies Program is designed for students who want maximum flexibility in their choice of courses. The program provides a core foundation in the humanities, mathematics, computer science, science, and social sciences. Beyond meeting general education state requirements, the program offers students numerous selections for areas of concentration as well as the opportunity to design, in cooperation with an academic advisor, a series of courses for exploring career opportunities, achieving personal goals, or meeting transfer requirements.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

# Required Courses

## General Education and Program Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	6
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [ H]	3
HST	History Elective [H]	3
MAT	Math Elective [M]	3
SCI	Science Electives with Lab <sup>2</sup> [S/SL]	7
SOC SCI	Social Science Electives <sup>3</sup> [SS]	6
CIS 101	Introduction to Computer Concepts [I]	3
ELECT	Electives	2
HEA	Health Elective	3
SPH 121 or SPH 141	Interpersonal Communications [H] or Public Speaking [H]	3

## General Studies Concentration Requirements

Courses for this concentration are selected in consultation with an academic advisor and total 18 credits.

## English Concentration Requirements

Select 18 credits from the following:

Course Number	Course Title	Credits
EGL 203	British Lit. to 18th c. [H]	3

Course Number	Course Title	Credits
EGL 204	British Lit. 18th c. to Present [H]	3
EGL 205	American Lit. to 1865 [H]	3
EGL 206	American Lit 1865 to Present [H]	3
EGL 210	Topics in World Literature [H]	3
EGL 209 <b>or</b> EGL 213 <b>or</b> EGL 214 <b>or</b> EGL 215 <b>or</b> EGL 260	African-American Literature [H] <b>or</b> Introduction to Film [H] <b>or</b> Introduction to Journalism [H] <b>or</b> Introduction to Creative Writing [H] <b>or</b> Children's Literature [H]	3

## History Concentration Requirements

Select 18 credits from the following:

Course Number	Course Title	Credits
ANT 101	Cultural Anthropology [SS]	3
HST 101	Western Civilization I [H]	3
HST 102	Western Civilization II [H]	3
HST 110	World History I [H]	3
HST 111	World History II [H]	3
HST 201	United States History I [H]	3
HST 202	United States History II [H]	3
HST 251	Introduction to African American Studies	3
HST 298	Western Military History	3
POS 101	Introduction to Political Science [SS]	3

## Philosophy Concentration Requirements

Select 18 credits from the following:

Course Number	Course Title	Credits
ANT 101	Cultural Anthropology [SS]	3
CRJ 101	Introduction to the Criminal Justice System	3
HST 110	World History I [H]	3
HST 111	World History II [H]	3
PHI 101	Introduction to Philosophy [H]	3
PHI 201	Ethics – Contemporary Moral Issues [H]	3
PHI 205	Philosophy of Religion [H]	3
SOC 101	Introduction to Sociology [SS]	3
SOC 102	Social Problems [SS]	3
SOC 105	Perspectives in Human Diversity [SS]	3

## Sociology Concentration Requirements

Select 18 credits from the following:

Course Number	Course Title	Credits
ANT 101	Cultural Anthropology [SS]	3
CRJ 221	Criminology	3
HST 110	World History I [H]	3
HST 111	World History II [H]	3
PHI 101	Introduction to Philosophy [H]	3
PSY 101	Introduction to Psychology [SS]	3

Course Number	Course Title	Credits
PSY 201	Human Growth and Development [SS]	3
SOC 101	Introduction to Sociology [SS]	3
SOC 102	Social Problems [SS]	3
SOC 103	Marriage and the Family [SS]	3
SOC 105	Perspectives in Human Diversity [SS]	3
SPN 101	Introductory Spanish I [H]	3
SPN 102	Introductory Spanish II [H]	3
SWK 101	Introduction to Social Work [SS]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
EGL 101	Freshman Composition
CIS 101	Introduction to Computer Concepts
MAT	Math Elective
HEA	Health Elective
SOC SCI	Social Science Elective
ELECT	Elective
<b>Spring I (17 credits)</b>	

Course Number	Course Title
EGL 102	Composition and Literature
SCI	Science Elective/Science Elective with Lab
ARTS/HUM	Arts and Humanities Elective
SPH 121or SPH 141	Interpersonal Communications or Public Speaking
SOC SCI	Social Science Elective
ELECT	Program Elective
<b>Fall II (15 credits)</b>	
ELECT	Program Elective
ELECT	Program Elective
ELECT	Program Elective
SCI	Science Elective/Science Elective with Lab
ARTS/HUM	Arts and Humanities Elective
<b>Spring II (12 credits)</b>	
ELECT	Program Elective
ELECT	Program Elective
ELECT	Program Elective
HST	History Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Apply critical thinking skills to explain theoretical and concrete issues, evaluate evidence, recognize and incorporate divergent perspectives, explore the assumptions of self and others, propose problem-solving strategies, and support a position using evidence.
- Analyze the aesthetic, historical and cultural values of artistic works across genres and disciplines.
- Identify cultural norms and biases, and how they shape experience.
- Develop, organize and present ideas orally and in writing.
- Select and ethically use current and emerging technologies effectively to acquire, organize, analyze, produce and share information.
- Construct objective investigations using the scientific method.
- Apply mathematical concepts and quantitative reasoning to solve problems.

### **Additional Outcomes – Area of Concentration in English**

Upon successful completion of this concentration, students will also be able to:

- Analyze texts critically.
- Place literary works in their historical and cultural contexts.
- Approach texts with knowledge of various disciplines within and outside of the humanities.
- Write informatively, analytically, and persuasively.
- Conduct research in literature, composition, and related fields.
- Effectively integrate source materials as evidence and context.
- Use existing and emerging technologies effectively.
- Present ideas coherently, in both writing and in speech.

### **Additional Outcomes – Area of Concentration in History**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate a basic knowledge of the history of the United States, Europe, and one other geographic region (Africa, Asia, or Latin America).



- Demonstrate a detailed knowledge of the history of the specific chronological or thematic areas they choose to study.
- Write a historical research paper and support it with historical evidence.
- Evaluate historical evidence in a variety of primary and secondary sources.
- Assess the significance of events, ideas, or artifacts in their historical context.
- Distinguish cause and effect and recognize multiple causalities in history.
- Recognize and evaluate different historical interpretations.

### **Additional Outcomes – Area of Concentration in Philosophy**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate knowledge of major figures in Philosophy.
- Demonstrate knowledge of major branches in Philosophy.
- Demonstrate knowledge of terminology particular to a branch or tradition within philosophy.
- Express philosophical ideas effectively.
- Construct philosophical arguments.
- Analyze arguments in philosophical discourse.
- Identify underlying presuppositions of a philosopher's argumentative discourse.
- Raise questions and frame philosophical problems introduced by texts.

### **Additional Outcomes – Area of Concentration in Sociology**

Upon successful completion of this concentration, students will also be able to:

- Apply scientific methodology to the study of sociology.
  - Evaluate the quality of quantitative and qualitative research in sociology.
  - Demonstrate familiarity with the major concepts, theories, and theorists in sociology.
  - Apply sociological theories and methods to real world situations.
  - Conceptualize the diversity of today's society and in our past.
  - Recognize the vastness of human diversity.
-

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

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

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

# Psychology (Associate of Arts)

**Award:** Associate of Arts

**Degree Code:** ASPR

**Number of Credits:** 60

## Program Description

The Psychology degree provides the first two years of college for students preparing for a career in psychology, counseling or a related field. The Psychology degree emphasizes the scientific study of behavioral and mental processes in animals and humans. The field of Psychology encompasses many areas including: research methods, social behavior, personality, human development, biological basis of behavior, consciousness, learning, memory, emotion, motivation and mental health and adjustment. This program is designed primarily for students desiring to transfer to a four-year college or university to earn a bachelor's degree in Psychology. Students selecting this program should consult with an academic advisor early in the program.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ANT 101	Cultural Anthropology [SS]	3

Course Number	Course Title	Credits
BIO 130 <b>and</b> BIO 131 <b>or</b> CHM 103 <b>and</b> CHM 113	Principles of Biology I [S] <b>and</b> Principles of Biology I Lab <b>or</b> General Chemistry I [S] <b>and</b> General Chemistry I Lab	4
BIO 132 <b>and</b> BIO 133 <b>or</b> CHM 104 <b>and</b> CHM 114	Principles of Biology II [S] <b>and</b> Principles of Biology II Lab <b>or</b> General Chemistry II [S] <b>and</b> General Chemistry II Lab	4
CIS 101	Introduction to Computer Concepts [I]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
EGL 209	Introduction to African-American Literature [H]	3
GEO 102	Cultural Geography [SS]	3
HST 201 <b>or</b> HST 202	United States History I [H] <b>or</b> United States History II [H]	3
MAT 127	Introduction to Statistics [M]	4
SPH 121	Interpersonal Communications [H]	3

## Program Requirements

Course Number	Course Title	Credits
ELECT	Elective	3
HEA 136	Stress Management	3
PSY 101	Introduction to Psychology [SS]	3
PSY 201	Human Growth and Development [SS]	3

Course Number	Course Title	Credits
PSY 227	Introduction to Abnormal Psychology	3

## Program Electives

Select 9 credits from the following:

Course Number	Course Title	Credits
PSY 203	Child Growth and Development	3
PSY 207	Educational Psychology	3
PSY 222	Organizational Psychology [SS]	3
SOC 101	Introduction to Sociology [SS]	3
SOC 102	Social Problems [SS]	3
SOC 103	Marriage and the Family [SS]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
ANT 101	Cultural Anthropology
CIS 101	Introduction to Computer Concepts
EGL 101	Freshman Composition
MAT 127	Introduction to Statistics

Course Number	Course Title
PSY 101	Introduction to Psychology
<b>Spring I (16 credits)</b>	
BIO 130 <b>and</b> BIO 131 <b>or</b> CHM 103 <b>and</b> CHM 113	Principles of Biology I <b>and</b> Principles of Biology I Lab <b>or</b> General Chemistry I <b>and</b> General Chemistry I Lab
EGL 102	Composition and Literature
HEA 136	Stress Management
SPH 121	Interpersonal Communications
PSY 201	Human Growth and Development
<b>Fall II (16 credits)</b>	
ELECT	Elective
BIO 132 <b>and</b> BIO 133 <b>or</b> CHM 104 <b>and</b> CHM 114	Principles of Biology II <b>and</b> Principles of Biology II Lab <b>or</b> General Chemistry II <b>and</b> General Chemistry II Lab
EGL 209	Introduction to African American Literature
HST 201 <b>or</b> HST 202	United States History I <b>or</b> United States History II
PSY 227	Introduction to Abnormal Psychology
<b>Spring II (12 credits)</b>	
GEO 102	Cultural Geography
ELECT	Program Elective
ELECT	Program Elective

Course Number	Course Title
ELECT	Program Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge in learning theory, cognition, and memory.
- Demonstrate knowledge of sensation and perception, as it relates to psychology.
- Demonstrate knowledge in the areas of clinical and abnormal psychology as well as personality theory.
- Demonstrate knowledge of social and developmental psychology.
- Demonstrate knowledge of basic research methods.
- Use basic statistics to test hypotheses and correctly interpret the results of their analyses.
- Demonstrate knowledge of ethical guidelines within the context of academic and professional psychology.

## Career Opportunities

Social worker, human resources representatives, rehabilitation advisor, and admissions recruiter in private corporations, social service agencies and education.

# Exercise Sciences (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASET

**Number of Credits:** 60

## Program Description

This program will prepare students to work in the exercise and rehabilitation fields. Students will complete introductory courses in the science of the human movement such as the physiological and functional adaptations to movement, exercise, fitness and wellness assessment, rehabilitation and nutrition. Successful completion prepares the student for their certification in personal training and to transfer to a bachelor's degree program in exercise science.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities <sup>1</sup> [H]	3



Course Number	Course Title	Credits
BIO 101 <b>or</b> BIO 130	General Biology [S] <b>or</b> Principles of Biology I [ S]	3
BIO 111 <b>or</b> BIO 131	General Biology Lab <b>or</b> Principles of Biology I Lab	1
BIO 208	Human Anatomy and Physiology I [S]	3
BIO 218	Human Anatomy and Physiology I Lab	1
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
HEA 130	Healthful Living [I]	3
SOC 101	Introduction to Sociology [SS]	3
PSY 101	Introduction to Psychology [SS]	3
MAT 121 <b>or</b> MAT 127	Precalculus [M] <b>or</b> Introduction to Statistics [M]	4

## Program Requirements

Course Number	Course Title	Credits
BUS 103	Introduction to Business	3
BIO 209	Human Anatomy and Physiology II [S]	3
BIO 219	Human Anatomy and Physiology II Lab	1
BIO 203	Nutrition	3
FWS 110	Fundamentals of Personal Training I	3
FWS 120	Fundamentals of Personal Training II	3
FWS 111	Fundamentals of Personal Training I Lab	1

Course Number	Course Title	Credits
FWS 121	Fundamentals of Personal Training II Lab	1
FWS 130	Essentials of Fitness Assessments	3
FWS 135	Physiology of Exercise	3
FWS 180	Special Populations Fitness Prescription	3
ELECT	Program Elective <sup>2</sup>	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (17 credits)</b>	
EGL 101	Freshman Composition
BIO 101 <b>or</b> BIO 130	General Biology <b>or</b> Principles of Biology I
BIO 111 <b>or</b> BIO 131	General Biology Lab <b>or</b> Principles of Biology I Lab
MAT 121 <b>or</b> MAT 127	Precalculus <b>or</b> Introduction to Statistics
HEA 130	Healthful Living
SOC 101	Introduction to Sociology
<b>Spring I (16 credits)</b>	

Course Number	Course Title
EGL 102	Composition and Literature
PSY 101	Introduction to Psychology
BIO 208	Human Anatomy and Physiology I
BIO 218	Human Anatomy and Physiology I Lab
ARTS/HUM	Arts and Humanities Elective
ELECT	Program Elective
<b>Fall II (14 credits)</b>	
BIO 209	Human Anatomy and Physiology II
BIO 219	Human Anatomy and Physiology II Lab
BUS 103	Introduction to Business
FWS 110	Fundamentals of Personal Training I
FWS 111	Fundamentals of Personal Training I Lab
FWS 130	Essentials of Fitness Assessments
<b>Spring II (13 credits)</b>	
BIO 203	Nutrition
FWS 120	Fundamentals of Personal Training II
FWS 121	Fundamentals of Personal Training II Lab
FWS 135	Physiology of Exercise
FWS 180	Special Populations Fitness Prescription

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify risk factors associated with physical activity, contraindications to exercise testing and physical activity, and identify proper referral protocols and resources for various populations of varied prior medical histories.
- Possess the knowledge and skills needed to successfully complete national industry leading certification exams (ACSM, ACE, NSCA, NASM).
- Display knowledge of the human body systems as well as understanding of the acute and chronic effects within the body resulting from physical activity, everyday repetitive motion and exercise.
- Demonstrate professional demeanor and skills related to rapport building, interpersonal skills, professional integrity and responsibility, independent thinking and problem solving.
- Assess, design, and implement safe and effective exercise prescriptions to improve health and performance.
- Demonstrate an ability to modify exercise prescriptions for various populations and conditions.

## Career Opportunities

Coaching, assistant athletic director, community recreation specialist, sports marketing personal trainer, activities director, wellness specialist, exercise/fitness instructor, and health and wellness educator.

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<sup>1</sup> Recommend SPH 141 (<http://legacy.cecil.edu/Course-Search/course-description.asp?CourseCodePlus=SPH++141>), Public Speaking; selection may not include EGL designation.

<sup>2</sup> Suggested program electives are PED 135 (<http://legacy.cecil.edu/Course-Search/course-description.asp?CourseCodePlus=PED++135>), PED 180 (<http://legacy.cecil.edu/Course-Search/course-description.asp?CourseCodePlus=PED++180>), PED 282 (<http://legacy.cecil.edu/Course-Search/course-description.asp?CourseCodePlus=PED++282>), HEA 174 (<http://legacy.cecil.edu/Course-Search/course-description.asp?CourseCodePlus=HEA++174>), HCD 120 (<http://legacy.cecil.edu/Course-Search/course-description.asp?CourseCodePlus=HCD++120>), and HCD 270 (<http://legacy.cecil.edu/Course-Search/course-description.asp?CourseCodePlus=HCD++270>).

# Health Information Technology (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** HITD

**Number of Credits:** 60

## Program Description

The Associate of Applied Science in Health Information Technology will offer students, who currently hold a national certification as a Medical Coder and/or have five years' experience as a coder, the opportunity to prepare for a career in the ever-changing world of health care information technology. Students will be prepared to work in various areas of health information technology such as: verifying accurate completion of medical records; data management; and use of computer applications to assess and analyze patient data and health care costs. Upon successful completion of this program, students are eligible to take the Registered Health Information Technician Certification offered through the American Health Information Management Association.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts/Humanities Elective [H]	3

Course Number	Course Title	Credits
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I [S] <b>and</b> Human Anatomy and Physiology I Lab	4
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II [S] <b>and</b> Human Anatomy and Physiology II Lab	4
EGL 101	Freshman Composition [E]	3
MAT 127	Introduction to Statistics [M]	4
PSY 101 <b>or</b> SOC 101	Introduction to Psychology [SS] <b>or</b> Introduction to Sociology [SS]	3

## Program Requirements

Course Number	Course Title	Credits
EGL 211	Technical Writing	3
ELECT	Healthcare Portfolio/Credential Assessment	12
CSC 163	Database Design Principles	3
HCD 124	Health Information Technology	3
HCD 150	Social Media in the Healthcare Setting	3
HCD 161	Application: Electronic Medical Records	1
HCD 232	Introduction to Clinical Pharmacology	3
HCD 261	Application: Health Information Technology	2
HCD 270 <b>or</b> PHI 270	Ethical Issues in Healthcare [H] <b>or</b> Ethical Issues in Healthcare [H]	3
VCP 144	Web Design I — Design Fundamentals	3
VCP 244	Web Development	3

# Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (14 credits)</b>	
EGL 101	Freshman Composition
BIO 208 and BIO 218	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab
MAT 127	Introduction to Statistics
PSY 101 or SOC 101	Introduction to Psychology or Introduction to Sociology
<b>Spring I (14 credits)</b>	
EGL 211	Technical Writing
BIO 209 and BIO 219	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab
HCD 124	Health Information Technology
HCD 161	Application: Electronic Medical Records
HCD 150	Social Media in the Healthcare Setting
<b>Fall II (14 credits)</b>	
ARTS/HUM	Arts/Humanities Elective
CSC 163	Database Design Principles
HCD 232	Introduction to Clinical Pharmacology

Course Number	Course Title
HCD 261	Application: Health Information Technology
HCD 270 or PHI 270	Ethical Issues in Healthcare or Ethical Issues in Healthcare
<b>Spring II (18 credits)</b>	
ELECT	Healthcare Portfolio/Credential Assessment
VCP 144	Web Design I — Design Fundamentals
VCP 244	Web Development

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Develop skills necessary to utilize health information technology for knowledge management and compliance with legal and regulatory requirements.
- Identify issues related to the implementation of the electronic health record.
- Describe key legal, regulatory, and ethical issues related to the utilization of health information technology.
- Recognize the language, terminology, ontology, acronyms, coding, and classification systems of healthcare and health informatics.
- Utilize databases and spreadsheets to consolidate, manipulate, integrate, and display health data.
- Apply information technology to improve healthcare quality, safety, and effectiveness.
- Upon successful completion of this program, students are eligible to take the Registered Health Information Technician Certification offered through the American Health Information Management Association.

## Career Opportunities

Individuals with a passion for information technology and health sciences can build on their experience and knowledge in Coding by completing an Associate of Science in Health



Information Technology. According to the Bureau of Labor Statistics, the number of health information technician jobs is expected to increase 15% through 2024. Medical records and health information technicians, commonly referred to as health information technicians, organize and manage health information data. They ensure that the information maintains its quality, accuracy, accessibility, and security in both paper files and electronic systems. Various classification systems are used to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories.

# Health Navigator – Public Health Generalist (Certificate)

Award: Certificate

Degree Code: HENC

Number of Credits: 27

## Program Description

The Health Navigator Certificate program will offer students, who are currently working in the healthcare industry, the opportunity to prepare for work in the field of healthcare advocacy, as a health navigator, working with patients and their families in various settings (hospital systems, physician groups, patient advocacy organizations, insurance companies). Students have the option to continue their studies to earn the Associate of Science in Public Health.

## Required Courses <sup>1</sup>

Course Number	Course Title	Credits
EGL 101	Freshman Composition	3
HCD 120	Medical Terminology	3
HCD 124	Health Information Technology	3
HCD 270	Ethical Issues in Healthcare	3
HEA 130	Healthful Living	3
PBH 104	Introduction to Public Health	3
PBH 120	The US Healthcare System	3
SOC 105	Perspectives in Human Diversity	3
SPH 121	Interpersonal Communications	3

# Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the entry level knowledge applicable to the concept of health care advocacy, necessary to assist patients and families.
- Demonstrate the written and verbal communication skills and abilities associated with health care advocacy.

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<sup>1</sup> Students must test higher than Math 093 in order to register for this certificate program.

**Important note:** There is currently no nationally or internationally recognized certification as a health navigator or a patient advocate. Obtaining this Health Navigator Certificate indicates that the student has met the requirements for the completion of the certificate program. It does not provide the student with any certification or credentialing.

# Healthcare Sciences (Associate of Science)

**Award:** Associate of Science

**Degree Code:** HCSR

**Number of Credits:** 60

## Program Description

The Associate of Science in Healthcare Sciences may offer students, who currently hold a designated 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, specific healthcare career education studies, credential assessment and/or portfolio review, graduates are prepared to enter the healthcare workforce in a selected discipline. Submission of credential assessment request is required. Credential assessment is approved by the Dean of Nursing and Health Professions.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
BIO 101 and BIO 111	General Biology [S] and General Biology Lab	4

Course Number	Course Title	Credits
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I [S] <b>and</b> Human Anatomy and Physiology I Lab	4
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II [S] <b>and</b> Human Anatomy and Physiology II Lab	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT	Math Elective <sup>1</sup> [M]	3
SOC 101	Introduction to Sociology [SS]	3
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3
PSY 101	Introduction to Psychology [SS]	3
PSY 201	Human Growth and Development [SS]	3

## Program Requirements

Course Number	Course Title	Credits
CIS 101	Introduction to Computer Concepts [I]	3
HCD 120	Medical Terminology	3
HCD 150 <b>or</b> HCD 270	Social Media in the Healthcare Setting <b>or</b> Ethical Issues in Healthcare	3
HEA 130	Healthful Living [I]	3
ELECT	Math, Science, Healthcare or Business Elective <sup>2</sup>	3
ELECT	Healthcare Science Portfolio Review and/or Credential Assessment	12

# Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
EGL 101	Freshman Composition
CIS 101	Introduction to Computer Concepts
HCD 120	Medical Terminology
BIO 101 and BIO 111	General Biology and General Biology Lab
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking
<b>Spring I (16 credits)</b>	
EGL 102	Composition and Literature
BIO 208 and BIO 218	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab
HEA 130	Healthful Living
MAT	Math Elective
PSY 101	Introduction to Psychology
<b>Fall II (13 credits)</b>	
PSY 201	Human Growth and Development
SOC 101	Introduction to Sociology

Course Number	Course Title
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II <b>and</b> Human Anatomy and Physiology II Lab
HCD 150 <b>or</b> HCD 270	Social Media in the Healthcare Setting <b>or</b> Ethical Issues in Healthcare
<b>Spring II (15 credits)</b>	
ELECT	Healthcare Science Portfolio Review and/or Credential Assessment
ELECT	Math, Science, Healthcare or Business Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the entry level knowledge, and written and verbal communication skills and abilities associated with many disciplines within the field of health care.
- Apply a discipline specific skill set to a wider range of opportunities within the field of health care.
- Transfer to a baccalaureate program of study in the field of health care.

## Career Opportunities

Careers in Healthcare Sciences include Healthcare Management and Administration, Occupational and Physical Therapy, Epidemiology, Laboratory Technicians and Researchers, Healthcare Education, and other healthcare related fields.

<sup>1</sup> Any general education Mathematics, level 121 or higher, will be accepted.

<sup>2</sup> Suggested Math, Science or Business Electives: MAT 127, BIO 200, BIO 203, BIO 206 BIO 210, BIO 216, CHM 102, CHM 103, CHM 113, ENV 106, ENV 116, PHY 103, PHY 181, PHY 207, ACC 101, ACC 102, ACC 103, ACC 104, and BUS 108.

# Nursing (Associate of Science)

**Award:** Associate of Science

**Degree Code:** NURR

**Number of Credits:** 70

## Program Description

The Associate of Science in 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 Accreditation Commission for Education in Nursing (3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326 [www.acenursing.org](http://www.acenursing.org) (<http://www.acenursing.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 [here](https://www.cecil.edu/admissions-aid/admissions/how-to-apply/nursing-student) (<https://www.cecil.edu/admissions-aid/admissions/how-to-apply/nursing-student>).

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through [ARTSYS](http://www.artsys.usmd.edu/) (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses



## General Education and Program Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Elective <sup>1</sup> [H]	3
BIO 200 <b>and</b> BIO 210	Microbiology [S] <b>and</b> Microbiology Lab	4
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I [S] <b>and</b> Human Anatomy and Physiology I Lab	4
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II [S] <b>and</b> Human Anatomy and Physiology II Lab	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT 127	Introduction to Statistics [M]	4
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 208	Professional Issues in Nursing	3
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

Course Number	Course Title	Credits
PSY 201	Human Growth and Development [SS]	3
SOC 101	Introduction to Sociology [SS]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

### Full-time Status

Course Number	Course Title
<b>Summer I (7 credits)</b>	
EGL 101	Freshman Composition
BIO 208 and BIO 218	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab
<b>Fall I (16 credits)</b>	
BIO 209 and BIO 219	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab
PSY 101	Introduction to Psychology
NUR 101	Concepts and Processes in Nursing
NUR 104	Nursing Fundamentals Theory
NUR 114	Clinical Lab I: Nursing Fundamentals
<b>Spring I (16 credits)</b>	

Course Number	Course Title
BIO 200 <b>and</b> BIO 210	Microbiology <b>and</b> Microbiology Lab
NUR 105	Care of Adult and Aging Clients
NUR 115	Clinical Lab II: Medical/Surgical Settings
MAT 127	Introduction to Statistics
<b>Fall II (14 credits)</b>	
NUR 201	Care of Childbearing/Childrearing Families
NUR 211	Clinical Lab III: Care of Childbearing/Childrearing
PSY 201	Human Growth and Development
EGL 102	Composition and Literature
<b>Spring II (17 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
NUR 204	Care of Clients Affected by Complex Stressors
NUR 208	Professional Issues in Nursing
NUR 214	Clinical Lab IV: Medical/Surgical/Psychiatric
SOC 101	Introduction to Sociology

## Part-time Status

Course Number	Course Title
<b>Summer I (3 credits)</b>	
EGL 101	Freshman Composition
<b>Fall I (14 credits)</b>	

Course Number	Course Title
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I <b>and</b> Human Anatomy and Physiology I Lab
EGL 102	Composition and Literature
MAT 127	Introduction to Statistics
PSY 101	Introduction to Psychology
<b>Spring I (14 credits)</b>	
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II <b>and</b> Human Anatomy and Physiology II Lab
BIO 200 <b>and</b> BIO 210	Microbiology <b>and</b> Microbiology Lab
PSY 201	Human Growth and Development
SOC 101	Introduction to Psychology
<b>Fall II (9 credits)</b>	
NUR 101	Concepts and Processes in Nursing
NUR 104	Nursing Fundamentals Theory
NUR 114	Clinical Lab I: Nursing Fundamentals
<b>Spring II (11 credits)</b>	
NUR 105	Care of Adult and Aging Clients
NUR 115	Clinical Lab II: Medical/Surgical Settings
ARTS/HUM	Arts and Humanities Elective
<b>Fall III (8 credits)</b>	
NUR 201	Care of Childbearing/Childrearing Families

Course Number	Course Title
NUR 211	Clinical Lab III: Care of Childbearing/Childrearing
<b>Spring III (11 credits)</b>	
NUR 204	Care of Clients Affected by Complex Stressors
NUR 208	Professional Issues in Nursing
NUR 214	Clinical Lab IV: Medical/Surgical/Psychiatric

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Provide safe and competent nursing care that acknowledges and encompasses the uniqueness, dignity, diversity, freedom and holistic well-being of each individual within their community and within the context of the Neuman Systems Model.
- Communicate professionally, effectively, and appropriately with clients, families, health care team members and peers, while promoting human dignity, patient advocacy and a spirit of inquiry.
- Demonstrate the appropriate application and integration of evidence, critical thinking, nursing concepts, and clinical judgment, in the clinical decision making process, as they practice as a nurse within the conceptual framework of nursing practice.
- Embrace the fundamental core values of nursing identified by NLN: caring; diversity; ethics; excellence; holism; integrity; and patient-centeredness.
- Take the NCLEX-RN.

## Career Opportunities

Nursing care in doctors' offices, hospital settings, private nursing/home health care, and administrative industries such as insurance companies and state agencies.

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

# Paramedic (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** EMTR

**Number of Credits:** 60

## Program Description

The Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. The Paramedic program in Cecil County contains 720 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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
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Course Number	Course Title	Credits
BIO 101 <b>and</b> BIO 111 <b>or</b> BIO 130 <b>and</b> BIO 131	General Biology [S] <b>and</b> General Biology Lab <b>or</b> Principles of Biology I [I] <b>and</b> Principles of Biology I Lab [I]	4
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I [S] <b>and</b> Human Anatomy and Physiology I Lab	4
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II [S] <b>and</b> Human Anatomy and Physiology II Lab	4
EGL 101	Freshman Composition [E]	3
EGL 211	Technical Writing	3
MAT 127	Introduction to Statistics [M]	4
PSY 101	Introduction to Psychology [SS]	3
PSY 201	Human Growth and Development [SS]	3
SPH 121	Interpersonal Communications [H]	3
ELECT	Elective	1

## Requirement of Major (28 Credits)

Course Title	Semester	Credits
Paramedic - Preparatory Knowledge	Fall	5
Paramedic - Patient Assessment	Fall	3
Paramedic - Traumatic Emergencies	Spring	5
Paramedic - Medical Emergencies	Fall	5
Paramedic - Special Considerations	Spring	4
Paramedic - Operations	Spring	3

Course Title	Semester	Credits
Paramedic - Clinical /Field Requirements	Summer	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the ability to assign priority levels of emergency treatment to patients and effectively perform all basic and advanced interventions as part of a treatment plan intended to mitigate the emergency, provide symptom relief, and improve overall health of the patient and evaluate the plan and treatment and disposition of the patient accordingly.
- To function as a team leader of a routine, single patient advanced life support call.
- Perform in cooperation with medical direction, the need for emergency medical care including the recognition of life-threatening disorders such as airway and respiratory problems, cardiac dysrhythmias, traumatic injuries, and mental health emergencies, to an appropriate care facility by the most effective means of transportation.
- Demonstrate with proficiency the management of cardiac arrest and peri-arrest states and apply comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent cardiac arrest.
- Communicate effectively, professionally and in a culturally sensitive manner, with patients, colleagues and other health care professionals, in all written and oral communications.
- Perform with safety and efficiency all psychomotor skills in accordance with the National EMS Scope of Practice and the State of Maryland Scope of Practice at the paramedic level.
- Perform and direct routine maintenance and preparation of emergency care equipment and supplies at the beginning and end of each shift and after every response.



# Personal Trainer/Fitness Manager (Certificate)

Award: Certificate

Degree Code: PTFC

Number of Credits: 20

## Program Description

The Personal Trainer/Fitness Manager Certificate program prepares individuals for entry into careers that involve the assessment, motivation, education, and training of clients regarding their health and fitness needs. Successful completion of this certificate program prepares students for entry level certification as a Personal Trainer. Students have the option to continue their studies and earn their Associate of Science in Exercise Science.

## Required Courses

Course Number	Course Title	Credits
BUS 103	Introduction to Business	3
HEA 130	Healthful Living	3
BIO 203	Nutrition	3
FWS 110	Fundamentals of Personal Training I	3
FWS 111	Fundamentals of Personal Training I Lab	1
FWS 120	Fundamentals of Personal Training II	3
FWS 121	Fundamentals of Personal Training II Lab	1
FWS 130	Essentials of Fitness Assessments	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the knowledge and skills necessary to practice as an entry level personal trainer, including a professional demeanor.
- Assess, design, and implement safe and effective exercise prescriptions to improve health and performance.
- Demonstrate the knowledge and skills needed to successfully complete national industry leading certification exams (ACSM, ACE, NSCA, NASM) as an entry level personal trainer.

# Physical Therapist Assistant (Associate of Applied Science)

## PROGRAM REVISION

Please note that this program has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the addendum (<https://www.cecil.edu/catalog/addendum/updated-program-physical-therapist-assistant-associate-of-applied-science>) for the updated version of this program.

**Award:** Associate of Applied Science

**Degree Code:** PTAR

**Number of Credits:** 70

## Program Description

The Physical Therapist Assistant program provides a foundation for graduates to become highly skilled in providing patient services using physical therapy techniques under the supervision and direction of a licensed physical therapist in clinics, hospitals, and many other health care settings. Upon completion of the curriculum, the graduate will receive the A.A.S. and will be eligible to take the National Physical Therapy Exam for Physical Therapist Assistants. The Physical Therapist Assistant Program at Cecil College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org> (<http://www.capteonline.org/>). Information on program admission, selection policies and procedures and eligibility criteria are available in the program handbook, college catalog and in the program admission materials.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

# Required Courses

## General Education Requirements

Course Number	Course Title	Credits
BIO 208	Human Anatomy and Physiology I [S]	3
BIO 218	Human Anatomy and Physiology I Lab	1
BIO 209	Human Anatomy and Physiology II [S]	3
BIO 219	Human Anatomy and Physiology II Lab	1
EGL 101	Freshman Composition [E]	3
MAT 127	Introduction to Statistics <sup>1</sup> [M]	4
PSY 101	Introduction to Psychology [SS]	3
PSY 201	Human Growth and Development [SS]	3
SPH 141	Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
PTA 102	Clinical Kinesiology and Biomechanics	3
PTA 103	Clinical Skills for the PTA	3
PTA 104	Fundamentals of PT Practice I	2
PTA 204	Therapeutic Modalities	3
PTA 206	Therapeutic Exercise	3
PTA 211	Fundamentals of PT Practice II	2
PTA 213	Fundamentals of PT Practice III	2

Course Number	Course Title	Credits
PTA 220	Clinical Orthopedics	4
PTA 222	Clinical Neurosciences	3
PTA 224	Clinical Cardiopulmonary and Integumentary Issues	3
PTA 228	Special Topics in Physical Therapy	3
PTA 230	PTA Clinical Practice I	3
PTA 232	PTA Clinical Practice II	6
PTA 234	PTA Clinical Practice III	6

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Spring I (8 credits)</b>	
PTA 102	Clinical Kinesiology and Biomechanics
PTA 103	Clinical Skills for the PTA
PTA 104	Fundamentals of PT Practice I
<b>Summer I (8 credits)</b>	
PTA 204	Therapeutic Modalities
PTA 206	Therapeutic Exercise
PTA 211	Fundamentals of PT Practice II
<b>Fall I (16 credits)</b>	

Course Number	Course Title
PTA 220	Clinical Orthopedics
PTA 222	Clinical Neurosciences
PTA 224	Clinical Cardiopulmonary and Integumentary Issues
PTA 228	Special Topics in Physical Therapy
PTA 230	PTA Clinical Practice I
<b>Spring II (14 credits)</b>	
PTA 213	Fundamentals of PT Practice III
PTA 232	Clinical Practice II
PTA 234	Clinical Practice III

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the entry level knowledge, clinical skills and professional abilities of a physical therapist assistant in the delivery of interventions, in all communications, during education activities, and during resource management activities.
- Provide competent patient care under the direction and supervision of a licensed physical therapist, in an ethical, legal, safe and effective manner in a variety of healthcare settings.
- Integrate the behavioral expectation of altruism, caring and compassion, cultural competence, duty, integrity, PT/PTA collaboration and social responsibility into professional practice.
- Manage an effective transition from the educational program to a career as a licensed physical therapist assistant, including a plan for continuous professional competence and lifelong learning.

## Career Opportunities

Physical Therapist Assistants work in hospitals, privately owned physical therapy practices, home health, schools, and rehab units.

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<sup>1</sup> Any 4 credit General Education Mathematics will be accepted.

# Practical Nursing (Certificate)

**Award:** Certificate

**Degree Code:** LPNC

**Number of Credits:** 35

## Program Description

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 – Practical Nurse (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 under Admissions & Enrollment (<https://www.cecil.edu/catalog/admissions-enrollment#LPN>).

## Required Courses

Course Number	Course Title	Credits
BIO 208 and BIO 218	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab	4
BIO 209 and BIO 219	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
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



Course Number	Course Title	Credits
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

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Provide safe and competent nursing care at the LPN level, while promoting human dignity, integrity, and self-determination.
- Communicate effectively and appropriately with clients, families, health care team members and peers while promoting human dignity and patient advocacy.
- Demonstrate the application of critical thinking and nursing concepts in the clinical decision making process, as they practice as a practical nurse within the conceptual framework of practical nursing practice.
- Embrace the fundamental core values of nursing identified by NLN: caring; diversity; ethics; excellence; holism; integrity; and patient-centeredness.
- Take the NCLEX-PN.

# Public Health for Healthcare Professionals (Certificate)

Award: Certificate  
Degree Code: PHPC  
Number of Credits: 28

## Program Description

The Public Health Certificate program will offer students, who are currently working as healthcare professionals, the opportunity to gain a comprehensive overview of population health and its application in various settings. This certificate program will provide students with the background and knowledge needed to pursue future work in the public health sector.

## Required Courses

### Program Requirements

Course Number	Course Title	Credits
BIO 101 and BIO 111	General Biology and General Biology Lab	4
EGL 101	Freshman Composition	3
HCD 124	Health Information Technology	3
HCD 270	Ethical Issues in Healthcare	3
PBH 104	Introduction to Public Health	3
PBH 110	Introduction to Epidemiology	3
PBH 120	The US Healthcare System	3
PBH 218	Health Administration	3

Course Number	Course Title	Credits
PBH 220	Environmental Health	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the knowledge, and written and verbal communication skills and abilities associated with public health.
- Demonstrate knowledge and skills necessary for seamless transfer to an Associate Degree or Baccalaureate program of study for public health generalist or specialized Bachelor's degree programs including health education, health administration, and/or environmental health.

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**Important Note:** Completion of this certificate program alone does not provide the education required for eligibility to take the National Board of Public Health Examiners exam to become Certified in Public Health (CPH). Specific information regarding eligibility requirements for the CPH are available at [www.nbphe.org/eligibility](https://www.nbphe.org/eligibility) (<https://www.nbphe.org/eligibility/>).

# Public Health with Areas of Concentration (Associate of Science)

**Award:** Associate of Science

**Degree Code:** CNEP (Environmental Public Health Concentration - 60 Credits)

**Degree Code:** CNHN (Health Navigator Concentration - 60 Credits)

**Degree Code:** CNPH (Public Health Generalist Concentration - 60 Credits)

## Program Description

The Associate of Science in Public Health offers students a flexible degree program designed to provide a sound base of foundational credit coursework and additional career specific studies and/or competencies in the discipline of public health. Through a combination of general education requirements, core electives, specific public health studies, and a final capstone assignment, graduates are prepared to enter the workforce and/or pursue further education in the field of public health.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives [H]	3
BIO 101 and BIO 111	General Biology [S] and General Biology Lab	4

Course Number	Course Title	Credits
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I [S] <b>and</b> Human Anatomy and Physiology I Lab	4
EGL 101	Freshman Composition [E]	3
EGL 211	Technical Writing	3
MAT 127	Introduction to Statistics [M]	4
PSY 101	Introduction to Psychology [SS]	3
SOC 101	Introduction to Sociology [SS]	3
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II [S] <b>and</b> Human Anatomy and Physiology II	4
PBH 104	Introduction to Public Health	3
PBH 110	Introduction to Epidemiology	3
SOC 105	Perspectives in Human Diversity [SS]	3

## Environmental Public Health Concentration (17 Credits)

Course Number	Course Title	Credits
BIO 222 <b>and</b> BIO 232	Genetics <b>and</b> Genetics Lab	4
CHM 103 <b>and</b> CHM 113	General Chemistry I [S] <b>and</b> General Chemistry I Lab	4
ELECT	Healthcare, Public Health, or Science Electives <sup>1</sup>	3
PBH 220	Environmental Health	3
PBH 270	Public Health Capstone	3

## Health Navigator Concentration (17 Credits)

Course Number	Course Title	Credits
ELECT	Healthcare, Public Health, or Science Electives <sup>1</sup>	5
HCD 120	Medical Terminology	3
HCD 270	Ethical Issues in Healthcare [H]	3
PBH 120	The U.S. Healthcare System	3
PBH 208	Health Education	3

## Public Health Generalist Concentration (17 Credits)

Course Number	Course Title	Credits
ELECT	Healthcare, Public Health, or Science Electives <sup>1</sup>	5
PBH 218	Health Administration	3
PBH 220	Environmental Health	3
PBH 270	Public Health Capstone	3
PSY 201	Human Growth and Development [SS]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (14 credits)</b>	
EGL 101	Freshman Composition

Course Number	Course Title
MAT 127	Introduction to Statistics
BIO 101 and BIO 111	General Biology and General Biology Lab
PSY 101	Introduction to Psychology
<b>Spring I (16 credits)</b>	
EGL 211	Technical Writing
BIO 208 and BIO 218	Human Anatomy and Physiology I and Human Anatomy and Physiology I Lab
SOC 101	Introduction to Sociology
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking
ARTS/HUM	Arts and Humanities Elective
<b>Fall II (13 credits)</b>	
BIO 209 and BIO 219	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab
PBH 104	Introduction to Public Health
PBH 110	Introduction to Epidemiology
SOC 105	Perspectives in Human Diversity
<b>Spring II (17 credits)</b>	
ELECT	Concentration Electives

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the entry level knowledge, and written and verbal communication skills and abilities associated with public health.
- Apply the acquired the skills and knowledge to practice in an entry-level public health position.
- Transfer to a baccalaureate program of study with public health generalist or specialized bachelor's degree programs including health education, health administration, and/or environmental health.

## Career Opportunities

Community health worker, health educator, healthcare administrator, research analyst, health services manager or administrator, government policy analyst, health education specialist, health promotion specialist, environmental specialist, and field investigator.

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<sup>1</sup> Suggested electives are BIO 200/210, HCD 270, PBH 120, PBH 208, PBH 218, PBH 220



# Addictions and Chemical Dependency (Associate of Arts)

Award: Associate of Arts

Degree Code: ACHD

Number of Credits: 60

## Program Description

The Addictions and Chemical Dependency Associate of Arts Degree is designed for students who wish to transfer and pursue a Bachelor's Degree in a health or human services counseling field. This degree option provides students with the foundational knowledge regarding clients with substance abuse issues.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ART/HUM	Arts and Humanities Elective [H]	3
BIO 208 and BIO 218	Human Anatomy and Physiology I [S] and Human Anatomy and Physiology I Lab	4
BIO 209 and BIO 219	Human Anatomy and Physiology II [S] and Human Anatomy and Physiology II Lab	4

Course Number	Course Title	Credits
EGL 101	Freshman Composition [E]	3
MAT 127	Introduction to Statistics [M]	4
PHI 270	Ethical Issues in Healthcare [H]	3
PSY 101	Introduction to Psychology [SS]	3
PSY 201	Human Growth and Development [SS]	3
SPH 121 or SPH 141	Interpersonal Communications [H] or Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
COU 104	Medical Aspects of Chemical Dependency	3
COU 106	Theories of Counseling	3
COU 107	Fundamental Counseling Techniques	3
COU 108	Addictions Treatment and Counseling	3
COU 111	Internship I: Alcohol and Drug Counseling	3
COU 201	Treatment of Co-Occurring Disorders	3
COU 202	Group Counseling Techniques	3
COU 211	Internship II: Alcohol and Drug Counseling	3
EGL 211	Technical Writing	3
PSY 227	Introduction to Abnormal Psychology	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (12 credits)</b>	
COU 104	Medical Aspects of Chemical Dependency
EGL 101	Freshman Composition
PSY 101	Introduction to Psychology
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking
<b>Spring I (17 credits)</b>	
COU 106	Theories of Counseling
ART/HUM	Arts and Humanities Elective
MAT 127	Introduction to Statistics
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I <b>and</b> Human Anatomy and Physiology I Lab
EGL 211	Technical Writing
<b>Fall II (16 credits)</b>	
COU 107	Fundamental Counseling Techniques
COU 108	Addictions Treatment and Counseling
COU 111	Internship I: Alcohol and Drug Counseling
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II <b>and</b> Human Anatomy and Physiology II Lab
PSY 201	Human Growth and Development

Course Number	Course Title
<b>Spring II (15 credits)</b>	
COU 201	Treatment of Co-Occurring Disorders
COU 202	Group Counseling Techniques
COU 211	Internship II: Alcohol and Drug Counseling
PHI 270	Ethical Issues in Healthcare
PSY 227	Introduction to Abnormal Psychology

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify and describe the medical aspects of chemical dependency and treatment.
- Explain and practice the theories and techniques of counseling and therapy (individual, group and family).
- Apply addiction treatment delivery practices through participation in authentic field experiences.
- Identify basic psychological concepts, theories and developments related to human and abnormal behavior.
- Describe and demonstrate adherence to the ethical standards of client welfare.

## Career Opportunities

Counseling fields in health and human services.

# Addictions and Chemical Dependency (Certificate)

Award: Certificate

Degree Code: ACHC

Number of Credits: 30

## Program Description

The Addictions and Chemical Dependency Certificate is designed for students who possess a degree in a health or human services counseling field and are pursuing greater knowledge regarding clients with substance abuse issues. Students who already possess their license in the state of Maryland may use these courses to fulfill continuing education requirements for periodic certification or licensure renewal. Students may verify this coursework with the Maryland Board of Professional Counselors and Therapists at [www.dhmh.maryland.gov/bopc](http://www.dhmh.maryland.gov/bopc) (<https://health.maryland.gov/bopc>).

The courses in the certificate program will fulfill the specific chemical dependency counseling coursework required for students who wish to pursue the Associate of Arts Addictions and Chemical Dependency program.

## Required Courses

Course Number	Course Title	Credits
COU 104	Medical Aspects of Chemical Dependency	3
COU 106	Theories of Counseling	3
COU 107	Fundamental Counseling Techniques	3
COU 108	Addictions Treatment and Counseling	3
COU 201	Treatment of Co-Occurring Disorders	3
COU 202	Group Counseling Techniques	3

Course Number	Course Title	Credits
PHI 270	Ethical Issues in Health Care	3
PSY 101	Introduction to Psychology	3
PSY 201	Human Growth and Development	3
PSY 227	Introduction to Abnormal Psychology	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify and describe the medical aspects of chemical dependency and treatment.
- Explain and practice the theories and techniques of counseling and therapy (individual, group and family).
- Identify basic psychological concepts, theories and developments related to human and abnormal behavior.
- Describe and demonstrate adherence to the ethical standards of client welfare.

# Criminal Justice (Associate of Applied Science)

## PROGRAM REVISION

Please note that this program has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the [addendum](https://www.cecil.edu/catalog/addendum/updated-program-criminal-justice-associate-of-applied-science) (<https://www.cecil.edu/catalog/addendum/updated-program-criminal-justice-associate-of-applied-science>) for the updated version of this program.

**Award:** Associate of Applied Science

**Degree Code:** CJRR

**Number of Credits:** 60

## Program Description

The Criminal Justice program is focused toward the professional and educational needs of students interested in careers in criminal justice and toward current criminal justice personnel who desire to increase their proficiency or to improve their professional career opportunities.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

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Course Number

Course Title

Credits

Course Number	Course Title	Credits
BIO or CHM or PHY	Biology Science Elective with Lab [S/SL] or Chemistry Science Elective with Lab [S/SL] or Physics Science Elective with Lab [S/SL]	4
EGL 101	Freshman Composition [E]	3
HST 202	United States History II [H]	3
MAT 127	Introduction to Statistics [M]	4
PSY 101	Introduction to Psychology [SS]	3
SPH 141	Public Speaking [H]	3
SPN 101	Introductory Spanish I [H]	3

## Program Requirements

Course Number	Course Title	Credits
CRJ 101	Introduction to the Criminal Justice System	3
CRJ 110	Police Community Relations	3
CRJ 133	Forensic Techniques in Crime Scene Investigations	3
CRJ 201	Criminal Investigation	3
CRJ 205	Criminal Law	3
CRJ 208	Ethics in the Criminal Justice System	3
CRJ 211	Probation, Parole, and Community Corrections	3
CRJ 214	Delinquency and Juvenile Justice	3
CRJ 221	Criminology	3
CRJ 225	Police Organization and Administration	3



Course Number	Course Title	Credits
CRJ 275	Physical Fitness	1
CRJ 299	Cooperative Education Experience in Criminal Justice	3
EGL 211	Technical Writing	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (13 credits)</b>	
EGL 101	Freshman Composition
CRJ 101	Introduction to the Criminal Justice System
CRJ 225	Police Organization and Administration
CRJ 275	Physical Fitness
PSY 101	Introduction to Psychology
<b>Spring I (15 credits)</b>	
EGL 211	Technical Writing
CRJ 133	Forensic Techniques in Crime Scene Investigations
CRJ 205	Criminal Law
CRJ 221	Criminology
SPH 141	Public Speaking

Course Number	Course Title
<b>Fall II (16 credits)</b>	
MAT 127	Introduction to Statistics
CRJ 110	Police Community Relations
CRJ 201	Criminal Investigation
CRJ 214	Delinquency and Juvenile Justice
SPN 101	Introductory Spanish I
<b>Spring II (16 credits)</b>	
BIO or CHM or PHY	Biology Science Elective with Lab or Chemistry Science Elective with Lab or Physics Science Elective with Lab
CRJ 208	Ethics in the Criminal Justice System
CRJ 211	Probation, Parole, and Community Corrections
CRJ 299	Cooperative Education Experience in Criminal Justice
HST 202	United States History II

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Critically evaluate theories about crime and criminal behavior.
- Critically evaluate laws and court decisions about crime and criminal behavior.
- Explain the organization and administration of the criminal justice system.
- Explain the role of research in criminal justice.
- Analyze how personal values may conflict with the ethical standards for criminal justice professionals.

- Analyze how ethical principles and ethical codes of conduct apply to criminal justice professionals.

## Career Opportunities

Career opportunities in Criminal Justice may include law enforcement, court systems, corrections, criminal investigation, detective services, forensics, and security services.

# Fire Science Technology (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** FSTR

**Number of Credits:** 60

## Program Description

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

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
BIO 101 <b>or</b> BIO 130	General Biology [S] <b>or</b> Principles of Biology I [S]	3
BIO 111 <b>or</b> BIO 131	General Biology Lab <b>or</b> Principles of Biology I Lab	1

Course Number	Course Title	Credits
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I [S] <b>and</b> Human Anatomy and Physiology I Lab	4
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II [S] <b>and</b> Human Anatomy and Physiology II Lab	4
EGL 101	Freshman Composition [E]	3
MAT 127	Introduction to Statistics [M]	4
PSY 101	Introduction to Psychology [SS]	3
SOC 101	Introduction to Sociology [SS]	3
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

### Required Occupational Courses Offered by Maryland Fire and Rescue Institute

Course Number	Course Title	Credits
ELECT	Elective	1
EMT 106	Emergency Medical Technician-Basics	7
FIR 101	Firefighter I	3
FIR 110	Fire Department Safety Officer	2
FIR 114	Aerial Operator	1
FIR 129	Incident Safety Officer	1
FIR 130	Emergency Vehicle Operator	2
FIR 200	Hazardous Materials Technician	2
FIR 201	Firefighter II	2
FIR 202	Truck Company Fireground Operations	1

Course Number	Course Title	Credits
FIR 203	Fire Officer I	2
FIR 204	Fire Inspector	4
FIR 206	Firefighter Safety and Survival	1
FIR 207	Fireground Operations	1
FIR 209	Rescue Technician Operations	1
FIR 210	Rescue Technician Extrication	1

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (14 credits)</b>	
EGL 101	Freshman Composition
BIO 101 or BIO 130	General Biology or Principles of Biology I
BIO 111 or BIO 131	General Biology Lab or Principles of Biology I Lab
PSY 101	Introduction to Psychology
MAT 127	Introduction to Statistics
<b>Spring I (11 credits)</b>	

Course Number	Course Title
BIO 208 <b>and</b> BIO 218	Human Anatomy and Physiology I <b>and</b> Human Anatomy and Physiology I Lab
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking
SOC 101	Introduction to Sociology
ELECT	Elective
<b>Fall II (4 credits)</b>	
BIO 209 <b>and</b> BIO 219	Human Anatomy and Physiology II <b>and</b> Human Anatomy and Physiology II Lab

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the entry level knowledge, communication skills, written and verbal, and the professional abilities associated with the field of fire science with the ability to incorporate field strategies and tactics associated with various fire situations and to effectively operate a fire pumper or aerial apparatus.
- Demonstrate the ability to function as a fire officer within a fire service program, including the ability to perform effectively as a safety officer on the scene of an emergency, to recognize and mitigate various hazardous materials situations and to work with a team to perform fire suppression techniques specific to the incident while maintaining a full situational awareness to rescue, HAZMAT, investigation, and safety issues.
- Work effectively within the organizational structure of a company and manage a company level training program.
- Demonstrate an understanding and incorporate into their practice the laws and ordinances related to fire prevention.
- Provide field management of a patient at the EMT level.

# Career Opportunities

Firefighting, disaster planning, emergency services, fire inspection, fire investigation, and fire safety.



# Paralegal Studies (Associate of Arts)

Award: Associate of Arts

Degree Code: ASPP

Number of Credits: 60

## Program Description

The Paralegal Studies Associate degree provides the first two years of study for students preparing for a career as a paralegal. The program provides a general education background while focusing on developing an understanding of the legal system. Students completing the degree will meet the requirements for admission to a Paralegal Certificate Program or to continue their studies toward a Bachelor's Degree in Paralegal Studies.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives [H]	6
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
ELECT	Electives	2
MAT	Math Elective [M]	3

Course Number	Course Title	Credits
SCI	Science Electives <sup>1</sup> [S/SL]	7
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6
CIS 101	Introduction to Computer Concepts [I]	3
SPH 121 or SPH 141	Interpersonal Communications [H] or Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
BUS 210	Business Law	3
CRJ 101	Introduction to the Criminal Justice System	3
CRJ 205	Principles of Criminal Law	3
EGL 211	Technical Writing	3
ELECT	Elective <sup>3</sup>	3
ETHICS	Ethics Elective <sup>4</sup>	3
HST	History Elective <sup>5</sup>	3
SOC 105	Perspectives in Human Diversity [SS]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
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Course Number	Course Title
<b>Fall I (18 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
CIS 101	Introduction to Computer Concepts
EGL 101	Freshman Composition
CRJ 101	Introduction to the Criminal Justice System
HST	History Elective
SOC SCI	Social Science Elective
<b>Spring I (16 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
EGL 102	Composition and Literature
MAT	Math Elective
SCI	Lab Science Elective
SOC SCI	Social Science Elective
<b>Fall II (14 credits)</b>	
BUS 210	Business Law
EGL 211	Technical Writing
ELECT	Elective
SCI	Science Elective
SPH 101 <b>or</b> SPH 141	Interpersonal Communication <b>or</b> Public Speaking
<b>Spring II (12 credits)</b>	

Course Number	Course Title
ELECT	Program Elective
ELECT	Program Elective
CRJ 205	Criminal Law
SOC 105	Perspectives in Human Diversity

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate a professional attitude toward work, learning, and responsibilities; be dependable in attendance, punctuality, and completion of tasks.
- Communicate effectively orally and in writing.
- Demonstrate legal knowledge.
- Apply problem-solving and technical skills.
- Produce an adequate amount of work product, accurately and timely with acceptable quality.
- Utilize legal terminology competently.
- Describe the American legal system including sources of American law, the judicial system, civil and criminal procedure, and substantive areas of law such as contracts, torts, constitutional law, employment, and other areas.
- Identify the functions of law in American society, how they relate to corresponding legal research material, and the legislative process, judicial structure and system.
- Utilize their academic success to effectively continue their studies toward a certificate or bachelor's degree.
- Express an understanding of their ethical responsibility and role under the supervision of attorneys.
- Demonstrate a professional attitude toward work, learning and the completion of tasks.

## Career Opportunities

Work in law offices, federal, state agencies, corporate entities as a law clerk, title examiner, claim adjuster, occupational health and safety specialist, appraiser, and investigator.

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<sup>1</sup> One science elective must include a lab.

<sup>2</sup> Choose two from the following: Introduction to Political Science (POS 101), Introduction to Psychology (PSY 101), or Introduction to Sociology (SOC 101).

<sup>3</sup> Choose one from the following: Business Ethics (BUS 187), Ethics in Information Technology (CSC 110), Ethics in Criminal Justice (CRJ 208), Ethical Issues in Healthcare (HCD 270), or Ethics – Contemporary Moral Issues (PHI 201).

<sup>4</sup> Choose one from the following: Accounting I (ACC 101), Introduction to Business (BUS 103), Delinquency and Juvenile Justice (CRJ 214), American Government (POS 201), or Introduction to Social Work (SWK 101).

<sup>5</sup> Choose one from the following: Western Civilization I (HST 101), Western Civilization II (HST 102), United States History I (HST 201), or United States History II (HST 202).

# Social Work (Associate of Arts)

**Award:** Associate of Arts

**Degree Code:** ASWR

**Number of Credits:** 60

## Program Description

For information about the Accelerated Studies program or admission approval, contact the Director of Advising (410) 287-1000. 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, on-line, 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.

## Transfer Information

Cecil College has an articulation agreement with Salisbury University. Students satisfactorily completing the Associate of Arts – Social Work Option are guaranteed admission to Salisbury University. All the courses that are needed to complete the Salisbury University Baccalaureate degree will be offered at the Cecil College's Elkton Station location. Contact your advisor for detailed information.

## Required Courses

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

## General Education Requirements

Course Number	Course Title	Credits
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Course Number	Course Title	Credits
BIO 101 <b>and</b> BIO 111	General Biology [S] <b>and</b> General Biology Lab	4
BIO 123 <b>or</b> BIO 203	Foundations of Nutrition [S] <b>or</b> Nutrition	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
HST 101	Western Civilization I [H]	3
MAT 127	Introduction to Statistics [M]	4
PHI 201	Ethics - Contemporary Moral Issues [H]	3
PSY 101	Introduction to Psychology [SS]	3
SCI	Lab Science Elective [SL]	4
SOC 101	Introduction to Sociology [SS]	3

## Program Requirements

Course Number	Course Title	Credits
ELECT	Elective	1
HEA 140	Alcoholism and Drug Addiction	3
SOC 102	Social Problems [SS]	3
SOC 103	Marriage and the Family [SS]	3
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3
SWK 101	Introduction to Social Work [SS]	3
SWK 102	Basic Interviewing Skills	3

Course Number	Course Title	Credits
SWK 201	Social Welfare Policy Research and Experience	3
SWK 202	Elder Care Experiential Learning	2
SWK 203	Substance Abuse Experiential Learning	3

## Optional Program Offerings

Salisbury University will accept up to 70 credits in transfer. Students are encouraged to complete the following additional program electives at Cecil College:

Course Number	Course Title	Credits
ANT 101	Cultural Anthropology [SS]	3
EGL 209	Introduction to African-American Literature [H]	3
ELECT	Elective	1
HST 102	Western Civilization II [H]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Session I (6 credits)</b>	
EGL 101	Freshman Composition
PSY 101	Introduction to Psychology
<b>Session II (6 credits)</b>	



Course Number	Course Title
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking
SWK 101	Introduction to Social Work
<b>Session III (9 credits)</b>	
EGL 102	Composition and Literature
SOC 102	Social Problems
SWK 102	Basic Interviewing Skills
<b>Session IV (7 credits)</b>	
MAT 127	Introduction to Statistics
HEA 140	Alcoholism and Drug Addiction
<b>Session V (9 credits)</b>	
HST 101	Western Civilization I
SOC 103	Marriage and the Family
SWK 201	Social Welfare Policy Research Experiential Learning
<b>Session VI (7 credits)</b>	
BIO 101 <b>and</b> BIO 111	General Biology <b>and</b> General Biology Lab
SWK 203	Substance Abuse Experiential Learning
<b>Session VII (13 credits)</b>	
PHI 201	Ethics - Contemporary Moral Issues
SCI	Lab Science Elective

Course Number	Course Title
BIO 123 <b>or</b> BIO 203	Foundations of Nutrition <b>or</b> Nutrition
SWK 202	Elder Care Experiential Learning
ELECT	Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Utilize their academic success to effectively continue their studies toward a bachelor's degree.
- Express an understanding of their ethical responsibility and role under the supervision of individuals in the profession.
- Demonstrate a professional attitude toward work, learning and the completion of tasks.
- Apply critical thinking skills within the context of professional social work practice.
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- Understand and interpret the history of the social work profession and its contemporary structures and issues.
- Understand the importance of respect as it relates to a clients' age, class, race, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Use communication skills differentially across client populations, colleagues, and communities.

## Career Opportunities

Public welfare, criminal justice and corrections, school social work, child welfare, gerontology, health care, community agencies, and research and education.

# Audio Technology (Certificate)

**Award:** Certificate

**Degree Code:** ADTC

**Number of Credits:** 14

## Program Description

The Audio Technology Program provides students with practical career skills and applied technique as a foundation for advancement in music. Training in classical and/or contemporary techniques is given in classes with participation in music performances. This program helps students to prepare for internships, employment, or careers in audio and production. The certificate program courses may be used in satisfying degree requirements.

## Required Courses

Course Number	Course Title	Credits
MUC 128	Introduction to Audio Technology	3
MUC 143	Music Fundamentals	3
MUC 228	Recording Techniques	3
MUC 229	Introduction to Digital Audio Workstations	3
MUL	Music Lesson Electives <sup>1</sup>	2

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proper use of basic hardware and software tools of music technology.
- Demonstrate proficiency with recording techniques.

<sup>1</sup> Electives include individual lessons in Voice, Piano, String Instruments, Woodwind Instruments, Brass Instruments, Percussion/Drums, Guitar, Classical Guitar, or other approved elective. Please see current Cecil College course schedule for available courses or contact the music faculty for more information.

# Music Performance (Certificate)

**Award:** Certificate

**Degree Code:** MUPC

**Number of Credits:** 15

## Program Description

The Music Program provides students with performing experience, practical career skills, and applied technique as a foundation for advancement in music. Solid training in classical and/or contemporary techniques is given in individual lessons with participation in music ensemble performances every semester. This program helps students to prepare for internships, employment, or careers in performance, education, administration, and production. The certificate program courses may be used in satisfying degree requirements.

## Required Courses

Course Number	Course Title	Credits
MUC 110	Music Theory & Musicianship I	4
MUC 111	Music Theory & Musicianship II	4
MUC 102	Piano Class I	1
MUL	Music Lesson Electives <sup>1</sup>	2
MUC	Ensemble Electives <sup>2</sup>	4

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency on their main instrument or vocal part at a beginner level.
- Demonstrate knowledge of music repertoire at a beginner level.
- Demonstrate an understanding of the principles of tonal harmony on a beginner level.

- Demonstrate functional proficiency in aural theory (ear training) and sight singing at a beginner level.
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<sup>1</sup> Electives include individual lessons in Voice, Piano, String Instruments, Woodwind Instruments, Brass Instruments, Percussion/Drums, Guitar, Classical Guitar, or other approved elective. Please see current Cecil College course schedule for available courses or contact the music faculty for more information.

<sup>2</sup> Electives include Chamber Choir, Chamber Ensemble, or other approved elective. Please see current Cecil College course schedule for available ensembles or contact the music faculty for more information.

# Music with Areas of Concentration (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** CNMR (Music Concentration) - 60 Credits

**Degree Code:** CNVR (Voice Concentration) - 60 Credits

**Degree Code:** CNAR (Audio Technology Concentration) - 60 Credits

**Degree Code:** CNMU (Music Education Concentration) - 60 Credits

## Program Description

The Music Program provides students with performing experience, practical career skills, and applied technique as a foundation for advancement in music. Solid training in classical and/or contemporary techniques is given in individual lessons with participation in music ensemble performances every semester. This program helps students to prepare for transfer to a four-year institution, internships, and employment or career advancement in the areas of performance, education, administration, and production.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
EGL 101	Freshman Composition [E]	3
MAT	Math Elective [M] <sup>1</sup>	4

Course Number	Course Title	Credits
MUC 128	Introduction to Audio Technology [I]	3
MUC 122 <b>or</b> MUC 135 <b>or</b> MUC 104 <b>or</b> MUC 143	Music Appreciation [H] <b>or</b> History of Rock [H] <b>or</b> Guitar Fundamentals [H] <b>or</b> Music Fundamentals [H]	3
SCI	Science Elective with Lab [S/SL] <sup>1</sup>	4
SOC SCI	Social Science Elective [SS]	3

### Program Requirements

Course Number	Course Title	Credits
MUC 102	Piano Class I	1
MUC 114	Piano Class II	1
MUC 110	Music Theory & Musicianship I	4
MUC 111	Music Theory & Musicianship II	4
MUC 210	Music Theory & Musicianship III	4
MUC 211	Music Theory & Musicianship IV	4

### Music Concentration Requirements (22 Credits)

Course Number	Course Title	Credits
MUC	Ensemble Electives <sup>2</sup>	8
MUL	Music Lesson Electives <sup>2</sup>	8
MUC <b>or</b> MUL <b>or</b> EDU <b>or</b>	Music or Education Electives	6



## Voice Concentration Requirements (22 Credits)

Course Number	Course Title	Credits
MUC 124	Chamber Choir I	2
MUC 125	Chamber Choir II	2
MUC 224	Chamber Choir III	2
MUC 225	Chamber Choir IV	2
MUL 113	Voice Lessons I	1
MUL 114	Voice Lessons II	1
MUL 115	Voice Lessons III	1
MUL 116	Voice Lessons IV	1
MUL 213	Voice Lessons V	1
MUL 214	Voice Lessons VI	1
MUL 215	Voice Lessons VII	1
MUL 216	Voice Lessons VIII	1
MUC 263	Diction for Singers I	2
MUC 264	Diction for Singers II	2
MUC or MUL	Music Electives	2

## Audio Technology Concentration Requirements (22 Credits)

Course Number	Course Title	Credits
MUC	Ensemble Electives <sup>2</sup>	8
MUC 228	Recording Techniques	3

Course Number	Course Title	Credits
MUC 229	Introduction to Digital Workstations	3
MUL	Music Lesson Electives <sup>3</sup>	8

### Music Education Concentration Requirements (22 Credits)

Course Number	Course Title	Credits
EDU 101	Foundations of Education	3
EDU 102	Foundations of Education Field Exp.	1
EDU 251	Introduction to Exceptional Children and Youth	3
MUC	Ensemble Electives <sup>2</sup>	8
MUL	Music Lesson Electives <sup>3</sup>	4
PSY 207	Educational Psychology	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (14 credits)</b>	
EGL 101	Freshman Composition
ELECT	Concentration Elective

Course Number	Course Title
MUC 122 <b>or</b> MUC 135 <b>or</b> MUC 104 <b>or</b> MUC 143	Music Appreciation <b>or</b> History of Rock <b>or</b> Guitar Fundamentals <b>or</b> Music Fundamentals
MUC 102	Piano Class I
MUC 110	Music Theory and Musicianship I
<b>Spring I (12 credits)</b>	
MAT	Math Elective
MUC 128	Introduction to Audio Technology
MUC 114	Piano Class II
MUC 111	Music Theory & Musicianship II
<b>Fall II (17 credits)</b>	
MUC 210	Music Theory & Musicianship III
SCI	Science Elective with Lab
ELECT	Concentration Electives
<b>Spring II (17 credits)</b>	
SOC SCI	Social Science Elective
MUC 211	Music Theory & Musicianship IV
ELECT	Concentration Electives

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate proficiency at the intermediate level on their main instrument or vocal part.
- Demonstrate an understanding of the basic principles of tonal harmony.
- Demonstrate functional proficiency in aural theory (ear training) and sight singing.
- Demonstrate proper use of basic hardware and software tools of music technology.

### **Additional Outcomes – Area of Concentration in Voice**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate knowledge of vocal repertoire.

### **Additional Outcomes – Area of Concentration in Audio Technology**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate proficiency with recording techniques.

### **Additional Outcomes – Area of Concentration in Music Education**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate an understanding of classroom teaching in the music field.

## **Career Opportunities**

Education, performance, composing and arranging, conducting, music therapy, recording industry, and communications.

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<sup>1</sup> It is recommended that Music Education majors take Intro to Statistics, and Biology with Lab or Physical Science with Lab.

<sup>2</sup> Electives include Chamber Choir, Chamber Ensemble, or other approved elective. Please see current Cecil College course schedule for available ensembles or contact the music faculty for more information.

<sup>3</sup> Electives include individual lessons in Voice, Piano, String Instruments, Woodwind Instruments, Brass Instruments, Percussion/Drums, Guitar, Classical Guitar, or other approved elective. Please see current Cecil College course schedule for available courses or contact the music faculty for more information.

# Performing Arts with Areas of Concentration (Associate of Fine Arts)

**Award:** Associate of Fine Arts

**Degree Code:** CNTC (Theatre Concentration) - 60 Credits

**Degree Code:** CNMC (Music Concentration) - 60 Credits

**Degree Code:** CNLA (Live Arts Concentration) - 60 Credits

## Program Description

The Associate of Fine Arts degree in Performing Arts provides students with performing experience, practical career skills, and applied technique as a foundation for advancement in the performing arts. Solid training in classical and/or contemporary techniques is given in individual lessons with participation in music ensemble performances every semester. This program helps students to prepare for transfer to a four-year institution, internships, and 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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
EGL 101	Freshman Composition [E]	3
MAT	Math Elective [M]	4

Course Number	Course Title	Credits
MUC 128	Introduction to Audio Technology [I]	3
SCI	Science Elective with Lab [S/SL]	4
SOC SCI	Social Science Elective [SS]	3
MUC 104 <b>or</b> MUC 122 MUC 135 MUC 143 THE 161 THE 171 THE 184	Guitar Fundamentals [H] <b>or</b> Music Appreciation [H] <b>or</b> History of Rock [H] <b>or</b> Music Fundamentals [H] <b>or</b> Introduction to Theatre [H] <b>or</b> Acting Fundamentals [H] <b>or</b> Introduction to Acting for Screen and Stage [H]	3

## Program Requirements

Course Number	Course Title	Credits
ELECT	Art / Education / Humanities / Music / Theatre / Visual Communications Electives	10
	Associate of Fine Arts Concentration Requirements and Electives <sup>1</sup>	30

## Areas of Concentration

Choose 30 credits from the following concentration areas. Courses may be selected from any of the concentration areas in order to meet the needs of your area(s) of concentration. The courses listed within each category are recommended for that particular course of study. It is recommended that you work with performing arts faculty to identify a transfer institution and focus that best suits your needs before selecting electives.

### Theatre Concentration Requirements (30 Credits)

The Theatre concentration is designed for students who want to pursue careers as performing artists in theatre-related fields such as acting, directing, and script writing.

Course Number	Course Title	Credits
THE 104	Script Analysis	3
THE 106	Voice for Actors	3
THE 108	Movement for Actors	3
THE 121	Introduction to Theatre Design	3
THE 160	Acting I	3
THE 164	Applied Theatre I	1
THE 261	Acting II	3
THE 262	Theatre History I	3
THE 263	Directing	3
THE 264	Applied Theatre II	1
THE 275	Theatre History II	3
MUC or MUL or THE	Music or Theatre Elective	1

## Music Concentration Requirements (30 Credits)

The Music concentration is designed for students who want to pursue careers as performing artists in music-related careers such as performing, composing, conducting, and recording.

Course Number	Course Title	Credits
MUC	Ensemble Electives <sup>2</sup>	3
MUC 102	Piano Class I	1
MUC 114	Piano Class II	1
MUC 110	Music Theory & Musicianship I	4

Course Number	Course Title	Credits
MUC 111	Music Theory & Musicianship II	4
MUC 210	Music Theory & Musicianship III	4
MUC 211	Music Theory & Musicianship IV	4
MUL	Music Lesson Electives <sup>3</sup>	4

## Live Arts Concentration Requirements (30 Credits)

The Live Arts concentration is designed for students who want to pursue careers as performing artists in a variety of fields.

Course Number	Course Title	Credits
ELECT	Humanities and Performing Arts Electives	30

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
EGL 101	Freshman Composition



Course Number	Course Title
MUC 104 or MUC 122 or MUC 135 or MUC 143 or THE 161 or THE 171 or THE 184	Guitar Fundamentals or Music Appreciation or History of Rock or Music Fundamentals or Introduction to Theatre or Acting Fundamentals or Introduction to Acting for Screen and Stage
ELECT	Art / Education / Humanities / Music / Theatre / Visual Communications Electives
<b>Spring I (15 credits)</b>	
MAT	Math Elective
MUC 128	Introduction to Audio Technology
ELECT	Performing Arts Electives
<b>Fall II (15 credits)</b>	
SCI	Science Elective with Lab
SOC SCI	Social Science Elective
ELECT	Performing Arts Elective
<b>Spring II (14 credits)</b>	
ELECT	Performing Arts Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of performing arts styles.
- Demonstrate performance proficiency at an intermediate level.

- Demonstrate a knowledge of historical time periods as they relate to the performing arts.
- Demonstrate an ability to analyze and interpret major performance works.

### **Additional Outcomes – Area of Concentration in Theatre**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate proficiency at the intermediate level on their main instrument or vocal part.
- Demonstrate an understanding of the basic principles of tonal harmony.
- Demonstrate functional proficiency in aural theory (ear training).
- Demonstrate knowledge of repertoire for their instrument.

### **Additional Outcomes – Area of Concentration in Music**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate an understanding of the genres of theatre.
- Demonstrate a knowledge of plays and playwrights throughout history.
- Demonstrate an ability to portray various characters.
- Demonstrate an ability to analyze and interpret major theatre works for the stage.

### **Additional Outcomes – Area of Concentration in Live Arts**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate an understanding of the genres of theatre and music.
- Demonstrate a knowledge of playwrights and composers.
- Demonstrate a knowledge of historical time periods as they relate to music and theatre.
- Demonstrate intermediate level performance proficiency of music and theatre.

## **Career Opportunities**

Performance, education, administration, and production.

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<sup>1</sup> Performing arts electives are chosen to tailor the program of study to specific transfer goals. It is recommended that students contact the performing arts program coordinator and faculty to identify transfer institutions and performing art concentrations before selecting electives.

# Theatre (Certificate)

**Award:** Certificate

**Degree Code:** THEC

**Number of Credits:** 29

## Program Description

The Theatre Program provides students with performing experience, practical career skills, and applied technique as a foundation for advancement in the field of theatre. Training in classical and/or contemporary techniques is given in classes with participation in performances. This program helps students to prepare for internships, employment, or careers in performance, education, administration, and production. The certificate program courses may be used in satisfying degree requirements.

## Required Courses

Course Number	Course Title	Credits
THE 104	Script Analysis	3
THE 106	Voice for Actors	3
THE 108	Movements for Actors	3
THE 121	Introduction to Theatre Design	3
THE 160	Acting I	3
THE 164	Applied Theatre I	1
THE 261	Acting II	3
THE 262	Theatre History I	3
THE 263	Directing	3
THE 264	Applied Theatre II	1

Course Number	Course Title	Credits
THE 275	Theatre History II	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of the genres of theatre.
- Demonstrate a knowledge of plays and playwrights throughout history.
- Demonstrate an ability to portray various characters.
- Demonstrate an ability to analyze and interpret major theatre works for the stage.

# Biological Sciences with Areas of Concentration (Associate of Science)

**Award:** Associate of Science

**Degree Code:** CNBB (Biology Concentration) - 60 Credits

**Degree Code:** CNBE (Environmental Science Concentration) - 60 Credits

## Program Description

The Associate of Science in Biological Sciences provides a course of study for students with concentrations in either Biology, (including Medical, Dental, Pharmaceutical, and Allied Health) or Environmental Science. The curriculum is designed to meet the needs of students who plan to transfer to a college or a university that grants a Baccalaureate Degree in various areas of Biological or Environmental Science.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	6
BIO 130 and BIO 131	Principles of Biology I [S] and Principles of Biology I Lab	4

Course Number	Course Title	Credits
CHM 103 <b>and</b> CHM 113	General Chemistry I [S] <b>and</b> General Chemistry I Lab	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT	Math Elective [M] (Select from MAT 121 or higher level math course)	4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
BIO 132 <b>and</b> BIO 133	Principles of Biology II [S] <b>and</b> Principles of Biology II Lab	4
CHM 104 <b>and</b> CHM 114	General Chemistry II [S] <b>and</b> General Chemistry II Lab	4

## Biology Concentration Requirements (19 Credits)

Course Number	Course Title	Credits
CHM 203	Organic Chemistry I with Lab	4
CHM 204	Organic Chemistry II with Lab	4
MAT	Math Elective [M] (Select from MAT 127, MAT 128, 201, 202, or MAT 203,) <sup>3</sup>	8

Course Number	Course Title	Credits
BIO or ENV	Biology or Environmental Science Electives	3

## Environmental Science Concentration Requirements (19 Credits)

Course Number	Course Title	Credits
ECO 222	Economics – Macro [SS]	3
ENV 106 and ENV 106	Introduction to Environmental Science [S] and Introduction to Environmental Science Lab	4
GEO 101	Physical Geography [SS]	3
BIO or CHM or PHY or PSC	Biology, Chemistry, Physics, or Physical Science Electives	9

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition
BIO 130 and BIO 131	Principles of Biology I and Principles of Biology I Lab



Course Number	Course Title
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
ELECT	Concentration Electives
<b>Spring I (15 credits)</b>	
EGL 102	Composition and Literature
MAT	Math Elective (Select from MAT 121 or higher)
BIO 132 and BIO 133	Principles of Biology II and Principles of Biology II Lab
CHM 104 and CHM 114	General Chemistry II and General Chemistry II Lab
<b>Fall II (15 credits)</b>	
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking
SOC SCI	Social Science Elective
ELECT	Concentration Electives
<b>Spring II (15 credits)</b>	
SOC SCI	Social Science Elective
ARTS/HUM	Arts and Humanities Elective
ARTS/HUM	Arts and Humanities Elective
ELECT	Concentration Electives

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Apply principles and theories of Biology and Chemistry.
- Collect, describe, and analyze data.
- Communicate scientific information in a written and/or verbal format.
- Utilize critical thinking whole problem solving.
- Describe and utilize the techniques involved in conducting research.
- Use basic laboratory instrumentation.

## Additional Outcomes – Area of Concentration in Environmental Science

Upon successful completion of this concentration, students will also be able to:

- Demonstrate a general understanding of the breadth and interdisciplinary nature of environmental issues.
- Understand the natural environment and its relationships with human activities.
- Characterize and analyze human impacts on the environment.
- Integrate facts, concepts, and methods from multiple disciplines and apply to environmental problems.
- Acquire practical skills for scientific problem-solving, including familiarity with laboratory and field instrumentation, computer applications, statistical, and modeling techniques.
- Understand and implement scientific research strategies, including collection, management, evaluation, and interpretation of environmental data.

## Career Opportunities

Biologist, dentistry, communication outreach with government agencies, educator, field consultant, laboratory research technician, medicine, pharmacy, research and development, teaching, testing, and universities and non-profit organizations.

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

<sup>2</sup> PSY 101 and SOC 101 recommended.

<sup>3</sup> Student should work with an advisor and consider their transfer choices when selecting the appropriate math courses.

# Chemistry (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASCH

**Number of Credits:** 60

## Program Description

This program offers a selection of courses in chemistry and related sciences. It 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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Elective [H]	3
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4
CHM 104 and CHM 114	General Chemistry II [ S] and General Chemistry II Lab	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [ H ]	3

Course Number	Course Title	Credits
MAT 121	Precalculus <sup>1</sup> [M]	4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
CHM 203	Organic Chemistry I with Lab	4
CHM 204	Organic Chemistry II with Lab	4
CSC 109 <b>or</b> PHE 180	Introduction to Programming <b>or</b> MATLAB Fundamentals	3
ELECT	Electives	3
MAT 201	Calculus I with Analytic Geometry [M]	4
MAT 202	Calculus II with Analytic Geometry [M]	4
PHY 217	General Calculus Physics I with Lab [SL]	4
PHY 218	General Calculus Physics II with Lab [SL]	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (14 credits)</b>	

Course Number	Course Title
CHM 103 <b>and</b> CHM 113	General Chemistry I <b>and</b> General Chemistry I Lab
EGL 101	Freshman Composition
MAT 121	Precalculus
CSC 109 <b>or</b> PHE 180	Introduction to Programming <b>or</b> MATLAB Fundamentals for Engineering
<b>Spring I (14 credits)</b>	
CHM 104 <b>and</b> CHM 114	General Chemistry II <b>and</b> General Chemistry II Lab
EGL 102	Composition and Literature
MAT 201	Calculus I with Analytic Geometry
ARTS/HUM	Arts and Humanities Elective
<b>Fall II (14 credits)</b>	
CHM 203	Organic Chemistry I with Lab
PHY 217	General Calculus Physics I with Lab
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking
SOC SCI	Social Science Elective
<b>Spring II (18 credits)</b>	
CHM 204	Organic Chemistry II with Lab
MAT 202	Calculus II with Analytic Geometry
PHY 218	General Calculus Physics II with Lab
ELECT	Electives

Course Number	Course Title
SOC SCI	Social Science Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Apply principles and theories in the basic areas of chemistry.
- Collect and perform qualitative/quantitative chemical analyses of data.
- Communicate scientific information through written and /or verbal formats.
- Utilize critical thinking to identify and solve problems.
- Describe and utilize the techniques applicable to chemistry research projects.
- Use basic laboratory instrumentation for both basic and organic chemistry processes.

## Career Opportunities

Research and development, analysis and testing, forensics, consulting, and quality control.

<sup>1</sup> Students placed in MAT 201 or higher Math may replace MAT 121 with MAT, PHY, PHE, CSC or CHM elective(s); students *must* satisfy the four credit requirement.

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

# Environmental Science (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASES

**Number of Credits:** 65-68

## Program Description

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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
ACT	Activity Elective(s)	2
ARTS/HUM	Arts and Humanities Electives [H]	3

Course Number	Course Title	Credits
BIO 130 <b>and</b> BIO 131	Principles of Biology I [S] <b>and</b> Principles of Biology I Lab	4
BIO 132 <b>and</b> BIO 133	Principles of Biology II [S] <b>and</b> Principles of Biology II Lab	4
CHM 103 <b>and</b> CHM 113	General Chemistry I [S] <b>and</b> General Chemistry I Lab	4
CIS 101	Introduction to Computer Science [I]	3
ECO 221 <b>or</b> ECO 222	Economics - Micro [SS] <b>or</b> Economics - Macro [SS]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
ENV 106 <b>and</b> ENV 116	Introduction to Environmental Science [S] <b>and</b> Introduction to Environmental Science Lab	4
GEO 101	Physical Geography [SS]	3
MAT	Math Electives <sup>1</sup> [M]	8
MAT <b>or</b> SCI	Math Electives <b>or</b> Science Electives <sup>2</sup>	6-8
PHY 181 <b>or</b> PHY 207	Introductory College Physics I with Lab [SL] <b>or</b> General Physics I with Lab [SL]	4-5
PSC 120	Physical Geology [SL]	4
SPH 141	Public Speaking [H]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or



course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (18 credits)</b>	
ENV 106 <b>and</b> ENV 116	Introduction to Environmental Science <b>and</b> Introduction to Environmental Science Lab
EGL 101	Freshman Composition
BIO 130 <b>and</b> BIO 131	Principles of Biology I <b>and</b> Principles of Biology I Lab
MAT	Math Elective <sup>1</sup>
CIS 101	Introduction to Computer Concepts
<b>Spring I (17 credits)</b>	
EGL 102	Composition and Literature
MAT	Math Elective <sup>1</sup>
BIO 132 <b>and</b> BIO 133	Principles of Biology II <b>and</b> Principles of Biology II Lab
GEO 101	Physical Geography
SPH 141	Public Speaking
<b>Fall II (16-18 credits)</b>	
PHY 181 <b>or</b> PHY 207	Introductory College Physics I with Lab <b>or</b> General Physics I with Lab
PSC 120	Physical Geology
ACT	Activity Elective(s)
ARTS/HUM	Arts and Humanities Elective

Course Number	Course Title
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
<b>Spring II (14-17 credits)</b>	
ACT	Activity Elective(s)
MAT or SCI	Math Electives or Science Electives <sup>2</sup>
CHM 104 and CHM 114	General Chemistry II and General Chemistry II Lab
ECO 221 or ECO 222	Economics - Micro or Economics - Macro

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Apply principles and theories of Biology and Chemistry.
- Collect, describe, and analyze data.
- Communicate scientific information in a written and/or verbal format.
- Utilize critical thinking whole problem solving.
- Describe and utilize the techniques involved in conducting research.
- Use basic laboratory instrumentation.
- Demonstrate a general understanding of the breadth and interdisciplinary nature of environmental issues.
- Understand the natural environment and its relationships with human activities.
- Characterize and analyze human impacts on the environment.
- Integrate facts, concepts, and methods from multiple disciplines and apply to environmental problems.

- Acquire practical skills for scientific problem-solving, including familiarity with laboratory and field instrumentation, computer applications, statistical, and modeling techniques.
- Understand and implement scientific research strategies, including collection, management, evaluation, and interpretation of environmental data.

## Career Opportunities

Field consultants, biologist, educator, research technician, and communication outreach with government agencies, universities and non-profit organizations.

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<sup>1</sup> Select from MAT 121, 127, 128, 201, or 202.

<sup>2</sup> Must be level 200 courses.

# Equine Studies (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** AEQR

**Number of Credits:** 60

## Program Description

This degree is designed for immediate employment or career mobility. Equine studies provides a foundation in stable management and health management with hands-on, experience-based learning.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
BIO	Biology Elective with Lab[S/SL]	4
CIS 101	Introduction to Computer Concepts [I]	3
EGL 101	Freshman Composition [E]	3
MAT	Math Elective [M]	3
SOC SCI	Social Science Elective [SS]	3

Course Number	Course Title	Credits
SPH 121 or SPH 141	Interpersonal Communications [H] or Public Speaking [H]	3
SPN 101	Introductory Spanish I [H]	3

## Program Requirements

Course Number	Course Title	Credits
ELECT	Electives	2
EGL 102 or EGL 211	Composition and Literature [H] or Technical Writing	3
EQS 139	Basic Horse Handling	2
EQS 142	Introduction to Equine Care and Maintenance	3
EQS 144	Equine Nutrition and Feeding	3
EQS 145	Equine Health Maintenance	3
EQS 146	Introductory Equine Field Study	2
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 245	Equine Pasture and Land Management	3
EQS 246	Advanced Equine Field Study	2
EQS 248	Equine Pathology	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (13 credits)</b>	
EGL 101	Freshman Composition
CIS 101	Introduction to Computer Concepts
EQS 139	Basic Horse Handling
EQS 142	Introduction to Equine Care and Maintenance
ELECT	Electives
<b>Spring I (18 credits)</b>	
EGL 102 or EGL 211	Composition & Literature or Technical Writing
BIO	Biology Elective
EQS 144	Equine Nutrition and Feeding
EQS 145	Equine Health Maintenance
EQS 146	Introductory Equine Field Study
EQS 148	Equine Anatomy and Physiology
<b>Fall II (17 credits)</b>	
MAT	Math Elective
SPN 101	Introductory Spanish I
EQS 243	Business Management in the Horse Industry

Course Number	Course Title
EQS 246	Advanced Equine Field Study
EQS 248	Equine Pathology
SOC SCI	Social Science Elective
<b>Spring II (12 credits)</b>	
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking
EQS 241	Equine Facilities Management
EQS 242	Equine Reproduction, Evaluation and Selection
EQS 245	Equine Pasture and Land Management

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate competence, certainty, and self-assurance when working with horses.
- Apply safe handling techniques, basic care and maintenance techniques, and basic first aid in working with horses.
- Understand the skeletal, muscular, circulatory, respiratory, digestive, urinary, nervous, and endocrine systems of the horse.
- Evaluate a horse's body condition, surroundings, work load, and other factors to develop a proper diet regimen for the best care of the horse.
- Take equine vital signs and recognize symptoms of poor health, disease, and infection.
- Demonstrate the skills necessary for basic horse care and the treatment and prevention of common horse ailments.
- Understand conformation and selection of horses.
- Apply pasture management techniques such as seeding, poisonous weed control, safe fertilization, and determining pasture rotation schedules.

- Apply equine facilities management techniques for stable design, proper hay and grain storage, pasture and turn out options, and indoor/outdoor riding rings.
- Apply skills learned regarding communication, regulation, marketing, staff management, and sales and service in running an equine business.

## Career Opportunities

Racing industry, veterinary technician, trainer, stable management, breeder, buyer, farrier, and horse show manager.



# Equine Studies (Certificate)

Award: Certificate

Degree Code: ESTC

Number of Credits: 25

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
BUS 103	Introduction to Business	3
EQS 139	Basic Horse Handling	2
EQS 142 or EQS 145 or EQS 148	Introduction to Equine Care and Maintenance or Equine Health Maintenance or Equine Anatomy and Physiology	3
EQS 144	Equine Nutrition and Feeding	3
EQS 146	Introductory Equine Field Study	2
EQS 241 or EQS 243 or EQS 245	Equine Facilities Management or Business Management in the Horse Industry or Equine Pasture and Land Management	3
EQS 242	Equine Reproduction, Evaluation and Selection	3
EQS 248	Equine Pathology	3
SPN 101	Beginning Spanish I	3

# Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate competence, certainty, and self-assurance when working with horses.
- Apply safe handling techniques, basic care and maintenance techniques, and basic first aid in working with horses.
- Understand the skeletal, muscular, circulatory, respiratory, digestive, urinary, nervous, and endocrine systems of the horse.
- Evaluate a horse's body condition, surroundings, work load, and other factors to develop a proper diet regimen for the best care of the horse.
- Take equine vital signs and recognize symptoms of poor health, disease, and infection.
- Demonstrate the skills necessary for basic horse care and the treatment and prevention of common horse ailments.
- Understand conformation and selection of horses.
- Apply pasture management techniques such as seeding, poisonous weed control, safe fertilization, and determining pasture rotation schedules.
- Apply equine facilities management techniques for stable design, proper hay and grain storage, pasture and turn out options, and indoor/outdoor riding rings.
- Apply skills learned regarding communication, regulation, marketing, staff management, and sales and service in running an equine business.

# Equine Studies – Management (Certificate)

Award: Certificate

Degree Code: ESMC

Number of Credits: 17

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
BUS 103	Introduction to Business	3
EQS 139	Basic Horse Handling	2
EQS 142 or EQS 145 or EQS 148	Introduction to Equine Care and Maintenance or Equine Health Maintenance or Equine Anatomy and Physiology	3
EQS 241	Equine Facilities Management	3
EQS 243	Business Management in the Horse Industry	3
SPN 101	Introductory Spanish I	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate competence, certainty, and self-assurance when working with horses.
- Apply safe basic care and maintenance techniques, in working with horses and the selection of horses .
- Demonstrate basic knowledge of business systems, management, human resources and marketing.
- Apply equine facilities management techniques for stable design, proper hay and grain storage, pasture and turn out options, and indoor/outdoor riding rings.
- Apply skills learned regarding communication, regulation, staff management, and sales and service in running an equine business.

# Geology (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASGE

**Number of Credits:** 65

## Program Description

This program option prepares students to transfer to a four-year institution for continued study in geology. Geologists apply techniques from many different scientific disciplines in search of new sources of energy-producing materials, additional reserves of mineral resources, and hidden quantities of ground water.

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

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	3
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4

Course Number	Course Title	Credits
CHM 104 <b>and</b> CHM 114	General Chemistry II [S] <b>and</b> General Chemistry II Lab	4
PHY 207	General Physics I with Lab [SL]	5
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT 127	Introduction to Statistics [M]	4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
GEN ED	General Education Electives	3
MAT 201	Calculus I with Analytic Geometry [M]	4
MAT 202	Calculus II with Analytic Geometry [M]	4
PHY 208	General Physics II with Lab [SL]	5
PSC 120	Physical Geology [SL]	4
PSC 135	Introduction to Climate Science with Lab [SL]	4
PSC 140 <b>or</b> ENV 106 <b>and</b> ENV 116	Introduction to Ocean Studies with Lab [SL] <b>or</b> Introduction to Environmental Science [S] <b>and</b> Environmental Science Lab	4
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (17 credits)</b>	
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
PSC 135	Introduction to Climate Studies with Lab
EGL 101	Freshman Composition
SOC SCI	Social Science Elective
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking
<b>Spring I (16-17 credits)</b>	
MAT 201	Calculus I with Analytic Geometry
CHM 104 and CHM 114	General Chemistry II and General Chemistry II Lab
PSC 140 or ENV 106 and ENV 116	Introduction to Ocean Studies with Lab or Introduction to Environmental Science and Introduction to Environmental Science Lab
EGL 102	Composition and Literature
ACT	Activity Elective(s)
<b>Fall II (15-16 credits)</b>	
MAT 202	Calculus II with Analytic Geometry
PHY 207	General Physics I with Lab

Course Number	Course Title
SOC SCI	Social Science Elective
GEN ED	General Education Elective
<b>Spring II (17 credits)</b>	
MAT 127	Introduction to Statistics
PHY 208	General Physics II with Lab
PSC 120	Physical Geology
ART/HUM	Arts and Humanities Elective
ACT	Activity Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate a general understanding of the breadth and interdisciplinary nature of the fields included in the physical sciences.
- Understand the physical environment and its relationships with human activities.
- Apply chemical, mathematical, and physical principles to the study of climate, oceans and meteorology.
- Demonstrate an understanding of scientific method, data collection and analysis, use of laboratory and field instrumentation, computer applications, statistical and modeling techniques.
- Apply principles and theories of geologic analysis to identify and categorize the earth's physical structures.
- Utilize critical thinking to examine geologic phenomena.
- Describe the development of the earth's formative processes.
- Identify, collect, and analyze data.
- Use basic field and laboratory instrumentation to perform calculations, tests, and techniques involved in conducting geological research.



- Communicate scientific information in a written and/or verbal format.

## Career Opportunities

Mining industry, oil and natural gas industry, mapping sub-surfaces, water resource management, geographer, environmentalist, hydrographer, metallurgist, and seismologist.

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

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

# Horticultural Science (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** HTSS

**Number of Credits:** 60

## Program Description

This program option offers a selection of science and horticultural courses for students wishing to pursue a career or transfer to programs in horticultural sciences and plant biology. This program will serve students interested in the fields of nursery production, greenhouses, landscape construction and contracting, and plant sciences. Consult your advisor or program director for specific course choices related to transfer options.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
BIO 101 and BIO 111 or BIO 130 and BIO 131	General Biology [S] and General Biology Lab or Principles of Biology I [S] and Principles of Biology I Lab	4
CIS 101	Introduction to Computer Concepts [I]	3

Course Number	Course Title	Credits
CHM 103 <b>and</b> CHM 113	General Chemistry I [S] <b>and</b> General Chemistry I Lab	4
EGL 101	Freshman Composition [E]	3
MAT	Math Elective [M] (Select from MAT 121, 127, 128 or 201)	3-4
SOC SCI	Social Science Elective [SS]	3
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
BIO 104 <b>and</b> BIO 114	Botany: Introduction to Horticulture [S] <b>and</b> Botany: Introduction to Horticulture Lab	4
BUS	Elective <sup>1</sup>	3
ELECT	Choose from BIO, ENV, VCP or PHE electives	5
HCS 152 <b>and</b> HCS 142	Soils and Fertilizers <b>and</b> Soils and Fertilizers Lab	4
HCS 153	Landscape Construction and Maintenance	3
HCS 154	Botanical Garden Studies	3
HCS 155	Woody Plants Identification I	2
HCS 156	Herbaceous Plants Identification I	2
HCS 160	Woody Plants Identification II	2
HSC 253	Introduction to Landscape Design	3
HCS 161	Herbaceous Plants Identification II	2

Course Number	Course Title	Credits
SPN 101	Introductory Spanish I [H]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (17 credits)</b>	
BIO 101 and BIO 111 or BIO 130 and BIO 131	General Biology and General Biology Lab or Principles of Biology and Principles of Biology Lab
CIS 101	Introduction to Computer Concepts
EGL 101	Freshman Composition
MAT	Math Elective (Select from MAT 121, 127, 128 or 201)
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking
<b>Spring I (15 credits)</b>	
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
HCS 152 and HCS 142	Soils and Fertilizers and Soils and Fertilizers Lab
HCS 153	Landscape Construction and Maintenance

Course Number	Course Title
HCS 156	Herbaceous Plants Identification I
HCS 155	Woody Plants Identification I
<b>Fall II (15 credits)</b>	
BIO 104 <b>and</b> BIO 114	Botany: Introduction to Horticulture <b>and</b> Botany: Introduction to Horticulture Lab
BUS	Business Elective
ELECT	Choose from BIO, ENV, VCP or PHE Electives
SPN 101	Introductory Spanish I
<b>Spring II (13 credits)</b>	
HCS 154	Botanical Garden Studies
HCS 160	Woody Plants Identification II
HCS 161	Herbaceous Plants II
HSC 253	Introduction to Landscape Design
SOC SCI	Social Science Elective

**Note:** Based on the results of the skills assessments, students will be allowed to register for college-level or developmental courses.

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of the classification, structure, reproduction, and propagation of plants.
- Demonstrate an understanding of cultural conditions necessary to support plants and distinguish between appropriate plant choices for sun and shade and various landscape uses.

- Identify plants which are native, non-native, and invasive in the Mid-Atlantic Region.
- Demonstrate an understanding of the composition, fertility, and biology of soil.
- Demonstrate an understanding of the classification of soils, plant nutrients and soil microorganisms.
- Use tools and technology for evaluating the nutrient content of the soil and identify organic and inorganic supplements for amending soil structure.
- Demonstrate an understanding of the diversity of materials, equipment, preparations, and methods of installation used in landscape construction.
- Use basic skills for estimating and completing a landscape assignment, and identify the financial and legal business concerns involved in a landscaping assignment.

## Career Opportunities

Landscape technician, state extension specialist, sales representative, educator, and business owner.

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<sup>1</sup> Refer to the BUS (<https://www.cecil.edu/catalog/course-descriptions/#BUS>) courses listed under Course Descriptions, or contact an advisor for detailed information.

# Horticultural Science (Certificate)

**Award:** Certificate

**Degree Code:** HTSC

**Number of Credits:** 16

## Program Description

The Horticultural Science Certificate provides a foundation in the knowledge, skills, and training required for occupations in the horticulture industry or further studies in the plant sciences. Students will identify plants and their cultural requirements, identify landscape uses for plant materials, soil nutrients and amendments, and gain an understanding of the materials, and methods used in landscape construction.

## Required Courses

### Program Requirements

Course Number	Course Title	Credits
BIO 104 <b>and</b> BIO 114	Botany: Introduction to Horticulture <b>and</b> Botany: Introduction to Horticulture Lab	4
HCS 152	Soils and Fertilizers	3
HCS 153 <b>or</b> HCS 154	Landscaping Construction and Maintenance <b>or</b> Botanical Garden Studies	3

### Program Electives

Select 6 credits from the following:

Course Number	Course Title	Credits
HCS 155	Woody Plants Identification I	2
HCS 156	Herbaceous Plants I	2

Course Number	Course Title	Credits
HCS 160	Woody Plants Identification II	2
HCS 161	Herbaceous Plants II	2

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of the classification, structure, reproduction, and propagation of plants.
- Demonstrate an understanding of cultural conditions necessary to support plants and distinguish between appropriate plant choices for sun and shade and various landscape uses.
- Identify plants which are native, non-native, and invasive in the Mid-Atlantic Region.
- Demonstrate an understanding of the composition, fertility, and biology of soil.
- Demonstrate an understanding of the classification of soils, plant nutrients and soil microorganisms.
- Use tools and technology for evaluating the nutrient content of the soil and identify organic and inorganic supplements for amending soil structure.
- Demonstrate an understanding of the diversity of materials, equipment, preparations, and methods of installation used in landscape construction.
- Use basic skills for estimating and completing a landscape assignment, and identify the financial and legal business concerns involved in a landscaping assignment.



# Mathematics (Associate of Science)

## PROGRAM REVISION

Please note that this program has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the [addendum](https://www.cecil.edu/catalog/addendum/updated-program-mathematics-associate-of-science) (<https://www.cecil.edu/catalog/addendum/updated-program-mathematics-associate-of-science>) for the updated version of this program.

**Award:** Associate of Science

**Degree Code:** ASMR

**Number of Credits:** 60

## Program Description

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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through [ARTSYS](http://www.artsys.usmd.edu/) (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

## General Education and Program Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	6
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
GEN	General Electives	5
MAT 127	Introduction to Statistics [M]	4
MAT 201	Calculus I with Analytic Geometry [M]	4
MAT 202	Calculus II with Analytic Geometry [M]	4
MAT 203	Multivariable Calculus [M]	4
MAT 240	Introduction to Linear Algebra [M]	4
MAT 246	Introduction to Differential Equations [M]	3
PHY 207	General Physics I with Lab [SL]	5
PHY 208	General Physics II with Lab [SL]	5
SCI	Science Elective with Lab [SL]	4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
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Course Number	Course Title
<b>Fall I (14 credits)</b>	
EGL 101	Freshman Composition
MAT 201	Calculus I with Analytic Geometry
SOC SCI	Social Science Elective
SCI	Science Elective with Lab
<b>Spring I (16 credits)</b>	
EGL 102	Composition and Literature
PHY 207	General Physics I with Lab
MAT 127	Introduction to Statistics
MAT 202	Calculus II with Analytic Geometry
<b>Fall II (17-18 credits)</b>	
MAT 203	Multivariable Calculus
MAT 240	Introduction to Linear Algebra
PHY 208	General Physics II with Lab
ARTS/HUM	Arts and Humanities Elective
<b>Spring II (15 credits)</b>	
MAT 246	Introduction to Differential Equations
SOC SCI	Social Science Elective
GEN ED	General Education Electives
ARTS/HUM	Arts and Humanities Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Effectively use technology, such as Maple and TI-Calculators, to assist in the solving of problems and presentation of results.
- Communicate math effectively both orally and in writing.
- Find limits, derivatives and integrals of algebraic and transcendental functions and use them to solve problems.
- Use the techniques of integration to solve problems, express curves in parametric and polar form, and express functions as a Taylor series.
- Use vectors in 2-, 3-, and higher dimensions in multiple settings, describe curves of surfaces in space, take the limits of functions of several variables, calculate partial derivatives, evaluate multiple integrals to calculate areas, volumes, masses and centers of mass for standard plane regions and solids, compute and apply line integrals, Green's Theorem, and Stokes Theorem.
- Analyze and solve first and second order differential equations, both linear and nonlinear, and systems of differential equations using methods such as phase portraits, slope fields, separation of variables, substitution, Laplace transforms, series representations and eigenvalues, and apply these methods in mathematical modeling.
- Perform matrix algebra, describe vectors and vector spaces, compute determinants, eigenvalues and eigenvectors, understand projections, utilize linear transformations, and solve systems of linear equations.
- Solve problems involving measures of central tendency, measures of variation, graphical representations of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing.

## Career Opportunities

Actuary, applied mathematician, educator, statistician, computer programming, financial analyst, and economist.

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

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

# Meteorology (Associate of Science)

Award: Associate of Science

Degree Code: ASMT

Number of Credits: 65

## Program Description

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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through [ARTSYS](http://www.artsys.usmd.edu/) (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2
ARTS/HUM	Arts and Humanities Electives <sup>1</sup>	3
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3

Course Number	Course Title	Credits
GEN ED	General Education Electives	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 135	Introduction to Climate Science with Lab [SL]	4
PSC 140	Introduction to Ocean Studies with Lab [SL]	4
PSC 220	Meteorology [SL]	4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab

Course Number	Course Title
EGL 101	Freshman Composition
MAT 201	Calculus I with Analytic Geometry
PSC 140	Introduction to Ocean Studies with Lab
<b>Spring I (15-16 credits)</b>	
MAT 127	Introduction to Statistics
MAT 202	Calculus II with Analytic Geometry
GEN ED	General Education Elective
EGL 102	Composition and Literature
PSC 135	Introduction to Climate Science with Lab
<b>Fall II (15 credits)</b>	
MAT 203	Multivariable Calculus
PHY 207	General Physics I with Lab
ART/HUM	Arts and Humanities Elective
SOC SCI	Social Science Elective
ACT	Activity Elective(s)
<b>Spring II (16 credits)</b>	
MAT 246	Introduction to Differential Equations
PHY 208	General Physics II with Lab
PSC 220	Meteorology
SOC SCI	Social Science Elective
ACT	Activity Elective

# Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate a general understanding of the breadth and interdisciplinary nature of the fields included in the physical sciences.
- Understand the physical environment and its relationships with human activities.
- Apply chemical, mathematical, and physical principles to the study of climate, oceans and meteorology.
- Demonstrate an understanding of scientific method, data collection and analysis, use of laboratory and field instrumentation, computer applications, statistical and modeling techniques.
- Apply principles and theories of math, physics, chemistry and environmental studies to the study of meteorology.
- Integrate concepts of local and global climate as well as ocean studies to their relationship with weather phenomena.
- Utilize critical thinking to identify, collect and analyze data.
- Perform calculations, tests and techniques involved in the conduction of meteorological research.
- Use basic field and laboratory instrumentation.
- Communicate scientific information in a written and/or verbal format.

## Career Opportunities

Government agencies, military, education, broadcasting, consulting, NOAA, NASA, and atmospheric research.

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

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



# Ocean Studies (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASOS

**Number of Credits:** 64-66

## Program Description

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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2
ARTS/HUM	Arts and Humanities Elective <sup>1</sup> [H]	3
BIO 130 and BIO 131	Principles of Biology I [S] and Principles of Biology I Lab	4
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4

Course Number	Course Title	Credits
PHY 181 <b>or</b> PHY 207	Introductory College Physics I with Lab [SL] <b>or</b> General Physics I with Lab [SL]	4-5
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT 127	Introduction to Statistics [M]	4
SOC SCI	Social Science Electives <sup>2</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
BIO 132 <b>and</b> BIO 133	Principles of Biology II [S] <b>and</b> Principles of Biology II Lab	4
CHM 104 <b>and</b> CHM 114	General Chemistry II [S] <b>and</b> General Chemistry II Lab	4
MAT 201	Calculus I with Analytic Geometry [M]	4
PHY 182 <b>or</b> PHY 208	Introductory College Physics II with Lab [SL] <b>or</b> General Physics II with Lab [SL]	4-5
PSC 135	Introduction to Climate Science with Lab [SL]	4
PSC 140	Introduction to Ocean Studies with Lab [SL]	4
PSC 220	Meteorology [SL]	4
SPH 121 <b>or</b> SPH 141	Interpersonal Communications [H] <b>or</b> Public Speaking [H]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
BIO 130 and BIO 131	Principles of Biology I and Principles of Biology I Lab
PSC 135	Introduction to Climate Science with Lab
EGL 101	Freshman Composition
<b>Spring I (15 credits)</b>	
MAT 201	Calculus I with Analytic Geometry
CHM 104 and CHM 114	General Chemistry II and General Chemistry II Lab
BIO 132 and BIO 133	Principles of Biology II and Principles of Biology II Lab
EGL 102	Composition and Literature
<b>Fall II (18-19 credits)</b>	
PHY 181 or PHY 207	Introductory College Physics I with Lab or General Physics I with Lab
PSC 140	Introduction to Ocean Studies with Lab
SOC SCI	Social Science Elective
ART/HUM	Arts and Humanities Elective

Course Number	Course Title
ACT	Activity Elective(s)
SPH 121 <b>or</b> SPH 141	Interpersonal Communications <b>or</b> Public Speaking
<b>Spring II (16-17 credits)</b>	
MAT 127	Introduction to Statistics
PHY 182 <b>or</b> PHY 208	Introductory College Physics II with Lab <b>or</b> General Physics II with Lab
PSC 220	Meteorology
SOC SCI	Social Science Elective
ACT	Activity Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate a general understanding of the breadth and interdisciplinary nature of the fields included in the physical sciences.
- Understand the physical environment and its relationships with human activities.
- Apply chemical, mathematical, and physical principles to the study of climate, oceans and meteorology.
- Demonstrate an understanding of scientific method, data collection and analysis, use of laboratory and field instrumentation, computer applications, statistical and modeling techniques.
- Apply principles and theories of biology, physics and chemistry to ocean and climate phenomena.
- Utilize critical thinking to identify, collect and analyze data.
- Describe and utilize the techniques involved in conducting research.
- Use basic field and laboratory instrumentation.

- Communicate scientific information in a written and/or verbal format.

## Career Opportunities

Geological, physical, chemical or biological oceanographer, marine biologist, fisheries scientist, marine archaeologist, and marine policy expert.

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

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

# Physics (Associate of Science)

**Award:** Associate of Science

**Degree Code:** ASPH

**Number of Credits:** 60

## Program Description

This program 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. Physics graduates have skills that are in high demand: problem solving, data analysis, ability to communicate complex ideas and an understanding of how the world works. Students with a bachelor's degree in physics may continue their education, or enter the workforce.

The computer literacy requirement will be met throughout the coursework in the program.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives <sup>1</sup> [H]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT 121	Precalculus <sup>2</sup> [M]	4

Course Number	Course Title	Credits
MAT 201	Calculus I with Analytic Geometry [M]	4
MAT 202	Calculus II with Analytic Geometry [M]	4
PHY 217	General Calculus Physics I with Lab [SL]	4
PHY 218	General Calculus Physics II with Lab [SL]	4
SOC SCI	Social Science Electives <sup>3</sup> [SS]	6

## Program Requirements

Course Number	Course Title	Credits
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4
CSC or PHE	Computer Science or Engineering Elective <sup>4</sup>	3
MAT 203	Multivariable Calculus [M]	4
MAT 240	Introduction to Linear Algebra [M]	4
MAT 246	Introduction to Differential Equations [M]	3
PHY 219	General Calculus Physics III with Lab [SL]	4
ELECT	Elective <sup>5</sup>	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Summer I (4 credits)</b>	
MAT 121	Precalculus
<b>Fall I (15 credits)</b>	
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
EGL 101	Freshman Composition
MAT 201	Calculus I with Analytic Geometry
PHY 217	General Calculus Physics I with Lab
<b>Spring I (14 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
EGL 102	Composition and Literature
MAT 202	Calculus II with Analytic Geometry
PHY 218	General Calculus Physics II with Lab
<b>Fall II (14 credits)</b>	
MAT 203	Multivariable Calculus
PHY 219	General Calculus Physics III with Lab
CSC or PHE	Computer Science or Engineering Elective
SOC SCI	Social Science Elective
<b>Spring II (13 credits)</b>	
MAT 246	Introduction to Differential Equations
MAT 240	Introduction to Linear Algebra



Course Number	Course Title
SOC SCI	Social Science Elective
ELECT	Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate a firm understanding of the principles of physics and the ability to apply these principles to problems of both fundamental and practical interest.
- Utilize knowledge of mathematics to solve applied problems.
- Recognize basic connections of all of the scientific disciplines.
- Design and conduct experiments.
- Analyze and interpret data.
- Identify, formulate, and solve technical problems.

## Career Opportunities

Astronomer, computer programmer, physicist, teaching, research and development, and engineering.

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

<sup>2</sup> Students placed in MAT 201 or higher may replace MAT 121 with CSC, MAT, PHE, SCI elective(s).

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

<sup>4</sup> Depending on transfer institution suggested Computer Science or Engineering elective may include the following: CSC 109, CSC 170, CSC 205, CSC 218, CSC 230, PHE 120, PHE125, PHE 130, PHE 160, PHE 170, PHE 180, PHE 211, PHE 212, PHE 213, PHE 221, PHE 225, PHE285.

<sup>5</sup> Depending on transfer institution, and in consultation with an academic advisor, a Computer Science, Engineering, Math, or Science elective will be recommended.

# Early Childhood Education (Associate of Arts in Teaching)

**Award:** Associate of Arts in Teaching

**Degree Code:** ENAT

**Number of Credits:** 60

## Program Description

This degree provides the first two years of college for students preparing to become Early Childhood Education Teachers. It is designed for students desiring to transfer to a 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 AAT degree, students must graduate with a 2.75 GPA and pass the Praxis Core Academic Skills for Educators (CORE)<sup>1</sup> test.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
BIO 101 and BIO 111	General Biology [S] and General Biology Lab	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3

Course Number	Course Title	Credits
HST 201 <b>or</b> HST 202	United States History I [H] <b>or</b> United States History II [H]	3
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 [SS]	3
SPH 141	Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ART 195	Integrated Arts	3
EDU 131	Principles of Early Childhood Education	3
EDU 132	Early Childhood Curriculum and Methods	3
EDU 202	Principles of Early Childhood - Field Experience	1
EDU 210	Processes and Acquisitions of Reading	3
EDU 250	Classroom Management	3
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>	3
MAT 133	Mathematical Concepts and Structures I	4
MAT 134	Mathematical Concepts and Structures II	4
PSY 207	Educational Psychology	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (14 credits)</b>	
EGL 101	Freshman Composition
MAT 133	Mathematical Concepts and Structures I
PSY 101	Introduction to Psychology
EDU 131	Principles of Early Childhood Education
EDU 202	Principles of Early Childhood - Field Experience
<b>Spring I (16 credits)</b>	
EDU 132	Early Childhood Curriculum and Methods
EGL 102	Composition and Literature
MAT 134	Mathematical Concepts and Structures II
HST 201 <b>or</b> HST 202	United States History I <b>or</b> United States History II
SPH 141	Public Speaking
<b>Fall II (14 credits)</b>	
BIO 101 <b>and</b> BIO 111	General Biology <b>and</b> General Biology Lab
EDU 210	Processes and Acquisitions of Reading
MAT 127	Introduction to Statistics
PSY 203	Child Growth and Development

Course Number	Course Title
<b>Spring II (16 credits)</b>	
ART 195	Integrated Arts
PSY 207	Educational Psychology
EDU 250	Classroom Management
EDU 251	Introduction to Exceptional Children and Youth
PSC 105	General Physical Science with Lab

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify the policies, issues, trends, and historical events in the field of early childhood education.
- Describe the theories and principles of child development and learning and apply the theories and principles to their classroom teaching.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to children with disabilities.
- Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
- Demonstrate understanding of content areas and apply developmentally appropriate approaches to enhance children's learning and development.
- Identify and explain the models of classroom and behavior management.
- Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.
- Identify and conduct themselves as early childhood professionals who use ethical guidelines and National Association for the Education of Young Children standards.
- Demonstrate excellent written, verbal, critical thinking, and problem-solving skills.
- Demonstrate progress toward mastery of the Maryland Technology Standards.

# Career Opportunities

Child care center staffing, director of center, elementary teacher's assistant, and family child care provider. Successful completers may continue their education and become teachers.

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<sup>1</sup> For more information about the CORE test and qualifying SAT, GRE, or ACT scores, students should contact the Education Department Chair or go to [www.ets.org/praxis](http://www.ets.org/praxis) (<http://www.ets.org/praxis>).

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

# Elementary Education (Associate of Arts in Teaching)

**Award:** Associate of Arts in Teaching

**Degree Code:** ERAT

**Number of Credits:** 60

## Program Description

This degree provides the first two years of college for students preparing to become Elementary Education Teachers. It is designed for students desiring to transfer to a 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 AAT degree, students must graduate with a 2.75 GPA and pass the Praxis Core Academic Skills for Educators (CORE)<sup>1</sup> test.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
BIO 101 and BIO 111	General Biology [S] and General Biology Lab	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3

Course Number	Course Title	Credits
GEO 101	Physical Geography [SS]	3
HST 201 <b>or</b> HST 202	United States History I [H] <b>or</b> United States History II [H]	3
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
SPH 141	Public Speaking [H]	3

## Program Requirements

Course Number	Course Title	Credits
ART 195	Integrated Arts	3
EDU 101	Foundations of Education	3
EDU 102	Foundations of Education – Field Experience	1
EDU 210	Processes and Acquisitions of Reading	3
EDU 250	Classroom Management	3
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>	3
MAT 133	Mathematical Concepts and Structures I	4
MAT 134	Mathematical Concepts and Structures II	4
PSY 207	Educational Psychology	3

## Recommended Sequence



The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I</b>	<b>(14 credits)</b>
EGL 101	Freshman Composition
MAT 133	Mathematical Concepts and Structures I
PSY 101	Introduction to Psychology
EDU 101	Introduction to Education
EDU 102	Introduction to Education - Field Experience
<b>Spring I</b>	<b>(16 credits)</b>
EGL 102	Composition and Literature
MAT 134	Mathematical Concepts and Structures II
PSY 203	Child Growth and Development
HST 201 <b>or</b> HST 202	History of the United States (to reconstruction) <b>or</b> History of the United States II (reconstruction to the present)
SPH 141	Public Speaking
<b>Fall II</b>	<b>(14 credits)</b>
BIO 101 <b>and</b> BIO 111	General Biology <b>and</b> General Biology Lab
EDU 210	Processes and Acquisitions of Reading
MAT 127	Introduction to Statistics
PSY 207	Educational Psychology

Course Number	Course Title
<b>Spring II</b>	<b>(16 credits)</b>
ART 195	Integrated Arts
EDU 251	Introduction to Exceptional Children and Youth
EDU 250	Classroom Management
GEO 101	Physical Geography
PSC 105	General Physical Science with Lab

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify the policies, issues, trends, and historical events in the field of early childhood education.
- Describe the theories and principles of child development and learning and apply the theories and principles to their classroom teaching.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to children with disabilities.
- Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
- Demonstrate understanding of content areas and apply developmentally appropriate approaches to enhance children's learning and development.
- Identify and explain the models of classroom and behavior management.
- Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.
- Identify and conduct themselves as early childhood professionals who use ethical guidelines and National Association for the Education of Young Children standards.
- Demonstrate excellent written, verbal, critical thinking, and problem-solving skills.
- Demonstrate progress toward mastery of the Maryland Technology Standards.

# Career Opportunities

Elementary teacher, reading specialist, resource teacher, and camp director.

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<sup>1</sup> For more information about the CORE test and qualifying SAT, GRE, or ACT scores, students should contact the Education Department Chair or go to [www.ets.org/praxis](http://www.ets.org/praxis) (<http://www.ets.org/praxis>).

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

# Secondary Education (Associate of Arts)

## PROGRAM REVISION

Please note that this program has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the [addendum](https://www.cecil.edu/catalog/addendum/updated-program-secondary-education-associate-of-arts) (<https://www.cecil.edu/catalog/addendum/updated-program-secondary-education-associate-of-arts>) for the updated version of this program.

**Award:** Associate of Arts

**Degree Code:** ESER

**Number of Credits:** 60

## Program Description

This degree option provides the first two years of college for students preparing to become secondary education teachers. To earn the A.A. degree, students must graduate with a 2.75 GPA pass the Praxis I Exam<sup>1</sup> (or an approved alternative test equivalency) and successfully 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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

## General Education and Program Requirements

Course Number	Course Title	Credits
BIO 101 <b>and</b> BIO 111	General Biology [S] <b>and</b> General Biology 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 <sup>2</sup>	3
EDU 253	Introduction to Exceptional Children and Youth - Field Experience <sup>2</sup>	1
EDU 263	Teaching Reading in the Secondary Content Area, Part I	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
ELECT	Discipline Electives <sup>3</sup>	12
HST 201 <b>or</b> HST 202	United States History I [H] <b>or</b> United States History II [H]	3
MAT	Math Elective [M]	4
PSC 105	General Physical Science with Lab [SL]	4
PSY 101	Introduction to Psychology [SS]	3
PSY 203	Child Growth and Development	3
PSY 207	Educational Psychology	3
SOC SCI	Social Science Elective <sup>4</sup> [SS]	3
SPH 141	Public Speaking [H]	3

# Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (13 credits)</b>	
EDU 101	Introduction to Education
EDU 102	Introduction to Education - Field Experience
EGL 101	Freshman Composition
ELECT	Discipline Elective
<b>Spring I (17 credits)</b>	
EGL 102	Composition and Literature
ELECT	Discipline Elective
MAT	Math Elective
PSC 105	General Physical Science with Lab
PSY 101	Introduction to Psychology
<b>Fall II (17 credits)</b>	
BIO 101 and BIO 111	General Biology and General Biology Lab
EDU 251	Introduction to Exceptional Children and Youth
EDU 253	Introduction to Exceptional Children and Youth - Field Experience
EDU 263	Teaching Reading in the Secondary Content Area, Part I

Course Number	Course Title
ELECT	Discipline Elective
PSY 203	Child Growth and Development
<b>Spring II (13 credits)</b>	
HST 201 <b>or</b> HST 202	United States History I <b>or</b> United States History II
EDU 207	Educational Psychology - Field Experience
PSY 207	Educational Psychology
SOC SCI	Social Science Elective
SPH 141	Public Speaking

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify major historical events in education and analyze the impact of those events with current educational trends.
- Identify the policies, issues, trends, and historical events in the field of secondary education.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to disabilities and cultural and linguistic diversity.
- Demonstrate progress toward mastery of the Maryland Technology Standards.
- Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
- Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.
- Develop excellent written, verbal, critical thinking, and problem solving skills.

# Career Opportunities

Middle and high school teacher (subject specific, such as math, science or English), tutoring , counseling, librarian, research, and curriculum and textbook review.

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

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

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

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



# Secondary Education with Areas of Concentration (Associate of Arts in Teaching)

**Award:** Associate of Arts in Teaching

**Degree Code:** CNSC (Chemistry Concentration) - 60 Credits

**Degree Code:** CNSE (English Concentration) - 60 Credits

**Degree Code:** CNSM (Mathematics Concentration) - 60 Credits

**Degree Code:** CNSP (Physics Concentration) - 60 Credits

## Program Description

This degree provides the first two years of college for students preparing to become Secondary Education Teachers. It is designed for students desiring to transfer to a four-year college or university to earn a bachelor's degree in Secondary Teacher Education. This degree has been articulated with all of the transfer programs in Secondary Education in the State of Maryland. To earn the AAT degree, students must graduate with a 2.75 GPA and pass the Praxis Core Academic Skills for Educators (CORE)<sup>1</sup> test.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

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

## General Education and Program Requirements

Course Number	Course Title	Credits
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Course Number	Course Title	Credits
EDU 101	Foundations of Education	3
EDU 102	Foundations of Education - Field Experience	1
EDU 251	Introduction to Exceptional Children and Youth <sup>2</sup>	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
HST 101 <b>or</b> HST 201	Western Civilization I [H] <b>or</b> United States History I [H]	3
PSY 101	Introduction to Psychology [SS]	3
PSY 207	Educational Psychology	3
SOC SCI	Social Science Elective <sup>3</sup> [SS]	3
SPH 141	Public Speaking [H]	3

## Chemistry Concentration Requirements

Course Number	Course Title	Credits
CHM 103 <b>and</b> CHM 113	General Chemistry I [S] <b>and</b> General Chemistry I Lab	4
CHM 104 <b>and</b> CHM 114	General Chemistry II [S] <b>and</b> General Chemistry II Lab	4
CHM 203	Organic Chemistry I with Lab	4
CHM 204	Organic Chemistry II with Lab	4
MAT 201	Calculus I with Analytic Geometry [M]	4
MAT 202	Calculus II with Analytic Geometry [M]	4
PHY 217	General Calculus Physics I with Lab [SL]	4

Course Number	Course Title	Credits
PHY 218	General Calculus Physics II with Lab [SL]	4

## English Concentration Requirements

Course Number	Course Title	Credits
ART	Art Elective	3
HUM	Humanities Elective <sup>4</sup> [H]	3
BIO 101 <b>and</b> BIO 111	General Biology [S] <b>and</b> General Biology Lab [SL]	4
EGL	English Elective <sup>5</sup> [H]	3
EGL 203 <b>or</b> EGL 204	British Lit. to 18th c. [H] <b>or</b> British Lit. 18th c. to Present [H]	3
EGL 205	American Lit. to 1865 [H]	3
EGL 206	American Lit. 1865 to Present [H]	3
ELECT	Discipline Elective <sup>6</sup>	3
MAT	Math Elective <sup>7</sup> [M]	4
AST/CHM <b>or</b> ENV	Astronomy, Chemistry, or Environmental Science Elective <sup>8</sup> [S]	3

## Mathematics Concentration Requirements

Course Number	Course Title	Credits
BIO <b>or</b> CHM	Biology Elective with Lab [S/SL] <b>or</b> Chemistry Elective with Lab [S/SL]	4
MAT 121	Precalculus <sup>9</sup> [M]	4
MAT 201	Calculus I with Analytic Geometry [M]	4

Course Number	Course Title	Credits
MAT 202	Calculus II with Analytic Geometry [M]	4
MAT 203	Multivariable Calculus [M]	4
MAT 240	Introduction to Linear Algebra [M]	4
PHY 217	General Calculus Physics I with Lab [SL]	4
PHY 218	General Calculus Physics II with Lab [SL]	4

## Physics Concentration Requirements

Course Number	Course Title	Credits
CHM 103 <b>and</b> CHM 113	General Chemistry I [S] <b>and</b> General Chemistry I Lab	4
MAT 121	Precalculus <sup>9</sup> [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
PHY 217	General Calculus Physics I with Lab [SL]	4
PHY 218	General Calculus Physics II with Lab [SL]	4
PHY 219	General Calculus Physics III with Lab [SL]	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

## Chemistry Concentration Recommended Sequence

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
MAT 201	Calculus I with Analytic Geometry
PHY 217	General Calculus Physics I with Lab
<b>Spring I (16 credits)</b>	
EDU 101	Foundations of Education
EDU 102	Foundations of Education Field Experience
CHM 104 and CHM 114	General Chemistry and General Chemistry Lab
MAT 202	Calculus II with Analytic Geometry
PHY 218	General Calculus Physics II with Lab
<b>Fall II (16 credits)</b>	
EGL 102	Composition and Literature
CHM 203	Organic Chemistry I with Lab
PSY 101	Introduction to Psychology
HST 101 or HST 201	Western Civilization I or United States History I
SPH 141	Public Speaking
<b>Spring II (13 credits)</b>	

Course Number	Course Title
CHM 204	Organic Chemistry II with Lab
PSY 207	Educational Psychology
EDU 251	Introduction to Exceptional Children and Youth
SOC SCI	Social Science Elective

## English Concentration Recommended Sequence

Course Number	Course Title
<b>Fall I (16 credits)</b>	
EGL 101	Freshman Composition
EDU 101	Foundations of Education
EDU 102	Foundations of Education Field Experience
PSY 101	Introduction to Psychology
HST 101 <b>or</b> HST 201	Western Civilization I <b>or</b> United States History I
ART	Art Elective
<b>Spring I (15 credits)</b>	
EGL 102	Composition and Literature
SPH 141	Public Speaking
ELECT	Discipline Elective
AST/CHM <b>or</b> ENV	Astronomy, Chemistry, or Environmental Science Elective
SOC SCI	Social Science Elective

Course Number	Course Title
<b>Fall II (16 credits)</b>	
BIO 101 <b>and</b> BIO 111	General Biology <b>and</b> General Biology Lab
EGL 203 <b>or</b> EGL 204	British Literature to 18th Century <b>or</b> British Literature 18th Century to Present
EGL 205	American Literature to 1865
PSY 207	Educational Psychology
HUM	Humanities Elective
<b>Spring II (13 credits)</b>	
EGL 206	American Literature 1865 to Present
EDU 251	Introduction to Exceptional Children and Youth
EGL	English Elective
MAT	Math Elective

## Mathematics Concentration Recommended Sequence

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition
EDU 101	Foundations of Education
EDU 102	Foundations of Education Field Experience
MAT 121	Precalculus
BIO <b>or</b> CHM	Biology Elective with Lab <b>or</b> Chemistry Elective with Lab

Course Number	Course Title
<b>Spring I (17 credits)</b>	
EGL 102	Composition and Literature
MAT 201	Calculus I with Analytic Geometry
PHY 217	General Calculus Physics I with Lab
PSY 101	Introduction to Psychology
SPH 141	Public Speaking
<b>Fall II (14 credits)</b>	
MAT 202	Calculus II with Analytic Geometry
PHY 218	General Calculus Physics II with Lab
PSY 207	Educational Psychology
HST 101 <b>or</b> HST 201	Western Civilization I <b>or</b> United States History I
<b>Spring II (14 credits)</b>	
MAT 203	Multivariable Calculus
MAT 240	Introduction to Linear Algebra
EDU 251	Introduction to Exceptional Children and Youth
SOC SCI	Social Science Elective

## Physics Concentration Recommended Sequence

Course Number	Course Title
<b>Fall I (15 credits)</b>	
EGL 101	Freshman Composition



Course Number	Course Title
EDU 101	Foundations of Education
EDU 102	Foundations of Education Field Experience
MAT 121	Precalculus
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
<b>Spring I (17 credits)</b>	
EGL 102	Composition and Literature
MAT 201	Calculus I with Analytic Geometry
PHY 217	General Calculus Physics I with Lab
PSY 101	Introduction to Psychology
SPH 141	Public Speaking
<b>Fall II (14 credits)</b>	
MAT 202	Calculus II with Analytic Geometry
PHY 218	General Calculus Physics II with Lab
PSY 207	Educational Psychology
HST 101 or HST 201	Western Civilization I or United States History I
<b>Spring II (14 credits)</b>	
MAT 203	Multivariable Calculus
PHY 219	General Calculus Physics III with Lab
EDU 251	Introduction to Exceptional Children and Youth
SOC SCI	Social Science Elective

# Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify the policies, issues, trends, and historical events in the field of education.
- Describe the theories and principles of child development and learning and apply the theories and principles to their classroom teaching.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to students with disabilities.
- Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
- Demonstrate understanding of subject area and apply developmentally appropriate approaches to enhance student's learning and development.
- Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (In TASC) Standards.
- Develop excellent written, verbal, critical thinking, and problem solving skills.
- Demonstrate progress toward mastery of the Maryland Technology Standards.

## Career Opportunities

Middle and high school teacher (subject specific, such as math, science or English), tutoring, counseling, librarian, research, and curriculum and textbook review.

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<sup>1</sup> For more information about the CORE test and qualifying SAT, GRE, or ACT scores, students should contact the Teacher Education Department Chair or go to [www.ets.org/praxis](http://www.ets.org/praxis) (<https://www.ets.org/praxis>).

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

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

<sup>4</sup> Arts and Humanities elective must be a course designation other than EGL.

<sup>5</sup> Students should select one English elective from the following: EGL209, EGL210, EGL213, EGL214, EGL215, EGL260.

<sup>6</sup> Students should select electives that relate to their intended area of concentration as a secondary level teacher.

<sup>7</sup> Introduction to Statistics (MAT127) is recommended.

<sup>8</sup> Students should select one Science elective from the following: AST103, CHM103, CHM104, CHM109, ENV106, ENV150.

<sup>9</sup> Students placed in MAT201 or higher Math may replace MAT 121 with MAT, PHY, PHE, CSC or CHM elective(s) – student must satisfy the four credit requirement.

# Secondary Education – Chemistry (Associate of Arts in Teaching)

**Award:** Associate of Arts in Teaching

**Degree Code:** SCAT

**Number of Credits:** 66

## Program Description

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 (AAT) degree are eligible for admission to Maryland's four-year colleges' or universities' Secondary Teacher Education Programs in Chemistry. To earn the AAT degree, students must graduate with a 2.75 GPA, pass the Praxis Core Academic Skills for Educators (CORE) test<sup>1</sup> (or an approved alternative test equivalency) and successfully complete a professional portfolio approved by the Director of Teacher Education. The computer literacy requirement will be met throughout the course work in degree program.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2

Course Number	Course Title	Credits
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4
CHM 104 and CHM 114	General Chemistry II [S] and General Chemistry II Lab	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 <sup>2</sup>	3
EDU 253	Introduction to Exceptional Children and Youth - Field Experience <sup>2</sup>	1
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT 201	Calculus I with Analytic Geometry [M]	4
MAT 202	Calculus II with Analytic Geometry [M]	4
PHY 207	General Physics I with Lab [SL]	5
PHY 208	General Physics II with Lab [SL]	5
PSY 101	Introduction to Psychology [SS]	3
PSY 203	Child Growth and Development	3
PSY 207	Educational Psychology	3
SOC SCI	Social Science Elective <sup>3</sup> [SS]	3

Course Number	Course Title	Credits
SPH 141	Public Speaking [H]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (18 credits)</b>	
EGL 101	Freshman Composition
MAT 201	Calculus I with Analytical Geometry
PSY 101	Introduction to Psychology
EDU 101	Foundations of Education
EDU 102	Foundations of Education - Field Experience
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
<b>Spring I (18 credits)</b>	
EGL 102	Composition and Literature
PSY 203	Child Growth and Development
MAT 202	Calculus II with Analytic Geometry
PSY 207	Educational Psychology
EDU 207	Educational Psychology - Field Study

Course Number	Course Title
CHM 104 and CHM 114	General Chemistry II and General Chemistry II Lab
<b>Fall II (17-18 credits)</b>	
ACT	Activity Elective(s)
EDU 251	Introduction to Exceptional Children and Youth
EDU 253	Introduction to Exceptional Children and Youth - Field Study
PHY 207	General Physics I with Lab
CHM 203	Organic Chemistry I with Lab
SPH 141	Public Speaking
<b>Spring II (13-14 credits)</b>	
SOC SCI	Social Science Elective
PHY 208	General Physics II with Lab
CHM 204	Organic Chemistry II with Lab
ACT	Activity Elective(s)

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify major historical events in education and analyze the impact of those events with current educational trends.
- Identify the policies, issues, trends, and historical events in the field of secondary education.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to disabilities and cultural and linguistic diversity.

- Demonstrate progress toward mastery of the Maryland Technology Standards.
- Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
- Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.
- Develop excellent written, verbal, critical thinking, and problem solving skills.
- Demonstrate an understanding of chemistry and the ability to apply developmentally appropriate approaches to enhance children's learning and development.
- Demonstrate proficiency in the application of chemistry through the level of organic chemistry.

## Career Opportunities

Middle and high school teacher, research, and curriculum and textbook review.

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

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

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



# Secondary Education – English (Associate of Arts in Teaching)

**Award:** Associate of Arts in Teaching

**Degree Code:** SEAT

**Number of Credits:** 64-65

## Program Description

This degree provides the first two years of college for students preparing to become secondary English teachers. Students completing the Associate of Arts in Teaching (AAT) degree are eligible for admission to Maryland's four-year colleges' or universities' Secondary Teacher Education Programs in English. To earn the AAT degree, students must graduate with a 2.75 GPA, pass the Praxis I Exam<sup>1</sup> (or approved alternative test equivalency) and successfully complete a professional portfolio approved by the Director of Teacher Education.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2
CIS 101	Introduction to Computer Concepts [I]	3

Course Number	Course Title	Credits
BIO or ENV	Biological Science Elective with Lab [S/SL] or Environmental Science Elective with Lab [S/SL]	4
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
HST 101	Western Civilization I [H]	3
MAT	Math Elective [M]	3-4
PSC 105	General Physical Science with Lab [SL]	4
PSY 101	Introduction to Psychology [SS]	3
SOC 101	Introduction to Sociology [SS]	3
SPH 141	Public Speaking [H]	3
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 <sup>2</sup>	3
EDU 253	Introduction to Exceptional Children and Youth - Field Experience <sup>2</sup>	1
EDU 263	Teaching Reading in the Secondary Content Area, Part I	3
EDU 264	Teaching Reading in the Secondary Content Area, Part II	3
EGL 203 or EGL 204	British Lit. to 18th c. [H] or British Lit. 18th c. to Present [H]	3
EGL 205	American Lit. to 1865 [H]	3
EGL 206	American Lit. 1865 to Present [H]	3

Course Number	Course Title	Credits
EGL 209	Introduction to African-American Literature [H]	3
PSY 207	Educational Psychology	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (15 credits)</b>	
ACT	Activities Electives
EDU 101	Foundations of Education
EDU 102	Foundations of Education - Field Experience
EGL 101	Freshman Composition
PSY 101	Introduction to Psychology
SPH 141	Public Speaking
<b>Spring I (16-17 credits)</b>	
CIS 101	Introduction to Computer Concepts
EDU 251	Introduction to Exceptional Children and Youth
EDU 253	Introduction to Exceptional Children and Youth - Field Study
EGL 102	Composition and Literature

Course Number	Course Title
HST 101	Western Civilization I
MAT	Math Elective
<b>Fall II (16 credits)</b>	
EDU 263	Teaching Reading in the Secondary Content Area, Part I
EGL 203 <b>or</b> EGL 204	British Lit. to 18th c. <b>or</b> British Lit. 18th c. to Present
EGL 205	American Lit. to 1865
PSC 105	General Physical Science with Lab
SOC 101	Introduction to Sociology
<b>Spring II (17 credits)</b>	
BIO <b>or</b> ENV	Biological Science Elective with Lab <b>or</b> Environmental Science Elective with Lab
EDU 207	Educational Psychology - Field Experience
EDU 264	Teaching Reading in the Secondary Content Area, Part II
EGL 206	American Lit. 1865 to Present
EGL 209	Introduction to African-American Literature
PSY 207	Educational Psychology

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify major historical events in education and analyze the impact of those events with current educational trends.

- Identify the policies, issues, trends, and historical events in the field of secondary education.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to disabilities and cultural and linguistic diversity.
- Demonstrate progress toward mastery of the Maryland Technology Standards.
- Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
- Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.
- Develop excellent written, verbal, critical thinking, and problem solving skills.
- Demonstrate an understanding of the various components of English and the ability to apply developmentally appropriate approaches to enhance children's learning and development.

## Career Opportunities

Middle and high school teacher, research, and curriculum and textbook review.

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

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

# Secondary Education – Mathematics (Associate of Arts in Teaching)

**Award:** Associate of Arts in Teaching

**Degree Code:** SMAT

**Number of Credits:** 65-66

## Program Description

This degree provides the first two years of college for students preparing to become secondary mathematics teachers. Students completing the Associate of Arts in Teaching (AAT) degree are eligible for admission to Maryland's four-year colleges' or universities' Secondary Teacher Education Programs in Mathematics. To earn the AAT degree, students must graduate with a 2.75 GPA, pass the Praxis Core Academic skills for Educators (CORE) test<sup>1</sup> (or an approved alternative test equivalency) and successfully 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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2

Course Number	Course Title	Credits
BIO or CHM	Biological Elective [S/SL] or 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 <sup>2</sup>	3
EDU 253	Introduction to Exceptional Children and Youth - Field Experience <sup>2</sup>	1
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
MAT 127	Introduction to Statistics [M]	4
MAT 201	Calculus I with Analytic Geometry [M]	4
MAT 202	Calculus II with Analytic Geometry [M]	4
MAT 203	Multivariable Calculus [M]	4
MAT 240	Introduction to Linear Algebra [M]	4
PHY 207	General Physics I with Lab [SL]	5
PHY 208	General Physics II with Lab [SL]	5
PSY 101	Introduction to Psychology [SS]	3
PSY 203	Child Growth and Development	3
PSY 207	Educational Psychology	3
SOC SCI	Social Science Elective <sup>3</sup> [SS]	3

Course Number	Course Title	Credits
SPH 141	Public Speaking [H]	3

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (17 credits)</b>	
EGL 101	Freshman Composition
MAT 127	Introduction to Statistics
PSY 101	Introduction to Psychology
EDU 101	Foundations of Education
EDU 102	Foundations of Education - Field Experience
SPH 141	Public Speaking
<b>Spring I (14 credits)</b>	
EGL 102	Composition and Literature
PSY 203	Child Growth and Development
MAT 201	Calculus I with Analytic Geometry
PSY 207	Educational Psychology
EDU 207	Educational Psychology - Field Experience



Course Number	Course Title
<b>Fall II (17-19 credits)</b>	
ACT	Activity Elective(s)
MAT 202	Calculus II with Analytic Geometry
PHY 207	General Physics I with Lab
EDU 251	Introduction to Exceptional Children and Youth
EDU 253	Introduction to Exceptional Children and Youth - Field Study
BIO or CHM	Biology Elective or Chemistry Elective
<b>Spring II (17-18 credits)</b>	
SOC SCI	Social Science Elective
PHY 208	General Physics II with Lab
MAT 203	Multivariable Calculus
MAT 240	Introduction to Linear Algebra
ACT	Activity Elective(s)

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify major historical events in education and analyze the impact of those events with current educational trends.
- Identify the policies, issues, trends, and historical events in the field of secondary education.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to disabilities and cultural and linguistic diversity.

- Demonstrate progress toward mastery of the Maryland Technology Standards.
- Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
- Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.
- Demonstrate an understanding of the various components of mathematics and the ability to apply developmentally appropriate approaches to enhance children's learning and development.
- Demonstrate proficiency in the application of mathematics through the level of multivariable calculus.

## Career Opportunities

Middle and high school teacher, research, and curriculum and textbook review.

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

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

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

# Secondary Education – Physics (Associate of Arts in Teaching)

**Award:** Associate of Arts in Teaching

**Degree Code:** SPAT

**Number of Credits:** 66

## Program Description

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 (AAT) degree are eligible for admission to Maryland's four year colleges' or universities' Secondary Teacher Education Programs in Physics. To earn the AAT degree, students must graduate with a 2.75 GPA, pass the Praxis Core Academic Skills Educators (CORE) test<sup>1</sup> (or an approved alternative test equivalency) and successfully 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.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Contact your advisor for detailed information.

## Required Courses

### General Education and Program Requirements

Course Number	Course Title	Credits
ACT	Activity Electives	2
CHM 103 and CHM 113	General Chemistry I [S] and General Chemistry I Lab	4

Course Number	Course Title	Credits
PSC	General Physical Science with Lab Elective [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 <sup>2</sup>	3
EDU 253	Introduction to Exceptional Children and Youth - Field Experience <sup>2</sup>	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 [SL]	5
PSY 101	Introduction to Psychology [SS]	3
PSY 203	Child Growth and Development	3
PSY 207	Educational Psychology	3
SOC SCI	Social Science Elective <sup>3</sup> [SS]	3
SPH 141	Public Speaking [H]	3

# Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (17 credits)</b>	
EGL 101	Freshman Composition
MAT 201	Calculus I with Analytical Geometry
PSY 101	Introduction to Psychology
EDU 101	Foundations of Education
EDU 102	Foundations of Education - Field Experience
SPH 141	Public Speaking
<b>Spring I (16 credits)</b>	
PHY 207	General Physics I with Lab
EGL 102	Composition and Literature
MAT 202	Calculus II with Analytic Geometry
PSY 207	Educational Psychology
EDU 207	Educational Psychology - Field Study
<b>Fall II (17-18 credits)</b>	
ACT	Activity Elective(s)
PSY 203	Child Growth and Development
MAT 203	Calculus II with Analytic Geometry

Course Number	Course Title
EDU 251	Introduction to Exceptional Children and Youth
EDU 253	Introduction to Exceptional Children and Youth - Field Study
PHY 208	General Physics II with Lab
<b>Spring II (16-17 credits)</b>	
SOC SCI	Social Science Elective
ACT	Activity Elective(s)
MAT 246	Introduction to Differential Equations
PHY 209	General Physics III with Lab
CHM 103 and CHM 113	General Chemistry I and General Chemistry I Lab
PSC	General Physical Science with Lab Elective

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Identify major historical events in education and analyze the impact of those events with current educational trends.
- Identify the policies, issues, trends, and historical events in the field of secondary education.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to disabilities and cultural and linguistic diversity.
- Demonstrate progress toward mastery of the Maryland Technology Standards.
- Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.

- Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.
- Demonstrate an understanding of the various components of physics and the ability to apply developmentally appropriate approaches to enhance children's learning and development.
- Demonstrate proficiency in the application of mathematics through the level of general calculus physics III.

## Career Opportunities

Middle and high school teacher, research, and curriculum and textbook review.

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

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

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

# Basic Photography (Certificate)

**Award:** Certificate

**Degree Code:** BAPC

**Number of Credits:** 15-16

## Required Courses

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.

## Required Courses

### Program Requirements

Course Number	Course Title	Credits
VCP 101	Photography I	4
VCP 111	Studio Photography I	4

### Program Elective

Select 7-8 credits from the following:

Course Number	Course Title	Credits
ART 180	Basic Photography	3
VCP 110	Portrait Photography	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2



Course Number	Course Title	Credits
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 233	Fictional Photography	4
VCP 270	Portfolio Production I	4
VCP 271	Portfolio Production II	4

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate a basic understanding of industry standard equipment, techniques, and technologies specific to the practice of photography.
- Demonstrate the ability to create a portfolio of photographic images.

# Digital Imaging (Certificate)

**Award:** Certificate

**Degree Code:** VDIC

**Number of Credits:** 15-16

## Program Description

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.

## Required Courses

### Program Requirements

Course Number	Course Title	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 from the following:

Course Number	Course Title	Credits
ART 180	Basic Photography	3
VCP 101	Photography I	4
VCP 111	Studio Photography I	4

Course Number	Course Title	Credits
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

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate planning and production of digital images.
- Demonstrate the ability to meet deadlines.
- Use industry standard technology in the execution of digital images.
- Produce a portfolio of digital images.

# Photography Lab (Certificate)

**Award:** Certificate

**Degree Code:** PLTC

**Number of Credits:** 23-24

## Program Description

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.

## Required Courses

### Program Requirements

Course Number	Course Title	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

### Program Electives

Select 7-8 credits from the following:

Course Number	Course Title	Credits
ART 180	Basic Photography	3

Course Number	Course Title	Credits
VCP 189	Basic Internship	4
VCP 211	Studio Photography II	4
VCP 222	Photojournalism I	4

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of industry standard equipment, techniques, and technologies specific to the practice of photo editing.
- Understand basic lighting techniques for both natural and constructed scenes on location or in a studio setting.
- Communicate with a visual vocabulary to interpret photographic works and design principles appropriate to the practice of image-based media .
- Demonstrate the ability to create a professional portfolio of photographic images.

# Portfolio Production (Certificate)

**Award:** Certificate

**Degree Code:** POPC

**Number of Credits:** 27-28

## Program Description

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 and marketing. The certificate courses may be used in satisfying degree requirements.

## Required Courses

### Program Requirements

Course Number	Course Title	Credits
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2

### Program Electives

Select 15-16 credits from the following:

Course Number	Course Title	Credits
ART 180	Basic Photography	3

Course Number	Course Title	Credits
VCP 110	Portrait Photography	4
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 233	Fictional Photography	4
VCP 270	Portfolio Production I	4
VCP 271	Portfolio Production II	4
VCP 279	Professional Portfolio Production	4

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of industry standard equipment, techniques, and technologies specific to the practice of photography.
- Understand basic lighting techniques for both natural and constructed scenes on location or in a studio setting.
- Achieve a basic understanding of the historical, political, and social context in which photographic images are created and viewed.
- Communicate with a visual vocabulary to interpret photographic works and design principles appropriate to the practice of image-based media.
- Demonstrate the ability to create a professional portfolio of photographic images.

# Professional Photography (Certificate)

**Award:** Certificate

**Degree Code:** PPHC

**Number of Credits:** 40

## Program Description

This certificate prepares students 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.

## Required Courses

### Program Requirements

Course Number	Course Title	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



Course Number	Course Title	Credits
VCP 279 or VCP 289	Professional Portfolio Production or Internship I	4

## Program Electives

Select 8 credits from the following:

Course Number	Course Title	Credits
VCP 110	Portrait Photography	4
VCP 119	Digital Imaging IV	4
VCP 222	Photojournalism I	4
VCP 233	Fictional Photography	4
VCP 224	Nature and Wildlife Photography	4

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of industry standard equipment, techniques, and technologies specific to the practice of photography.
- Demonstrate an understanding of the historical, political and social context in which photographic images are created and viewed.
- Interpret contemporary theory and forms and the contextualization of photography within the larger world of the arts.
- Critically analyze and evaluate examples of photographic art.
- Execute efficient lighting techniques for both natural and constructed scenes on location or in a studio setting.
- Demonstrate a thorough knowledge of industry standard equipment, techniques, and workflows specific to the practice of photography.

- Achieve an understanding of the historical, political, and social context in which photographic images are created and viewed.
- Communicate with a visual vocabulary to interpret photographic works, theory, and design principles appropriate to the practice of image-based media in both the fine art and commercial fields .
- Develop a branding identity package and a professional photography portfolio that showcases technical skills and individual vision.

# Simulation Design and Gaming (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** SOGR

**Number of Credits:** 60

## Program Description

The Simulation Design and Gaming degree provides high quality, hands-on, career education in the areas of interactive and 3D design. Students will complete the process of developing 3D animation, visualization, simulation, and interactive experience. The program will prepare students for initial employment, career advancement, and transfer to four-year colleges and universities.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional four-year colleges and universities. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through [ARTSYS](http://www.artsys.usmd.edu/) (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Elective [H]	3
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3

Course Number	Course Title	Credits
GEN ED	General Education Elective	3
MAT	Math Elective [M]	3-4
SCI	Lab Science Elective [S/SL]	4
SOC SCI	Social Science Elective [SS]	3

## Program Requirements

Course Number	Course Title	Credits
EGL 112 <b>or</b> EGL 211	Script Writing <b>or</b> Technical Writing	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 136	Multimedia Production I	4
VCP 151	Introduction to Game Design	4
VCP 218	Introduction to 3D Modeling and Animation	4
VCP 219 <b>or</b> VCP 225	3D Modeling for Real-Time Environments <b>or</b> 3D Character Rigging & Animation	4
VCP 279 <b>or</b> VCP 289	Professional Portfolio Production <b>or</b> Internship I	4

## Program Electives

Select 11 credits from the following:

Course Number	Course Title	Credits
ART 105	Illustration, Materials and Techniques	3

Course Number	Course Title	Credits
ART 130	Drawing I [H]	3
ART 180	Basic Photography [H]	3
ART 181	Introduction to Movie Making [H]	3
ART 183	Digital Illustration I	4
ART 230	Drawing II [H]	3
ART 231	Portrait Drawing	3
ART 232	Figure Drawing	3
VCP 101	Photography I	4
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 162	Mobile Application Design	4
VCP 210	Video Production I	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil (<http://my.cecil.edu/>) or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (17 credits)</b>	
ART/VCP	Program Elective
EGL 101	Freshman Composition

Course Number	Course Title
GEN ED	General Education Elective
SOC SCI	Social Science Elective
VCP 116	Digital Imaging I
VSP 117	Digital Imaging II
<b>Spring I (13 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
EGL 102	Composition and Literature
MAT	Math Elective
ART/VCP	Program Elective
<b>Fall II (15 credits)</b>	
EGL 112 <b>or</b> EGL 211	Script Writing <b>or</b> Technical Writing
SCI	Lab Science Elective
VCP 136	Multimedia Production I
VCP 218	Modeling and Animation I
<b>Spring II (15 credits)</b>	
ART/VCP	Program Electives
VCP 279 <b>or</b> VCP 289	Professional Portfolio Production <b>or</b> Internship I
VCP 151	Introduction to Game Design

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Vocalize and document critical remarks in regards to a project's quality, aesthetics, and basic requirements.
- Develop a production process to complete consistent quality designs in an appropriate amount of time.
- Demonstrate the ability to utilize a variety of industry standard hardware and software to produce aesthetically pleasing designs.
- Produce two-dimensional and three-dimensional content that is optimized for animation, film, or interactive media.
- Develop basic to intermediate-level computer code that is appropriate for multimedia and interactive presentations.
- Create a portfolio that demonstrates solid foundational art skills as well as intermediate-level technical knowledge.

## Career Opportunities

Software engineer, graphics programmer, 2D/3D artist, game developer, animator in government agencies, computer consulting firms, advertising firms, and gaming/gambling industries.

# Simulation Design and Gaming (Certificate)

**Award:** Certificate

**Degree Code:** SOGC

**Number of Credits:** 18

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
VCP 218	Modeling and Animation I	4
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

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Vocalize and document critical remarks in regards to a project's quality, aesthetics, and basic requirements.



- Develop a production process to complete consistent quality designs in an appropriate amount of time.
- Demonstrate the ability to utilize a variety of industry standard hardware and software to produce aesthetically pleasing designs.
- Produce two-dimensional and three-dimensional content that is optimized for animation, film, or interactive media.
- Develop basic to intermediate-level computer code that is appropriate for multimedia and interactive presentations.
- Create a portfolio that demonstrates solid foundational art skills as well as intermediate-level technical knowledge.

# Studio Photography (Certificate)

**Award:** Certificate

**Degree Code:** STPC

**Number of Credits:** 40

## Program Description

This certificate prepares students 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.

## Required Courses

Course Number	Course Title	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

Course Number	Course Title	Credits
VCP 279 <b>or</b> VCP 289	Professional Portfolio Production <b>or</b> Internship I	4

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate an understanding of industry standard equipment, techniques, technologies specific to the practice of studio photography.
- Demonstrate an understanding of the historical, political and social context in which photographic images are created and viewed.
- Critically analyze and evaluate examples of photographic art .
- Demonstrate the ability to create a professional portfolio of studio photography images.

# Video Production (Certificate)

**Award:** Certificate

**Degree Code:** VIPC

**Number of Credits:** 20

## Program Description

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.

## Required Courses

Course Number	Course Title	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

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate preproduction, direction, production, postproduction, and distribution of narrative, documentary, and commercial videos.
- Perform the duties of various technical crew positions in single and multi-camera production environments.

- Explain and demonstrate knowledge of video preproduction techniques by preparing preproduction materials for video productions.
- Operate video production lighting, cameras and sound equipment according to industry standards.
- Utilize post-production video techniques to edit digital video projects with graphics, picture, sound, and editing.

# Video Technology (Certificate)

**Award:** Certificate

**Degree Code:** VITC

**Number of Credits:** 12

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
VCP 101	Photography I	4
VCP 210	Video Production I	4
VCP 212	Video Production II	4

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate basic preproduction, direction, production, postproduction, and distribution of narrative, documentary and commercial videos.
- Perform the basic duties of various technical crew positions in single and multi-camera production environments.
- Operate video production lighting, cameras, and sound equipment according to industry standards .
- Utilize basic post-production video techniques to edit digital video projects with graphics, picture, sound, and editing.

# Visual Communications with Areas of Concentration (Associate of Applied Science)

**Award:** Associate of Applied Science

**Degree Code:** CNVC (Communications Concentration) - 60 Credits

**Degree Code:** CNVG (Graphic Design and Multimedia Concentration) - 60 Credits

**Degree Code:** CNVP (Photography Concentration) - 60 Credits

**Degree Code:** CNVV (Video Production Concentration) - 60 Credits

**Degree Code:** CNVW (Web Design and Multimedia Concentration) - 60 Credits

## Program Description

This program is designed for students seeking initial employment, career advancement, and/or transfer to four-year programs in the fields of graphic design and multimedia, photography, video production, and web design. Each program concentration is tailored to align with the latest industry-standard equipment, professional practices, and software to help students innovate and succeed in an increasingly competitive environment.

## Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Click on "Transfer Opportunities" in MyCecil under the Advising tab for a list of transfer pathways. In addition, transfer information is available through ARTSYS (<http://www.artsys.usmd.edu/>) (The Articulation System of Maryland). Contact your advisor for detailed information.

## Required Courses

### General Education Requirements

Course Number	Course Title	Credits
ARTS/HUM	Arts and Humanities Electives [H]	3

Course Number	Course Title	Credits
EGL 101	Freshman Composition [E]	3
EGL 102	Composition and Literature [H]	3
GEN ED	General Education Elective	3
MAT	Math Elective [M]	3
SCI	Lab Science Elective [SL]	4
SOC SCI	Social Science Elective [SS]	3

## Program Requirements

Course Number	Course Title	Credits
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 279 <b>or</b> VCP 289	Professional Portfolio Production <b>or</b> Internship I	4

## Communications Concentration Requirements (30 Credits)

Course Number	Course Title	Credits
VCP 101	Photography I	4
VCP 210	Video Production I	4

## Communications Concentration Electives

Select 22 credits from the following:

Course Number	Course Title	Credits
ART 101	Fundamentals of Design I [H]	3



Course Number	Course Title	Credits
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
CSC 160	Introduction to Data Communications	3
EGL 211	Technical Writing	3
EGL 213	Introduction to Film [H]	3
MUC 143	Music Fundamentals [H]	3
SPH 121	Interpersonal Communications [H]	3
SPH 141	Public Speaking [H]	3
VCP 110	Portrait Photography	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 151	Introduction to Game Design	4

Course Number	Course Title	Credits
VCP 162	Mobile Application Design	4
VCP 211	Studio Photography II	4
VCP 212	Video Production II	4
VCP 214	Video Production III	4
VCP 215	Guerilla Filmmaking	4
VCP 218	Modeling and Animation I	4
VCP 222	Photojournalism I	4
VCP 224	Nature and Wildlife Photography	4
VCP 230	Graphic Design Studio	4
VCP 233	Fictional Photography	4
VCP 296	Photography Seminar	4

### Graphic Design Concentration Requirements (30 Credits)

Course Number	Course Title	Credits
ART/VCP	Art or Visual Communications Elective	7
VCP 101	Photography I	4
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 136	Multimedia Production I	4
VCP 144	Web Design I - Design Fundamentals	3
VCP 210	Video Production I	4

## Photography Concentration Requirements (30 Credits)

Course Number	Course Title	Credits
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 118	Digital Imaging III	4
VCP 210	Video Production I	4
VCP 211	Studio Photography II	4

## Photography Concentration Electives

Select 10 credits from the following:

Course Number	Course Title	Credits
ART 130	Drawing I [H]	3
ART 230	Drawing II [H]	3
VCP 110	Portrait Photography	4
VCP 140	Wedding Photography Portfolio Production	2
VCP 170	Photography Seminar-Equine	½
VCP 211	Studio Photography II	4
VCP 212	Video Production II	4
VCP 222	Photojournalism I	4
VCP 223	Photojournalism II	4
VCP 224	Nature and Wildlife Photography	4
VCP 233	Fictional Photography	4
VCP 296	Photography Seminar	4

## Video Production Concentration Requirements (30 Credits)

Course Number	Course Title	Credits
EGL 112	Scriptwriting I	3
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

## Video Production Concentration Electives

Select 7 credits from the following:

Course Number	Course Title	Credits
ART 141	Survey of Art History [H]	3
ART 181	Introduction to Movie Making [H]	3
ART 183	Digital Illustration I	4
BUS 212	Principles of Marketing	3
EGL 212	Scriptwriting II	3
THE 184	Introduction to Acting for Screen and Stage [H]	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 215	Guerrilla Filmmaking	4

Course Number	Course Title	Credits
VCP 216	Guerrilla Filmmaking II	4
VCP 218	Modeling and Animation I	4
VCP 233	Fictional Photography	4

## Web Design and Multimedia Concentration Requirements (30 Credits)

Course Number	Course Title	Credits
VCP 101 <b>or</b> VCP 210	Photography I <b>or</b> Video Production I	4
VCP 118	Digital Imaging III	4
VCP 136	Multimedia Production I	4
VCP 144	Web Design I - Design Fundamentals	3
VCP 162	Mobile Application Design	4
VCP 244	Web Development	3

## Web Design and Multimedia Concentration Electives

Select 8 credits from the following:

Course Number	Course Title	Credits
ART 180	Basic Photography [H]	3
ART 181	Introduction to Movie Making [H]	3
CSC 109	Introduction to Programming	3
CSC 140	Introduction to Networking	3
CSC 148	Server-Side Scripting with ASP	3

Course Number	Course Title	Credits
CSC 161	Oracle I - Introduction to SQL	3
CSC 182	Scripting Languages	3
VCP 111	Studio Photography I	4
VCP 119	Digital Imaging IV	4
VCP 120	Digital Imaging V	4
VCP 222	Photojournalism I	4

## Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at MyCecil or an academic advisor for individual degree planning.

Course Number	Course Title
<b>Fall I (16 credits)</b>	
ARTS/HUM	Arts and Humanities Elective
EGL 101	Freshman Composition
MAT	Math Elective
SOC SCI	Social Science Elective
VCP 116	Digital Imaging I
VCP 117	Digital Imaging II
<b>Spring I (16 credits)</b>	
EGL 102	Composition and Literature
GEN ED	General Education Elective

Course Number	Course Title
SCI	Lab Science Elective
ELECT	Concentration Elective
ELECT	Concentration Elective
<b>Fall II (16 credits)</b>	
ELECT	Concentration Electives
<b>Spring II (12 credits)</b>	
VCP 279 or VCP 289	Professional Portfolio Production or Internship I
ELECT	Concentration Electives

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Use the basic tools and techniques of a visual communicator.
- Communicate in an effective and professional manner both verbally and in writing with the ability to incorporate critique recommendations in revising their work.
- Demonstrate the ability to meet deadlines.
- Use computer and related technology in the execution of visual communications projects.
- Demonstrate knowledge of the elements and principles of design.
- Produce a body of work demonstrating the ability to solve visual communications problems.
- Market themselves using their portfolio and visual communications skills.

## Additional Outcomes – Area of Concentration in Communications

Upon successful completion of this concentration, students will also be able to:

- Demonstrate critical thinking skills as they relate to solving communication problems.
- Conceptualize and implement a visual solution using different communication mediums.
- Apply knowledge of industry practice to visual communication related technologies.
- Visually communicate information to a well-defined audience.

### **Additional Outcomes – Area of Concentration in Graphic Design and Multimedia**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of graphic designs.
- Use relevant tools and technologies including use of 2D and 3D software applications such as modeling, animation, illustration, video, sound, photography, print and web authoring programs.
- Demonstrate knowledge of the elements and principles of design, color theory, and their application to graphic designs.
- Produce a portfolio demonstrating the ability to solve graphic design problems.

### **Additional Outcomes – Area of Concentration in Video Production**

Upon successful completion of this concentration, students will also be able to:

- Demonstrate preproduction, direction, production, postproduction, and distribution of narrative, documentary and commercial videos.
- Perform the duties of various technical crew positions in single and multi-camera production environments.
- Explain and demonstrate knowledge of video preproduction techniques by preparing preproduction materials for video productions.
- Operate video production lighting, cameras and sound equipment according to industry standards.
- Utilize post-production video techniques to edit digital video projects with graphics, picture, sound and editing.

### **Additional Outcomes – Area of Concentration in Web Design and Multimedia**



Upon successful completion of this concentration, students will also be able to:

- Produce an appealing visual product based on project goals and limitations of the web based medium.
- Demonstrate and apply knowledge of the elements and principles of design to projects and during critical discussions.
- Utilize industry standard hardware and software to produce content that is viewable on both past and current technology.
- Develop intermediate-level code that is appropriate for web and multimedia presentations.
- Problem-solve issues related to the visual and technical components of publishing web specific content.
- Produce a portfolio of work that makes them marketable in the job market.

## Career Opportunities

### Communications

Photography, digital imaging, video production, graphic design, public relations, marketing, and sales.

### Graphic Design and Multimedia

Graphic designer, graphic design assistant, graphic artist, and layout and production technician.

### Photography

Commercial photographer, portrait photographer, wedding photographer, photojournalist, industrial photographer, videographer, digital imager, and photography lab manager.

### Video Production

Camera operator, television production assistant, TV, film or video producer, and video editor.

### Web Design and Multimedia

Web graphic designer, instructional designer, media communications consultant, web graphic animator, and web page designer.

# Web Design and Multimedia (Certificate)

**Award:** Certificate

**Degree Code:** CDMC

**Number of Credits:** 25

## Program Description

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.

## Required Courses

Course Number	Course Title	Credits
CSC 202	Creative 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
VCP 144	Web Design I - Design Fundamentals	3
VCP 244	Web Development	3

## Program Outcomes

Upon successful completion of this program, students will be able to:

- Produce an appealing visual product based on project goals and limitations of the web based medium.
- Demonstrate and apply knowledge of the elements and principles of design to projects and during critical discussions.
- Utilize industry standard hardware and software to produce content that is viewable on both past and current technology.
- Develop intermediate-level code that is appropriate for web and multimedia presentations.
- Problem-solve issues related to the visual and technical components of publishing web specific content.
- Produce a portfolio of work that makes them marketable in the job market.

# 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

- Prerequisites 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. Prerequisites are courses which must be completed with a grade of "C" or higher prior to enrollment in the course.
- Corequisites are courses that must be taken simultaneously or prior to enrollment in the specific course.

**Note:** 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 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 PED

## Programming Electives

Course Code	Course Title
CIS 143	Excel Applications and Programming
CSC 148	Server Side Scripting w/ASP
CSC 161	Oracle Introduction to SQL
CSC 261	Oracle II - Database Programming with SQL
CSC 182	Scripting Languages
CSC 106	Introduction to Programming Logic
CSC 109	Introduction to Programming
CSC 131	Visual Basic Programming
CIS 133	Access Applications and Programming
CSC 170	JAVA
CSC 205	Computer Science I
CSC 218	Computer Science II
CSC 224	Autolisp Programming

## Graphic Design Electives

Course Code	Course Title
ART 101	Fundamentals of Design I
ART 105	Illustration, Materials and Techniques

Course Code	Course Title
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:

Course Code	Interpretation
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

## Accounting

ACC101 **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. Additional topics studies include cash, accounts and notes receivable,

merchandise inventory, depreciation, current liabilities, and principles. Procedures for maintaining the records for service and merchandise firms are emphasized.

Credits: 3

ACC102 **Accounting II** develops financial and managerial accounting concepts related to generally accepted accounting principles, the conceptual framework of accounting and the objectives of financial reporting, long term liabilities, the statement of cash flows, financial statement analysis, introductory management accounting, manufacturing accounting, and job order and process accounting are studied.

Credits: 3

Prerequisite: ACC101 (grade of C or higher)

ACC103 **QuickBooks®** will teach students the concepts and techniques of recording various business transactions, including sales, receivables, 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.

Credits: 3

Prerequisite: ACC101

ACC201 **Accounting III** is designed to provide the student with a thorough knowledge of the components of financial statements. Using Financial Accounting Standards Board (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, and intangibles.

Credits: 3

Prerequisite: ACC102

ACC202 **Accounting IV** covers investments in debt and equity securities, debt and equity financing activities, pensions and other compensation issues, contingencies, earnings per share, accounting changes and error corrections, cash flow statement, and analysis of financial statements. Excel is used to solve a number of assigned problems.

Credits: 3

Prerequisite: Grade of C or better in ACC102 or ACC201

ACC203 **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 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.

Credits: 4

Prerequisite: BUS101 (ACC101)

**ACC204 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.

Credits: 3

Prerequisite: EGL093

**ACC205 Business Spreadsheet Applications** students perform accounting data analysis using EXCEL spread sheeting. 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 spread sheeting applications.

Credits: 3

Prerequisite: BUS101 (ACC101)

## 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.

Credits: 3

Prerequisite: EGL093

## Art

**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 persons anticipating a career in art, photography, media technology, or education.

Credits: 3

**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 highly recommended before enrolling for this course.

Credits: 3

Prerequisite: Previous drawing experience

**ART110 Color (H)** is a studio course which serves as an introduction to the varied relationships and qualities of color in regard to the visual world. Assignments explore both physical and psychological aspects of color theory. This course is valuable for anyone interested in the fine/commercial arts, or in understanding how color can affect our behavior and observations.

Credits: 3

**ART130 Beginning Drawing [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. Course includes vocabulary development, critical analysis activities, and reference to historic and contemporary models of drawing. Emphasis is on observational drawing.

Credits: 3

**ART140 Painting I (H)** introduces students to various approaches to painting in oils in the studio. It is intended for the beginning painter with little or no background in painting. Technical skills are developed through demonstrations, structured assignments, lectures, and critiques.

Credits: 3

**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.

Credits: 3

Prerequisite: EGL093

**ART150 Art Appreciation and Museum Studies (H)** is a discussion/lecture course with topics that include the historical context of artworks, specific artists, styles and movements. This course also examines the personal, historical and societal influences on artists as well as aesthetic intent and methods. This is an introductory course designed to acquaint students with the achievements and relevance of the fine arts.

Credits: 3

Prerequisite: EGL093

**ART152 Sculpture I (H)** introduces students to the basic materials and techniques used in creating sculptural forms. Emphasis is on 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.

Credits: 3

**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.

Credits: 3

**ART161 Ceramics/Japanese/Raku** is a short course which introduces students to contemporary approaches and the historical background of raku. Students will learn basic techniques used to construct, glaze, and fire raku pottery. Previous experience in clay is recommended.

Credits: 1

**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.

Credits: 1

**ART163 Ceramics/Masks and Self-Portraits** is a studio course on the design and creation of clay masks and self-portraits. The course explores the development of the mask in relationship to its historical use in rituals and ceremonies of various cultures. The course also focuses on the creation of the self-portrait as a symbolic and psychological statement.

Credits: 1

**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, firing and non-firing methods of completing the sculptures are discussed.

Credits: 1

**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, marbleizing, millefiori, surface design texturing, and bead formation. Sculpture applications will also be discussed.

Credits: 1

**ART167 Ceramics/Japanese Raku** introduces students to contemporary approaches to the art of Raku as well as the historical relationship to Japanese ritual tea ceremonies and the philosophy of Zen. Students will learn appropriate construction, decorating, firing and post-firing techniques as well as glaze formulation and kiln construction. Previous experience in clay is recommended.

Credits: 3

**ART179 Surface Design for Ceramics** explores a variety of surface techniques for ceramics. The elements and principles of design will be discussed and utilized to create surface designs for ceramic forms. Students will explore techniques to manipulate form and surface throughout the stages of the ceramic process. This course includes techniques for greenware and bisqueware as well as post-firing techniques. Students will mix glazes and experiment with materials for low and mid-fire temperatures. The relationship between form and surface will be emphasized.

Credits: 3

Prerequisite: ART160

**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.

Credits: 3

**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.

Credits: 3

**ART182 Sculpture II** is a continuation of ART152 Sculpture I, which explores various materials and techniques used in creating sculpture. Emphasis is placed on the further development of technical skills, aesthetic understanding, solutions to sculptural problems, and a personal approach to sculpture. Students will explore their ideas from the initial sketch, through model development, to project completion. This course will integrate techniques learned in other art disciplines.

Credits: 3

Prerequisite: 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.

Credits: 4

**ART194 Wheel-Thrown Ceramics (H)** introduces students to the pottery wheel with emphasis on the skill development of throwing techniques. The course will focus on the development of personal style, perfection of thrown forms and craftsmanship. A wide range of pottery forms and surface treatments will be studied and applied to the work made. Students will be given a foundation in the history, aesthetic, and technical aspects of working with clay on the potter's wheel. Students will explore the pottery wheel as a tool for construction in conjunction with other building techniques.

Credits: 3

**ART195 Integrated Arts** introduces students to the areas of dance, literary arts, music, theatre, and the visual arts. Students will learn the knowledge and skills of each art form and how these disciplines can be integrated into classroom instruction. Consideration is given to the current research and influences of arts education. This experience will enhance self-expression and foster a better understanding of the role that the arts play in teaching and learning. This course meets the integrated arts requirements of the Maryland State Associate of Arts in Teaching (AAT).

Credits: 3

Prerequisite: EDU101 or EDU131

ART196 **Wheel-Thrown Ceramics II** expands on the skills introduced in Wheel-Thrown Ceramics. Emphasis is placed on advanced techniques for throwing and decorating surfaces. The course encourages developing a personal style as well as refining craftsmanship and thrown forms. Students will utilize the pottery wheel as a tool for construction in conjunction with other building techniques. Students are expected to explore the creative potential of the medium in relationship to concepts, aesthetics and function.

Credits: 3

Prerequisite: ART194

ART201 **Three-Dimensional Design (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.

Credits: 3

Prerequisite: ART101

ART230 **Drawing II (H)** builds on Drawing I by concentrating on long-term assignments in the studio. 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.

Credits: 3

Prerequisite: 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.

Credits: 3

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.

Credits: 3

ART240 **Painting II (H)** is a studio course concerned with the further development of compositional organization, technical skills, and color usage. Emphasis is on individualized approaches to painting and personal exploration with reference to past and contemporary

artists. Students are encouraged to experiment with combinations of media and techniques for exploration in representational, abstract, and non-objective work. This course is intended for the student with previous painting experience.

Credits: 3

Prerequisite: ART140

**ART242 Survey of Modern Art History (H)** explores the development of the art of Western Civilization, specifically painting, sculpture, and architecture. Emphasis is placed on 19th and 20th century art and aesthetic intentions, as well as their roots in the late 18th century. The course examines works of art that are most characteristic of each period and discusses questions such as: Why do we create art? What influences our choice of imagery? How does knowledge of the past help us to understand the art of the present?

Credits: 3

Prerequisite: EGL093

**ART260 Intermediate Ceramics (H)** examines personal approaches to clay building and decorating and the creative potential of the medium in relationship to concept, function, and aesthetics. Major emphasis is on the development of skills, ideas, personal style, areas of special interest, and on the refinement of forms and craftsmanship. This course includes an introduction to glaze mixing and firing theory.

Credits: 3

Prerequisite: ART160

**ART261 Advanced Ceramics** expands on personal approaches to clay building and decorating from Intermediate Ceramics. This course focuses on the further development of skills, ideas, style, areas of special interest, and on the refinement of forms and craftsmanship. Experimentation with form development, surface decoration, and personal symbolism is emphasized.

Credits: 3

Prerequisite: ART260

**ART291 Portfolio Production I** provides an opportunity for advanced art students to concentrate on building portfolios in individual areas of interest to further their educational, career and personal goals. Students will create a focused body of artwork to produce a portfolio.

Credits: 1

Prerequisite: EGL101

**ART292 Portfolio Production II** provides an opportunity for advanced art students to concentrate on building an in-depth portfolio in individual areas of interest to further their

educational, career and personal goals. Students will create a focused body of artwork to produce a portfolio.

Credits: 2

Prerequisite: EGL101

**ART293 Professional Portfolio Production** enables art majors who have completed 18 credit hours of art courses to concentrate on creating a Capstone Portfolio of artwork, images, and written documentation to prepare for application to a transfer institution and/or for personal or career goals. With guidance from an instructor, students create a cohesive body of work to produce a professional portfolio and a capstone art exhibit that is presented to the community.

Credits: 3

Prerequisite: EGL101

**ART296 Wheel-Thrown Ceramics III** expands on the skills introduced in Wheel-Thrown Ceramics II. Emphasis is on the further development of thrown forms and surface decoration techniques. Students will create a body of work demonstrating refinement of thrown forms, craftsmanship, advanced throwing techniques.

Credits: 3

Prerequisite: ART196

## Assessment of Prior Learning

**APL270 Assessment of Prior Learning: Portfolio Construction** provides the opportunity for the student to develop a portfolio for prior learning to be assessed for college credit. The student will be shown how to articulate, evaluate, and document this learning, organize it into courses, establish interconnections between theory and practice, and present it for evaluation by faculty experts.

Credits: 1

Prerequisite and Corequisite: 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 of 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.

Credits: 4

Prerequisites: EGL093, MAT092 or MAT097

## Biology/Biotechnology

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.

Credits: 3

Prerequisite: MAT092 or MAT097

Corequisites: BIO111, EGL101

BIO103 **Introduction to Zoology** will study the animal kingdom, methods of classification, evolution, genetics, comparative anatomy, physiology and behavior of various animal groups.

Credits: 3

Prerequisite: MAT093 or MAT097

Corequisites: BIO113, EGL101

BIO104 **Botany: An Intro to Horticulture (S)** will study the structure, function, reproduction and propagation of plants. Topics will include anatomy, classification, physiological processes and requirements for life. The course will include studies designed to understand currently relevant topics such as biodiversity, the health of the Chesapeake Bay vegetation, and biotechnology.

Credits: 3

Prerequisites: MAT093 or MAT095, EGL093 or placement into college level Math and English

Corequisites: 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 in the field or lab that study ecology, molecular biology, and genetics using team work and scientific instrumentation.

Credits: 1

Prerequisite: MAT092 or MAT097

Corequisite: BIO101

**BIO113 Introduction to Zoology Lab** will reinforce and expand on topics covered in the corequisite course of Introduction to Zoology. This course will include laboratory and field work, including dissections and observations of animal behavior.

Credits: 1

Corequisite: BIO103

**BIO114 Botany: Intro to Horticulture Lab** provides a hands-on and field experience to complement the studies of Botany: Introduction to Horticulture. The emphasis will be on the anatomy and 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 undertaken.

Credits: 1

Corequisite: BIO104

**BIO123 Foundations of Nutrition (S)** introduces the non-science major to the basic nutritional principles used to prepare a sound diet and live a healthy nutrition lifestyle. Particular emphasis is placed on: food origins/ethnic foods, general food groups, fuel nutrients, diet analysis and energy expenditure, food safety, societal and fad eating trends and their relationship to health.

Credits: 3

Prerequisite: MAT093 or MAT096

Corequisites: EGL093, MAT097

**BIO130 Principles of Biology I (S)** is the first semester of a two semester general biology sequence designed for students majoring in areas of science or health science. Basic principles of biology will be studied with emphasis on cellular and molecular biology.

Credits: 3

Corequisites: BIO131, EGL101, MAT121

**BIO131 Principles of Biology I Lab** is the first semester of a two-semester general biology laboratory sequence designed for students majoring in areas of science or health science. Students will develop and perform experiments involving molecular biology, biochemistry, genetics, and cell biology.

Credits: 1

Corequisite: BIO130

**BIO132 Principles of Biology II (S)** is the second semester of a two-semester general biology sequence designed for students majoring in areas of science or health science. Basic principles of biology will be studied with emphasis on evolution, classification of life forms

and their environments, ethology, and ecology of populations and communities.

Credits: 3

Prerequisites: BIO130, BIO131, MAT121

Corequisite: BIO133

**BIO133 Principles of Biology II Lab** is the second semester of a two-semester general biology laboratory sequence designed for students majoring in areas of science or health science. Students will perform experimental activities in the lab and field that include the study of evolution, organismal diversity and their environments, ethology, and ecology of populations and communities.

Credits: 1

Corequisite: 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 prokaryotic and eukaryotic organisms. Metabolic processes such as fermentation, photosynthesis, 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.

Credits: 3

Prerequisite: MAT093 or MAT095 or MAT097

Corequisites: BIO210, EGL101

**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.

Credits: 3

Prerequisite: BIO101 or BIO130 or BIO208

**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 then the study of four organ systems: integumentary, skeletal, muscular and nervous. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course.

Credits: 3

Prerequisite: MAT093 or MAT097

Corequisites: BIO218, EGL101

**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, electrolyte balance and human genetics and development are included.

Credits: 3

Prerequisites: BIO208, BIO218, MAT093 or MAT097

Corequisite: 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 participate in lab experiments that stress the importance of microbe diversity, their unique physical and chemical growth requirements, and appropriate identification processes. Students are required to spend additional time in the lab to monitor lab results on non-lab days.

Credits: 1

Corequisite: BIO200.

**BIO218 Human Anatomy and Physiology I Lab** reinforces the topics covered in the lecture course BIO208 with hands-on activities. Students will use models, wall charts, microscopes, dissections and experimental observations. Students will study basic histology as well as the structure and function of the skin, skeletal, muscular, and nervous systems. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course.

Credits: 1

Corequisite: BIO208

**BIO219 Human Anatomy and Physiology II Lab** uses models, microscopes, dissections and experimental observations to reinforce topics in the endocrine, cardiovascular, digestive, respiratory, urinary and reproductive systems.

Credits: 1

Prerequisite: BIO218

Corequisite: 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.

Credits: 3

Prerequisite: BIO130 or BIO101

Corequisite: 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.

Credits: 1

Prerequisites: BIO101, BIO111 or BIO130, BIO131

Corequisite: BIO222

## Business

**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. This course should be taken early in the student's program.

Credits: 3

**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).

Credits: 3

Prerequisite: EGL093

**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.

Credits: 3

**BUS187 Business Ethics** focuses on an examination of typical ethical dilemmas encountered in the business environment. Ethical theories and principles are studied as a foundation for resolving ethical challenges. Through selected readings and classic and contemporary case studies, students will develop skills to identify pertinent aspects of various ethical dilemmas, identify stakeholders, apply a model for decision making, and evaluate the consequences of actions or inaction.

Credits: 3

Prerequisite: EGL101

**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.

Credits: 3

Prerequisite: MAT093 or MAT097

**BUS207 Introduction to Public Relations** introduces the student to the study of public relations, a distinctive management function which establishes and maintains mutual lines of communication between an organization and its public.

Credits: 3

Prerequisite: EGL093

**BUS210 Business Law** covers topics including the sources of law, the regulatory environment, and the growing legal considerations involved with commercial activity. Emphasis is placed on contract law, personal property law, sales, and the use of the uniform commercial code. Case analysis and outside reading assignments are also used throughout the course.

Credits: 3

Prerequisite: 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.

Credits: 3

**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.

Credits: 3

Prerequisite: BUS131

**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 management 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.

Credits: 3

**BUS241 Effective Teams and Work Groups** guides students through a learning experience involving direction, motivation, and goal achievement of a work-team. Students will develop and practice the skills needed to develop and guide a high-performing team which achieves organizational objectives, which is an important skill-set in today's global environment. The team leader will also analyze the strengths and weaknesses of the team in relation to organizational goals.

Credits: 3

Prerequisite: EGL093.

Corequisite: BUS103

**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.

Credits: 3

Prerequisite: BUS212

**BUS243 Personal Selling** is an integral part of the promotional mix. In today's highly competitive market, an effective sales approach which focuses on defining customer's needs, explaining product value, and ultimately having the customer's joint agreement in said value is essential to a successful business.

Credits: 3

Prerequisite: BUS212

**BUS244 Organizational Behavior** will provide the student the opportunity to explore and develop the basic principles of human behavior that effective managers use when managing

individuals and groups in organizations. Topics include various aspects of behavioral concepts and practices that impact an organization.

Credits: 3

**BUS280 Strategic Planning Concepts** 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 should complete 75% of their degree coursework prior to enrolling in this course.

Credits: 3

Prerequisite: BUS103

## Chemistry

**CHM103 General Chemistry I** studies the fundamental principles of chemistry including measurement, atomic structure, stoichiometry, energy relationships, chemical bonding, molecular structure, and gases.

Credits: 3

Corequisites: CHM113, EGL101, MAT121 or MAT127

**CHM104 General Chemistry II (S)** is a continuation of General Chemistry I. Topics include solutions, chemical kinetics, chemical equilibrium, acids and bases, equilibria in aqueous solution, chemical thermodynamics, electrochemistry, nuclear chemistry, and coordination chemistry.

Credits: 3

Prerequisites: CHM103, CHM113

Corequisite: CHM114

**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 CHM109 is a combination of lecture, demonstrations, small group work, experiential exercises, and discussion. CHM109 fulfills the physical science requirement in the majority of programs and curricula.



Credits: 4

Prerequisite: MAT092 or MAT097

Corequisite: EGL101

CHM113 **General Chemistry I Lab** will expose students to basic chemistry laboratory techniques and procedures such as sample preparation, data collection, gravimetric analysis and titration. Because this course is designed to complement the General Chemistry I lecture course, conceptual topics include physical properties, determination of molecular weights, stoichiometry, energy, and gas laws.

Credits: 1

Corequisite: CHM103

CHM114 **General Chemistry II Lab** will build upon the basic chemistry laboratory techniques and procedures learned in CHM103. This course covers conceptual topics including qualitative analysis, chemical reactions in aqueous solution, acid-base reaction, reaction rates, chemical equilibrium, electrochemistry, and oxidation-reduction reactions.

Credits: 1

Prerequisites: CHM103, CHM113

Corequisite: CHM104

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 CHM 203 includes essential organic chemistry laboratory techniques and experiments designed to reinforce concepts discussed in lecture.

Credits: 4

Prerequisites: CHM104, CHM114

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.

Credits: 4

Prerequisite: CHM203

## Chinese

CHI101 **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.

Credits: 4

## 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.

Credits: 1

## Computer Information Systems

CIS101 **Introduction to Computer Concepts (I)** is a non-technical course covering the use of word processing, spreadsheets, databases, and presentation software. Emphasis is placed on computer literacy and the use of personal computers. Students with limited keyboarding skills should take CIS105, Keyboarding, at the same time, or prior to, enrolling in this course.

Credits: 3

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.

Credits: 1

## Counseling

COU101 **Career Development** is designed to provide assistance to the student in making appropriate career selections. Students will engage in an assessment of personal interests, values and skills. Students will also focus on goal setting, job hunting techniques, and the world of work and workplace issues.

Credits: 3

**COU102 Dynamics of Human Interaction (SS)** utilizes a group counseling approach to the study of personal growth and healthy personality. Needs of the group determine the topics to be emphasized from among the following: influence of 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 development of the ability to relate to other individuals in productive and meaningful ways. This course provides an opportunity to increase interpersonal effectiveness via lectures, discussions, and direct student involvement in an on-going group experience.

Credits: 3

**COU104 Medical Aspects of Chemical Dependency** provides the student an overview of the physiological and psychological effects of alcohol and other sedative-hypnotics, narcotics, stimulants, and psychedelics on the drug user. Areas that will be examined for each drug classification include drug absorption, distribution, metabolism and half-life, tolerance and cross tolerance, and drug elimination.

Credits: 3

Corequisites: EGL101

**COU106 Theories of Counseling** provides a survey of the major theoretical approaches to psychotherapy; explores psychoanalytic, Adlerian, Person-Centered, Gestalt, Existential, Cognitive-Behavioral, Rational Emotive and Reality Therapy and focuses on techniques associated with each theory.

Credits: 3

Prerequisites: EGL101

Corequisites: COU104

**COU107 Fundamental Counseling Techniques** develops competencies in the basic skills involved in the counseling relationship across all modalities of treatment. These skills include: attending, client observation, paraphrasing, summarization, open and closed questions, and reflection of feeling. Advanced skills, such as influencing and reflection of meaning are also explored. Students will apply these skills within the transtheoretical framework of the Stages of Change and Motivational Interviewing. Emphasis is on skill development and application rather than an exploration of counseling theory. Students spend much of the class time practicing each of these skills.

Credits: 3

Corequisites: COU106

**COU108 Addictions Treatment and Counseling** explores clinical issues encountered as an addictions counselor; includes the various theories of addiction, progression, diagnosis of Substance-Related Disorders using DSM, co-occurring mental disorders, models of treatment

& recovery, relapse and relapse prevention, stages of change and evidence-based models of treatment.

Credits: 3

Prerequisites: COU107

**COU111 Internship I: Alcohol and Drug Counseling** provides opportunity to apply the skills acquired in previous and present course work through placement in a facility offering chemical dependency counseling; duties may include individual, group and family counseling, case management, intake, assessments, discharge planning, and follow-up depending on type of facility and supervisor. The student must work at least 90 hours over a ten-week period for credit—generally one full day/evening or two half days/evenings per week for a semester are minimum.

Credits: 3

Prerequisites: COU107

**COU201 Treatment of Co-Occurring Disorders** explores the interplay between substance-related, psychiatric and medical disorders. Assessment and counseling strategies used in working with clients impacted by these disorders will also be examined.

Credits: 3

Prerequisites: COU 108

Corequisites: COU 202

**COU202 Group Counseling Techniques** focuses on the theory and practice of group counseling and application to chemical dependency counseling. The concepts addressed in this course include: therapeutic factors, stages of group development, process and content, and the unique issues of the addicted population. The course examines the various types of groups including psycho-educational, skills development, cognitive behavioral, interpersonal process, interactional therapy. The stages of change and motivational interviewing in groups will also be discussed.

Credits: 3

Prerequisites: COU 107

Corequisites: COU 201

**COU211 Internship II: Alcohol and Drug Counseling** provides opportunity to build upon the skills acquired in previous course work and Internship I through placement in a facility offering chemical dependency counseling; duties may include individual, group and family counseling, case management, crisis management, client education, assessments, discharge planning, community referral and follow-up depending on type of facility and supervisor. The student must work at least 90 hours over a ten-week period for credit—generally one full day/evening or two half days/evenings per week for a semester are minimum.

Credits: 3

Prerequisites: COU 111

## Computer Science

**CSC103 Operating Systems** introduces the basic concepts of operating systems such as Windows and UNIX. This course provides a comprehensive overview of multiple operating systems commonly found in the Information Technology field today to include the theory behind operating systems. Accordingly, this course will cover the basic functions and design of file systems found in Windows and UNIX operating systems as well as basic network theory and setting up network resources through the multiple versions of software. Special attention will be given to hardware requirements, installation, and file management.

Credits: 3

**CSC104 Computer Science Fundamentals (I)** is specifically designed as an introductory course for computer, engineering, math and science students to prepare them for the digital world. Readings, research, and activities in this course are designed to help students develop a framework for technology concepts that are applicable to academic research, career preparation, and today's digital lifestyle in these specific fields.

Credits: 3

**CSC105 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.

Credits: 3

**CSC106 Introduction to Programming Logic** will take an in depth look at programming concepts and techniques. It will examine theoretical concepts that make the world of programming unique. Also, this course will adopt a practical hands-on approach when examining programming styles. Along with examining different coding, this course will explore the advancement of programming, as well as, timeless problem solving strategies.

Credits: 3

**CSC109 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.

Credits: 3

**CSC110 Ethics in Information Technology** explores the ethical dilemmas that exist where human beings, information objects, and information systems interact. The course introduces students to a variety of ethical situations from historical and cross-cultural perspectives and then explores the relevance to a variety of new and emerging technologies that are inherently social in their construction and use.

Credits: 3

**CSC111 Introduction to CAD** 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.

Credits: 3

**CSC112 Intermediate CAD** is the second in the series of courses in AutoCAD. Emphasis is on tools available to gain information from the CAD drawings and export information to other programs, fundamental to the design process. The course provides some customization of the user interface, template settings, advanced plotting techniques, use of fields, blocks, block attributes and tables which will make the student more proficient in his/her use of AutoCAD.

Credits: 3

Prerequisite: CSC111

**CSC130 Introduction to Linux+** prepares students to take and to pass the Linux+ certification exam. The course provides comprehensive coverage of topics related to Linux + certification, including Linux + distributions, installation, administration, X-Windows, networking, and security.

Credits: 3

Corequisite: CSC102 or CSC140

**CSC135 Client Systems** provides an introduction to the basic concepts of managing and maintaining your computer. The course maps directly to CompTIA's A + certification exam A+ 220-701 Essentials exam and the A+ 220-702 Practical Applications exam. The course involves two parts which comprise a PC Repair Essentials component followed by a PC Repair Practical Applications component. Both components include balanced content on

hardware and software.

Credits: 4

**CSC140 Introduction to Networking** provides an introduction to the basic concepts of computer networks and preparation for CompTIA's Network + certification exam. The course covers a broad range of networking-related topics, including protocols, topologies, transmission media, and network operating systems as well as the practical skills of network design, maintenance, security, and troubleshooting.

Credits: 3

**CSC141 Information 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 well as 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 internetworking devices, and network medium.

Credits: 3

Corequisite: CSC140

**CSC151 Introduction to Computer Forensics and Investigations** provides students with the tools and techniques of computer forensics and investigation including personal computer operating system architectures and disk structures. Students will learn the investigative process, examine the profession, set up an investigator's office and laboratory, and learn forensic hardware and software tools. Learning the importance of digital evidence controls and how to process crime and incident scenes will also be presented and discussed. Students will learn the details of data acquisition, computer forensic analysis, e-mail investigations, image file recovery, investigative report writing, and expert witness requirements. This course maps to the CompTIA Security+ certification.

Credits: 3

**CSC154 Windows Client** prepares students to develop the skills needed to administer, deploy, and manage the Windows 10 operating system, desktop/metro, and to prepare for the MCTS certification exam. Students will learn how to migrate to Windows 10. The course also covers new features and how those features compare to earlier versions of Windows. Installing, troubleshooting, and problem solving will also be reviewed.

Credits: 3

CSC156 **Windows Server** prepares students to administer networks and to pass the MCITP 70-646 certification exam. This course includes topics such as installing, configuring, managing and troubleshooting Windows Server.

Credits: 3

Corequisite: CSC140 or permission of the instructor

CSC160 **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.

Credits: 3

CSC170 **Introduction to JAVA Programming** covers fundamental programming, including selection and repetition, as well as fundamental concepts of object-oriented programming and design. Advanced topics include inheritance, polymorphism, exceptions, recursion, and searching/sorting. Select compilers are used, such as Net Beans and/or Eclipse.

Credits: 3

Prerequisite: CSC109 or permission of the instructor

CSC182 **Web Application Development** 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.

Credits: 3

Prerequisite: VCP 144

Corequisite: CSC109

CSC202 **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.

Credits: 3

Corequisite: EGL101



**CSC203 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.

Credits: 1

**CSC205 Computer Science I** is an introduction to the basic concepts of an object-oriented programming language such as Java or C++. This course introduces such programming concepts as data types, structures, decision making, looping, functions, arrays, files, and objects.

Credits: 3

Prerequisites: CSC106 and/or CSC109 or permission of instructor

**CSC218 Computer Science II** continues the development of object-oriented programming and problem-solving skills by using an object-oriented language such as Java or C++. The student will obtain a solid foundation in advanced object-oriented topics such as abstract data types, overload operators, dynamic memory, exception handling, inheritance, and polymorphism. The student will also examine data structures such as stacks, queues, and trees, as well as perform efficiency analysis on searching and sorting algorithms.

Credits: 4

Prerequisites: CSC205, MAT201 or consent of instructor

**CSC225 Tactical Perimeter Defense** is a course in the principles and practices of advanced network security fundamentals and technologies involved in securing the network perimeter. The student will obtain a solid foundation in security practices such as TCP/IP addressing, routing, packet filtering, and the installation of proxy servers, firewalls, and virtual private networks (VPNs). This course prepares the student to take the current Security Certified Network Specialist (SCNS) exam.

Credits: 3

Prerequisite: CSC141 or permission of instructor

**CSC230 Advanced Programming in Python** builds upon the basic Python programming skills learned in CSC109. Students focus on object-oriented programming while learning advanced concepts. The course will progress into a series of real-world development projects using third party modules in the areas of scientific computing, web development and data analysis.

Credits: 3

Prerequisite: CSC109

**CSC235 Strategic Infrastructure Security** is a course in the principles and practices of hardening strategic systems and pathways in the network infrastructure. The student will be

exposed to a solid foundation in security topics such as penetration testing, capturing and analyzing packets, signature analysis, operating system hardening, risk analysis, router security, wireless security, and cryptography. This course prepares the student to take the current Security Certified Network Professional (SCNP) exam.

Credits: 3

Prerequisite: CSC225 or permission of instructor

**CSC258 Cisco Certified Network Associate** prepares students for the Cisco Certified Network Associate (CCNA) certification exam 640-802. It focuses on implementing, managing, protecting, and troubleshooting small to medium-size enterprise branch networks.

Credits: 4

Prerequisite: CSC140 or permission of the instructor

**CSC273 CBWEP - CSC 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.

Credits: 1–3

Prerequisites: GPA of 2.0 and completion of all relevant courses as listed in the program option

## Criminal Justice

**CRJ101 Introduction to the Criminal Justice System** is an introduction to the social and historical background of law enforcement and corrections. This course includes an orientation to the United States criminal justice system while examining the roles of the modern federal, state, and local law enforcement and correctional agencies.

Credits: 3

Prerequisite: EGL093

**CRJ105 Introduction to Corrections** provides a comprehensive overview of corrections, dealing with jails and prisons as well as the historical development of corrections and the legal processing from the incident to the prison.

Credits: 3

Prerequisite: CRJ101

**CRJ108 Police Supervision Personnel Management** will introduce students to methods and techniques involved in becoming an effective police supervisor. The course focuses on police leadership issues regarding the responsibilities toward administrative, legal, and personnel problems.

Credits: 3

Prerequisite: CRJ101

**CRJ110 Police Community Relations** will introduce students to the influences of culture, race, and ethnicity and emphasize building relationships between law enforcement and the community they serve. This course focuses on the contact police officers have with the community and stresses the importance of cultural awareness, understanding, and respect.

Credits: 3

Prerequisite: CRJ101

**CRJ133 Forensic Tech in Crime Scene Investigation** will introduce students to the theory and methods of the collection, preservation, and identification of physical evidence. Emphasis is on the history and development of forensic science, processing the crime scene, and the introduction to various items of physical evidence, including firearms, identification of ballistics, document examination, fingerprints, properties of glass and soil, and dangerous drugs.

Credits: 3

Prerequisite: CRJ101.

**CRJ201 Criminal Investigation** is a study of the basic principles of investigation. This course will introduce students to 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 for their implications in proper criminal investigative reports and court proceedings.

Credits: 3

Prerequisite: CRJ101

**CRJ205 Criminal Law** will introduce students to the general legal principles of American criminal law. This course will survey the historical development of criminal law, the elements of crime under the common law, and the fundamental theories of criminal responsibility.

Credits: 3

Prerequisite: CRJ101

**CRJ208 Ethics in Criminal Justice** provides the student with the information needed to examine ethical dilemmas within the complex criminal justice system. The course begins with a discussion of the major ethical systems, moral development, and the ideal of justice.

The course will include an analysis of types of misconduct and corruption in policing, courts, and corrections. The course will provide not only a theoretical foundation, but also practical applications, allowing each student to make individual decisions.

Credits: 3

Prerequisite: CRJ101

CRJ211 **Probation Parole and Community Corrections** will introduce students to the development, organization, and functions of probation, parole, and community-based correctional programs in the United States criminal justice system. Particular attention is paid to the legal, functional, and administrative aspects of these sanctions, as well as the impact on sentencing practices and offender reintegration.

Credits: 3

Corequisite: CRJ105

CRJ214 **Delinquency and Juvenile Justice** will introduce students to all aspects of juvenile justice from arrest, intake, adjudicatory hearings, dispositions, and aftercare. This course is an orientation to the divergent theories, philosophies, values, attitudes, and historical events that have contributed to the operation of the modern juvenile justice system. It will examine the legal rights of juveniles and landmark U.S. Supreme Court cases.

Credits: 3

Prerequisite: CRJ101

CRJ221 **Criminology** will introduce students to the general theories of crime causation and the impact crime has on society. This course will provide a general survey of the nature and causes of crime and efforts of the criminal justice system to predict, prevent, modify and correct this behavior.

Credits: 3

Prerequisite: CRJ101

CRJ225 **Police Organization and Administration** will introduce students to the organizational structure and administrative procedure for the implementation of police functions, recruitment, career advancement, leadership, staffing, supervision and morale.

Credits: 3

Prerequisite: CRJ101

CRJ233 **Forensic Science II** expands upon the methods of collection, preservation, and identification of physical evidence. This course emphasizes methods of examination such as fires, explosions, computer forensics, bite marks, hairs and fibers, and blood splatter patterns. The responsibilities and duties of the forensic pathologist will also be covered.

Credits: 3

Prerequisites: CRJ101, CRJ133

**CRJ275 Criminal Justice Physical Fitness Lab** is a specialized physical education course for criminal justice majors that emphasizes an understanding of physical fitness and its direct application to the criminal justice profession. Topics include wellness, physical fitness, and self-evaluation. The general requirements for the police physical agility portion of the civil service examination are explained and incorporated into this course.

Credits: 1

**CRJ299 Cooperative Education Experience in Criminal Justice** will enable students to connect academic course work to the knowledge, skills, and emotional challenges that are found in the professional world. The course focuses on the many issues involved in the total externship experience, especially those related to student's personal and professional development during his/her externship education.

Credits: 3

Prerequisite: CRJ101

## 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 is stressed and students are shown how to graph and explain basic economic relationships.

Credits: 3

Prerequisite: MAT092 or MAT097

**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.

Credits: 3

Prerequisite: MAT092 or MAT097

## Education

**EDU101 Foundations of Education** is a survey course designed to introduce students to the American educational system. Students will examine the history of education, educational philosophies, student diversity, learning styles, school organization, school law, and current

issues in education.

Credits: 3

Corequisites: EDU102, EGL101

**EDU102 Foundations of Education - Field Experience** is the school-based companion course to Foundations of Education. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students and schools.

Credits: 1

Corequisite: 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 and atypical child development, learning theories, diversity, developmentally appropriate practice, teaching models, and critical issues related to teaching and child growth and development. Approved by the Maryland State Department of Education.

Credits: 3

Corequisite: 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 (National Association for the Education of Young Children; Head Start), and differentiated instruction to meet the needs of children birth to eight years of age.

Credits: 3

Prerequisite: EDU131

**EDU202 Principles of Early Childhood-Field Experience** is the child care center/school-based companion course to Principles of Early Childhood I. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students, schools, and child care centers.

Credits: 1

Corequisite: EDU131

**EDU203 Early Childhood Curriculum and 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.

Credits: 1

Corequisite: 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.

Credits: 1

Corequisite: PSY207

**EDU210 Processes and Acquisition 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.

Credits: 3

Prerequisite: EDU101 or EDU131

**EDU250 Classroom Management** is designed to assist future and current teachers in the development of systematic strategies and techniques for organizing and managing classroom activities and students. Research and practitioner-based models for classroom management will be introduced and explored. Emphasis will be based on real-world solutions for creating supportive and respectful environments that encourage all students to view themselves and learning in a positive light. 3 credits

Prerequisites: EDU101 or EDU131

**EDU251 Introduction to Exceptional Children and Youth** is an introductory survey of the field of special education in which the psychological, sociological, behavioral, and physical characteristics of exceptional children and youth are explored. Emphasis is placed on characteristics, issues, laws, and educational approaches to teaching the exceptional child.

Credits: 3

Prerequisite: EDU101

Corequisite: EDU253

**EDU253 Introduction to Exceptional Children and Youth-Field Experience** is the school-based companion course to Introduction to Exceptional Children and Youth. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, exceptional students, and schools.

Credits: 1

Corequisite: 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.

Credits: 3

Prerequisite: EGL102

**EDU263 Teaching Reading in the Secondary Content Area 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.

Credits: 3

Prerequisite: EDU101 or permission of instructor

**EDU264 Teaching Reading in the Secondary Content Area 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.

Credits: 3

Prerequisite: EDU101 or permission of instructor

## Engineering

**PHE100 Introduction to Autodesk Inventor** will prepare students to use the 3D solid modeling software, Autodesk Inventor, for Computer Aided Engineering. The course will cover the development of 3D parametric, solid models; assembly modeling and checking; and production of engineering drawings. Also covered are introductions to sheet metal modeling, motion analysis, and stress analysis using Finite Element Analysis (FEA). Upon completion of the course, students will be prepared to take the Autodesk Inventor Certified Associate Exam. Students will be required to complete projects, write reports, and make presentations.

Credits: 3

Prerequisites: EGL101, MAT121

**PHE101 Introduction to Engineering Design** is a project-based course that introduces the product development process. Working in teams and using modern computer tools, students complete the design of a complex system requiring problem specification, product research, product design, product modeling and analysis, fabrication, testing, redesign and



product presentation. Engineering fundamentals such as units and dimensions, CAD modeling and analysis, creation of engineering drawings, data analysis with spreadsheets, properties of materials, mechanics, heat transfer, circuits, computer programming and other engineering topics are studied.

Credits: 3

Corequisite: MAT201

**PHE120 Auto Cadd Fundamental for Engineers** will introduce students to the use of the 2D CAD capabilities of AutoCAD to produce engineering graphics. The course will review the principles and practices of engineering drawing while covering the use of AutoCAD to produce conceptual and working engineering drawings. Upon completion of the course students will be prepared to take the AutoCAD Certified Associate exam.

Credits: 3

Prerequisites: EGL101, MAT121

**PHE128 Introduction to Revit Architecture** will lead students through the process of creating a building model using the 3D building information modeling software, Revit. The course will cover the use of building information modeling (BIM) in the building industry, development of 3D model elements, views, dimensions and annotations, schedules, basic structural items, drawing sheets and printing, site and topography, and rendering.

Credits: 3

Prerequisites: EGL101, MAT121

**PHE130 SolidWorks Fundamentals** will introduce students to the use of the 3D solid modeling software, SolidWorks. Students will cover the development of 3D models, analysis of the solid models using Finite Element Analysis (FEA), assembly modeling and checking, kinematic simulation, rapid prototyping, and production of engineering drawings. Upon completion of the course students will be prepared to take the CSWA (Certified SolidWorks Associate) exam.

Credits: 3

Prerequisites: EGL101, MAT121.

**PHE180 MATLAB Fundamentals for Engineers** guides students from basic computations through engineering applications of symbolic mathematics, numerical techniques, and graphical analysis. Students will focus on problem-solving and the basics of programming, M-files, functions, plotting, matrix algebra, and numerical and graphical techniques.

Credits: 3

Prerequisites: EGL101, 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.

Credits: 3

Prerequisites: MAT202, PHY217

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.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisite: PHY218

PHE225 **Digital Electronics and Instrumentation** will introduce students to the science of digital design. The topics covered include: Boolean algebra, logic theorems, logic circuits and methods for their simplification (Karnaugh maps), gates, timing, arithmetic circuits, flip flops, programmable logic arrays (PLAs), sequential circuits and similar devices. The student will gain an understanding of digital design principles and will simulate, construct and analyze

digital circuits using industry standard circuit design software along with a digital breadboard. Problem-solving and electrical laboratory skills will be emphasized in this course.

Credits: 4

Prerequisites: PHE185, PHY208 or PHY218

**PHE285 Principles of Electric Circuits** with Lab will introduce students to the analysis, simulation, construction, and evaluation of analog electrical circuits. The topics covered include: Kirchhoff's laws, Thévenin's and Norton's theorems, node and mesh analysis, DC and AC steady state and transient analysis for first and second order circuits, operational amplifiers and diode elements, as well as Laplace transform analysis. Problem-solving, software simulation, and electrical laboratory skills will be emphasized in this course.

Credits: 4

Prerequisite: PHY208 or PHY218

Corequisite: MAT246

## English

**EGL090 Fundamental Reading, Writing, and Study Skills** is an entry-level literacy course that presents study, reading, and writing skills to prepare students for college coursework in all disciplines. The course presents strategies for time management, metacognition, note-taking, test preparation, and test taking. It focuses on the reciprocal skills of reading and writing and emphasizes skill building in the areas of critical reading, vocabulary development, distinguishing main ideas from details, patterns of organization, and the use of supporting details in writing.

Credits: 4

Corequisite: EGL092 dependent upon assessment score

**EGL091 Integrated Reading, Writing, and Study Skills** offers students the fundamental skills necessary for college coursework across disciplines, including critical reading, distinction of main versus supporting ideas, comprehension strategies, vocabulary, note taking, grammar and punctuation, paragraph and summary writing, an introduction to essay writing, and an introduction to documentation. The course also presents strategies for time management, goal setting, metacognition, test preparation, and test taking.

Credits: 5

Prerequisite: Appropriate placement scores

**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.

Credits: 4

Prerequisites: COL081, EGL090

**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.

Credits: 4

Prerequisites: Appropriate placement scores or a C or better in EGL090 and EGL092

Corequisite: COL081 unless the student has previously earned a C or higher in EGL090

**EGL101 Freshman Composition (E)** teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay.

Credits: 3

Prerequisites: C or better in COL081 and EGL093 or equivalent skills assessment

**EGL102 Composition & 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.

Credits: 3

Prerequisite: EGL101

**EGL112 Scriptwriting I** introduces the concepts and practices used in writing fictional and commercial scripts for film and television. Topics studied include the use of literary sources (finding, adapting, and writing), storyboards, shot composition, editing, camera angles, lighting, and sound. Additional topics studied include framing the story and evaluating the methods and strategies of successful film directors. Procedures for developing the creative

process are emphasized, including personal introspection, broad inquiry, group collaboration, and maximizing the impact of a film upon its audience.

Credits: 3

Prerequisite: EGL101

**EGL202 Introduction to Folklore (H)** introduces students to the academic study of folklore and traditional vernacular culture, including the broad genres of folk narrative, performance, and material culture. Students will have opportunities to read, evaluate, and analyze the representations of these genres in a variety of texts. Students will also learn the basic principles of ethnographic interviewing, and will conduct, catalogue, and analyze primary research that they generate.

Credits: 3

Prerequisite: Grade of C or higher in EGL102

**EGL203 British Lit. to 18th c. (H)** covers the development of English literature from the Anglo-Saxon period to the 18th 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.

Credits: 3

Prerequisite: Satisfactory completion of EGL102

**EGL204 British Lit. 18th c. to Present (H)** covers the development of English literature from the 18th 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.

Credits: 3

Prerequisite: Satisfactory completion of EGL102

**EGL205 American Lit. to 1865 (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.

Credits: 3

Prerequisite: Satisfactory completion of EGL102

**EGL206 American Lit. 1865 to Present (H)** covers the development of American literature from the Civil War through the present. Through readings, class discussions, and lectures, the student should discover the ways in which writers projected the meaning of the developing American experience. Social and intellectual background will receive special

emphasis.

Credits: 3

Prerequisite: Satisfactory completion of 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.

Credits: 3

Prerequisite: EGL102

**EGL210 Topics in World Literature (I)** places Western and non-Western works of literature in dialogue, focusing on a particular theme, time period, or genre. By featuring works of literature from five continents, the course will analyze the ways culture does and does not inform aesthetic decisions and historical interpretations. The class will address questions about how dominant narratives are created, challenged, and revised, as well as address meaningful commonalities in the literature of disparate cultures.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisite: EGL101

**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.

Credits: 3

Prerequisite: EGL102

**EGL214 Introduction to Journalism** introduces students to the basics of reporting and news writing. Students will learn about researching articles, reporting, and conducting interviews, then use those skills to write several 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 newswriting work.

Credits: 3

Prerequisite: EGL101

**EGL215 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.

Credits: 3

Prerequisite: EGL101

**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.

Credits: 3

Prerequisite: EGL102

## Environmental Science

**ENV106 Introduction to Environmental Science (S)** is an introduction to major changes in the local, regional and global environment and to the use of the scientific process in protecting and restoring the environment. This course includes such topics as climate change, groundwater contamination, and the reduction of the human carbon footprint.

Credits: 3

Corequisites: EGL101, ENV116, MAT093 or MAT095 or MAT097

**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.

Credits: 1

Corequisite: ENV106

# Equine

EQS137 **Horseback Riding (ACT)** will allow students, through self-scheduled lessons, to earn activity credits while learning how to ride a horse or improving current riding skills. Students are required to arrange their own weekly riding lessons in consultation with a College approved instructor, at a College approved facility. Lessons are the student's expense and may be taken in any discipline: English, Western or other.

Credits: 1

Corequisite: EQS139

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.

Credits: 2

EQS142 **Introduction to Equine Care** is designed to provide a basic foundation for working with horses. Using hands-on activities, the lessons teach elements of horse ownership: general terminology, horse selection, stabling requirements, and basic care 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.

Credits: 3

Corequisite: EQS139.

EQS144 **Equine Nutrition and Feeding** focuses on the basic concepts of nutrition and feed evaluation for horses. 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.

Credits: 3

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 be exposed to the skills necessary for basic horse care as well as the treatment and prevention of common horse ailments.

Credits: 3

Corequisite: EQS139



**EQS146 Introductory Equine Field Study** 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.

Credits: 2

Prerequisite: 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.

Credits: 3

Corequisite: 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 community oriented, instructor-approved equine establishments to gain valuable hands-on training.

Credits: 2

Prerequisite: EQS146

**EQS241 Equine Facilities Management** is designed to prepare students for employment in the horse industry. Hands-on activities will cover elements of farm management: stabling requirements, event management, and safe horse handling techniques. Students will be shown skills necessary for running a successful horse facility.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisite: EQS148

**EQS243 Business Management in the Horse Industry** is designed to prepare students for running their own equine business. Lessons will demonstrate elements of farm management: communication, regulation, marketing, staff management, sales & service, and

skills necessary for running a successful horse business.

Credits: 3

**EQS245 Equine Pasture and Land Management** topics include zoning and permit requirements, paddock design and maintenance, water and electric needs, erosion problems, poisonous plants, soil conditions, and seeding methods.

Credits: 3

Prerequisite: EQS142

**EQS246 Advanced Equine Field Study** builds upon the Introductory Equine Field Study 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.

Credits: 2

Prerequisite: EQS146

**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.

Credits: 3

Prerequisite: EQS148

**EQS253 Judging and Course Design** will allow students to experience, understand and practice judging different levels of equine conformation based on breed and show riding in both English and Western Styles. The course will focus on the dynamics of designing and setting up jump courses for both stadium jumping and cross country jumping events as well as set up for Western trail classes, speed classes and other Western events. Students will be required to attend both local English and Western shows throughout the semester.

Credits: 3

Prerequisite: EQS139

## First Year Experience

**FYE100 First-Year Experience** introduces students to the study skills, critical thinking strategies, and cultural literacy necessary for college and global citizenship; engages them in the College's culture, resources, and technologies; and empowers them through guided academic planning.

Credits: 3

# Fitness and Wellness

**FWS110 Fundamentals of Personal Training I** will begin 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 will include business building and marketing, ethical standards and practices, energy metabolism, nutrition, and weight management.

Credits: 3

**FWS111 Fundamentals of Personal Training I Lab** is the college/clinical lab for students to practice and demonstrate beginning skills associated with the personal trainer role. Emphasis will be placed on basic fitness center operations and include customer service, cleanliness, and standard operating procedures.

Credits: 1

Corequisite: FWS110

**FWS120 Fundamentals of Personal Training II** builds and expands upon the knowledge base established in Fundamentals of Personal Training I. Topics will include biomechanics, exercise physiology, advanced program design, and program design for special populations. At the conclusion of this course and its corresponding lab, the student will be eligible to take the national certification exam in personal training.

Credits: 3

Prerequisites: FWS110, FWS111

Corequisite: FWS121

**FWS121 Fundamentals of Personal Training II Lab** is the college/clinical lab for students to continue to practice and demonstrate skills associated with the personal trainer role. Emphasis will be placed on fitness center services which include conducting orientations and assessments, health promotion programming, and writing basic exercise prescriptions.

Credits: 1

Prerequisites: FWS110, FWS111

Corequisite: FWS120

**FWS130 Essentials of Fitness Assessments** introduces the student to a variety of laboratory and field assessments/tests utilized in the fitness and wellness industry. Emphasis will be placed on conducting and administering exercise tests and prescriptions; administering health screening assessments and interpreting data; and providing results counseling. Associated health benefits and risks will also be addressed. Physical fitness assessments included are tests of cardiorespiratory fitness, muscular strength and endurance, joint

flexibility, body composition, and pulmonary capacity.

Credits: 3

Corequisite: FWS110

**FWS135 Physiology of Exercise** provides a basis for understanding the body's physiological responses to exercise and sport. Emphasis will be placed upon the practical application of exercise physiology principles to physical training practices.

Credits: 3

Prerequisites: BIO208, BIO209, BIO218, BIO219, EGL101

**FWS180 Fitness Prescription for Special Populations** emphasizes the skills and knowledge necessary to work with populations beyond the "apparently healthy." Coursework includes basic exercise prescriptions for various populations such as: youth, sports-specific, obese, pre/post-natal, senior, and clientele experiencing an illness affecting health and wellness.

Credits: 3

Prerequisites: BIO208, BIO218, FWS110, FWS111

Corequisite: BIO203

## 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.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisite: EGL093

**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.

Credits: 3

## Health

HEA130 **Healthful Living I (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 attain their optimal level of health. The course will explore pertinent aspects of the composition of health, stress management, human sexuality, disease prevention, addictive substances, nutrition, weight control, contraception and the life cycle.

Credits: 3

Prerequisite: EGL090

HEA136 **Stress Management** is designed to assist the student in understanding the concept of stress. Students will learn to identify and assess their stressors and be able to implement techniques to assuage and eliminate stress.

Credits: 3

Prerequisite: EGL090

HEA140 **Alcoholism & Drug Addiction** focuses on the various theoretical models related to addiction and their implications in our society. Multiple aspects of the alcohol, tobacco, and other drug addiction services continuum of prevention, intervention, treatment, and aftercare will be examined. Cultural influences as well as the issues related to family, gender and disabilities will be examined. Co-occurring disorders as well as the debate regarding addiction vs. compulsive behaviors for areas such as gambling and food issues is also addressed. This course is appropriate for all students and especially for those entering any aspect of the health care professions.

Credits: 3

HEA173 **Human Sexuality** provides the student with the opportunity to view this topic from a variety of perspectives: cultural, social, political, physical, and psychological. Issues are examined from viewpoints such as gender, individual, family, and professional roles.

Credits: 3

Prerequisite: EGL090

HEA174 **Women's Health Issues** provides an introduction to women's health concerns over the adult life span, with a primary focus on health promotion and proactive care. Common health issues affecting women from biological, medical, economic, historical, socio-cultural and political perspectives will be explored.

Credits: 3

Prerequisite: EGL090

## Health Care

HCD120 **Medical Terminology** is designed to improve the students' professional medical vocabulary. Students will build medical vocabulary, while recognizing the prefixes, suffixes, root words, combining forms and abbreviations. Topics include 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.

Credits: 3

Corequisite: EGL090 or EGL091

HCD124 **Health Information Technology (HIT)** will examine approaches to planning, selecting, implementing, and evaluating health information technology, focusing primarily on the use of electronic medical records (EMR), clinical decision support (CDS), data management, and computerized physician order entry (CPOE). Health Information Technology is the comprehensive management of health information across computerized systems and its secure exchange between consumers, providers, government, quality-assurance entities, and insurers. This course includes concepts of clinical and regulatory environments, as well as changes in consumer behavior. Previous experience as a medical coder is highly recommended before enrolling in this course.

Credits: 3

Prerequisite: EGL093

HCD150 **Social Media in the Health Care Setting** introduces the healthcare student to beginning concepts in social media channels available today as they apply to communications in the field of health care. The course will explore basic concepts in sociology and online privacy, investigate and use specific social media channels, as well as review HIPAA and the legal aspects of social media. Using specific examples, students will be exposed to how businesses in health care adopt social media strategies and develop policies for responsible social media use by staff and patients.

Credits: 3

Prerequisites: EGL101

HCD161 **Application: Electronic Medical Records** will provide an overview of the concepts and processes surrounding electronic medical records. Initiating, maintaining and managing electronic medical records (EMRs) in various health care settings will be addressed. Students will apply EMR management concepts in a practice setting. Previous experience as a medical

coder is highly recommended before enrolling in this course.

Credits: 1

Prerequisite: EGL093

Corequisite: HCD124

**HCD232 Introduction to Clinical Pharmacology** will introduce the student to pharmacological concepts, medication uses, classification systems, administration, safety precautions, side effects, contraindications, and adverse reactions. Appropriate patient monitoring and teaching related to prototype drugs from each major classification will also be addressed. This course will benefit those students enrolled in health professions programs.

Credits: 3

Prerequisites: EGL101, MAT092 or MAT097

**HCD261 Application: Health Information Technology (HIT)** will provide an overview of the concepts and processes surrounding health information technology. HIT as it relates to legislative and regulatory standards, meaningful use, and electronic communication will be addressed related to application in the practice setting.

Credits: 2

Prerequisites: HCD124, HCD161

Corequisite: HCD150

**HCD270 Ethical Issues in Healthcare (H)** will introduce students to ethical issues in today's healthcare environment. Students will be exposed to a comprehensive view of ethical issues including how to identify ethical issues and how to address a wide variety of ethical situations.

Credits: 3

Prerequisite: EGL101

## 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.

Credits: 3

Corequisite: 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.

Credits: 3

Corequisite: EGL101

HST103 **History of Criminal Justice** examines the evolution of crime, punishment, and police work 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. The goal of the course is to look at how crime has changed and how law enforcement and policing methods have evolved.

Credits: 3

Prerequisite: 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.

Credits: 3

Corequisite: 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.

Credits: 3

Corequisite: EGL101

HST135 **History of Rock (I)** is a survey of the development of popular music in the 20th and 21st centuries. The origins of rock music, significant artists, influences from different genres, and influence on cultural society will be discussed. Selected representative pieces will be absorbed through directed listening. Topical research papers are required. No music reading skills necessary.

Credits: 3

HST141 **Survey of Art History (I)** 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.

Credits: 3

Prerequisite: EGL093.

**HST201 United States History I (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.

Credits: 3

Corequisite: EGL101

**HST202 United States History II (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.

Credits: 3

Corequisite: EGL101

**HST242 Survey of Modern Art History (H)** explores the development of the art of Western Civilization, specifically painting, sculpture, and architecture. Emphasis is placed on 19th and 20th century art and aesthetic intentions, as well as their roots in the late 18th century. The course examines works of art that are most characteristic of each period and discusses questions such as: Why do we create art? What influences our choice of imagery? How does knowledge of the past help us to understand the art of the present?

Credits: 3

Prerequisites: EGL093

**HST251 Introduction to African American Studies** is designed to expose students of all races to the rich heritage of the African-American. This survey course will incorporate oral as well as written projects, and will cover almost 400 years of African-American involvement in the making of America.

Credits: 3

Corequisite: EGL101

**HST253 Civil War and Reconstruction** covers the time period 1845 to 1877 and includes the study of the origins, development, and outcomes of the greatest struggle this nation has known between the North and South: the American Civil War and the Reconstruction. Emphasis will be placed on political, economic, and social issues leading to the war and the

effort to reunite the nation after the war.

Credits: 3

Corequisite: EGL101

HST298 **Western Military History** stresses change in military operations from the period of Ancient History to the present. Those changes have been influenced by political, social, economic, moral and geographical factors. How these factors have shaped the battles, tools, and outcomes of war will be a major emphasis of this course.

Credits: 3

Corequisite: EGL101

## Horticulture

HSC142 **Soils and Fertilizers Lab** will familiarize students with methods and equipment used in soil science. Soil morphology, physical properties, pH, cation exchange capacity (CEC) and testing for nutrients will be covered. Students will use and interpret the US Soil Survey.

Credits: 1

Corequisite: HCS152

HSC152 **Soils and Fertilizers** will provide the student with an understanding of the composition, fertility, and biology of soil. This course will include structure and classification of soils, soil biology, plant nutrients, and soil amendments. Reduction of excess nutrients in streams, rivers, and the Chesapeake Bay will be emphasized.

Credits: 3

HSC153 **Landscaping Construction and Maintenance** will provide the student with an understanding of the materials, equipment, preparations, and methods of installation used in landscape construction.

Credits: 3

HSC154 **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.

Credits: 3

HSC155 **Woody Plants Identification I** is one of two courses within the Horticultural Science Program that will familiarize students with a significant number of woody trees and shrubs

commonly found in our local environment. Evergreen and deciduous species will be covered. For each plant, students will discuss nativity, landscape use and establishment, cultural requirements, seasonal interest, and environmental considerations. Species for study will be selected based upon the season in which the course is offered and will include plants specified for the Maryland Certified Professional Horticulturist (CPH) basic exam.

Credits: 2

**HSC156 Herbaceous Plants I** is one of two courses within the Horticultural Science Program that will focus on the identification of herbaceous plants found in our local environment. Perennials, annuals, and houseplants will be covered and will include grasses, groundcovers, vines, and ferns. For each species, students will discuss use, culture, native habitat, pest and disease considerations, and seasonal interest. Species for study will be selected based upon the season in which the course is offered and will include plants specified for the Maryland Certified Professional Horticulturist (CPH) basic exam.

Credits: 2

**HSC160 Woody Plants Identification II** is one of two courses within the Horticultural Science Program that will familiarize students with a significant number of woody trees and shrubs commonly found in our local environment. Evergreen and deciduous species will be covered. For each plant, students will discuss nativity, landscape use and establishment, cultural requirements, seasonal interest, and environmental considerations. Species for study will be selected based upon the season in which the course is offered and will include plants specified for the Maryland Certified Professional Horticulturist (CPH) basic exam.

Credits: 2

**HSC161 Herbaceous Plants II** is one of two courses within the Horticultural Science Program that will focus on the identification of herbaceous plants found in our local environment. Perennials, annuals, and house plants will be covered and will include grasses, groundcovers, vines, and ferns. For each species, students will discuss use, culture, native habitat, pest and disease considerations, and seasonal interest. Species for study will be selected based upon the season in which the course is offered and will include plants specified for the Maryland Certified Professional Horticulturist (CPH) basic exam.

Credits: 2

**HSC253 Introduction to Landscape Design** will provide the student with an exposure to the landscape design process with an emphasis on residential landscaping. Students will draw and read landscape plans, discuss appropriate plant selection and sustainability as well basic landscape design principles and landscape design styles.

Credits: 3

Prerequisites: HCS156 or HCS161, HCS155 or HCS160.

# Licensed Practical Nurse

**LPN201 Care of Childrearing/Childbearing Families** introduces family systems theory in the study of childrearing/childbearing families. Study will include growth and development, normal pediatric and obstetric concepts, and stressors affecting individuals and family systems, with emphasis on the role of the practical nurse in patient care.

Credits: 2

Prerequisites: BIO209, NUR105, NUR115

Corequisites: LPN206, LPN211

**LPN205 Advanced Medical-Surgical and Psychiatric Theory, LPN** emphasizes the care of adults and aged clients in various health care settings. The focus is on the study of clients with complex alterations in wellness related to pathophysiological and psychological stressors with emphasis on the role of the licensed practical nurse in patient care.

Credits: 2

Prerequisites: LPN201, LPN211, BIO209, BIO219

Corequisites: LPN206, LPN215

**LPN206 Professional, Legal, and Ethical Issues in Nursing, LPN** introduces the students to complex, political, and ethical matters that have an impact on professional nursing. The role and responsibilities of the licensed practical nurse and the importance of problem solving are emphasized.

Credits: 1

Prerequisites: NUR105, NUR115, BIO209, BIO219

Corequisites: LPN201, LPN205

**LPN211 Clinical Lab III: Care of Childrearing/Childbearing Families** is the clinical companion to LPN201. Clinical experiences are conducted in the inpatient and outpatient settings with observational experiences of maternal, newborn, and pediatric clients. The inpatient setting involves caring for clients with medical and surgical stressors, with a focus on the issues of childrearing/childbearing families. The student is expected to integrate theoretical knowledge and the nursing process into the practice of nursing while utilizing effective communication skills when caring for clients in both the acute and chronic health care setting as the LPN member of the healthcare team.

Credits: 1

Prerequisites: BIO209, NUR105, NUR115

Corequisite: LPN201

**LPN215 Clinical Lab IV: Medical/Surgical/Psychiatric** is the clinical companion to LPN205. Clinical experience focuses on clients experiencing emotional and/or psychiatric stressors concurrent with medical and surgical stressors. Students increase proficiency in practical nursing procedures, while integrating theoretical knowledge, effective communication skills, and the nursing process, into the practice of nursing when caring for medical, surgical, and psychiatric clients in both the acute and chronic health care setting as the LPN member of the healthcare team.

Credits: 1

Prerequisites: BIO209, NUR105, NUR115

Corequisite: LPN205

## Mathematics

**MAT095 Intermediate Algebra for Non-STEM Students** focuses on essential skills in intermediate algebra for students whose program of study does not require them to take MAT 093 Intermediate Algebra or MAT 121 Precalculus. This course is designed for non-Science, Technology, Engineering, and Math students (non-STEM). Topics include a review of linear equations and formulas, function notation, quadratic functions, exponential functions, and logarithmic functions.

Credits: 2

Prerequisite: MAT092

Corequisite: EGL093

**MAT096 Math Fundamentals** prepares students with essential arithmetic skills in whole numbers, fractions, decimals, ratios, proportions, percentages and measurement.

Credits: 2

Corequisites: COL081, EGL090

**MAT097 Introductory and Intermediate Algebra** introduces the fundamental study of signed numbers, exponents, radicals, polynomials, rational expressions, variation, first and second-degree equations, and graphing of linear equations and formulas, function notation, quadratic functions, exponential functions, logarithmic functions and composition of functions.

Credits: 4

Prerequisite: Grade of C or better in MAT091 or MAT096

Corequisite: EGL093

**MAT098 Advanced Intermediate Algebra (STEM)** provides higher-level prerequisite mathematical knowledge that is needed in a variety of college level courses. Solutions to

absolute value, radical, rational, exponential, logarithmic, and other higher-order equations are found using both graphical and analytical methods. Additional topics include the solving of inequalities and systems of linear and nonlinear equations.

Credits: 2

Prerequisite: Grade of C or better in MAT092 or MAT095 or MAT097

Corequisite: 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 vectors. A problem solving approach utilizes applications and a graphing calculator throughout the course.

Credits: 4

Prerequisites: EGL093, grade of C or better in MAT093 or MAT098

**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.

Credits: 3

Prerequisites: EGL093, MAT093 or MAT095 or MAT097, Grade of C or higher in MAT093 or MAT095

**MAT125 Applied Calculus (M)** is an introductory study of differential and integral calculus with emphasis on techniques and applications. This course introduces students to the mathematical techniques for limits, differentiation, and integration of algebraic, logarithmic, and exponential functions. Applications of differentiation and integration are studied. This course is not intended for STEM majors.

Credits: 4

Prerequisites: EGL093 and MAT092 or MAT095 or MAT097

**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.

Credits: 4

Prerequisites: EGL093, MAT093 or MAT095 or MAT097, a Grade of C or better in MAT093 or MAT095

**MAT128 Introduction to Statistics II (M)** addresses the design of experiments and analysis of variance, nonparametric 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.

Credits: 4

Prerequisite: 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.

Credits: 4

Prerequisites: EGL093, grade of C or better in MAT093 or MAT097

**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.

Credits: 4

Prerequisites: EGL093, grade of C or better in MAT093 or MAT097

**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.

Credits: 4

Prerequisites: EGL093 and grade of C or better in 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.

Credits: 4

Prerequisite: Grade of C or better in MAT201

**MAT203 Multivariable Calculus (M)** provides the student with a study of three-dimensional space, introduction to hyperspace, partial differentiation, multiple integration, vectors in a plane, and topics in vector calculus to include Green's Theorem, Stokes' Theorem, and the divergence theorem. Knowledge of a computer algebra system, MAPLE, is expanded. There will be a capstone project required in this course. The capstone project will give students the opportunity to choose from a list of projects or one that a student suggests with the approval of the instructor. The project must include elements of all previous math classes, especially Calculus II, Multivariable Calculus, and Introductory Statistics

Credits: 4

Prerequisite: MAT202

**MAT236 Discrete Structures (M)** introduces the fundamental tools, topics, and concepts of discrete mathematics. 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 proofs (direct, indirect, and inductive), objective functions, equivalence relations, graphs, set partitions, combinatorics, modular arithmetic, summations, and recurrences.

Credits: 3

Prerequisite: MAT201

**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, similar matrices, linear transformations, eigenvalues, determinants, and quadratic forms. A computer algebra system will be used.

Credits: 4

Prerequisite: Grade of C or better in 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.

Credits: 3

Prerequisite: Grade of C or better in MAT202



# Music

**MUC102 Piano Class I** is the study of basic music skills as they apply to piano playing. Music theory, sound production, pedal techniques, posture, hand position and knowledge of beginning repertoire are developed through weekly reinforcement in a group setting.

Credits: 1

**MUC104 Guitar Class (H)** is the study of basic music skills as they apply to playing guitar and musical knowledge as it relates to the guitar. Emphasis is placed on practical application of music and technique as well as music theory, music literature, music history, guitar history, and musical genres. No prior music reading skills or experience necessary.

Credits: 3

**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.

Credits: 4

Corequisites: MUC102 and either MUC120 or MUC124

**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.

Credits: 4

Prerequisite: MUC110

Corequisites: MUC114 and either MUC121 or MUC125 or MUC15

**MUC114 Piano Class II** is the study of early intermediate music skills as they apply to piano playing. Music theory, sound production, pedal techniques, posture, hand position, and knowledge of early intermediate solo and ensemble repertoire are developed through weekly reinforcement in a group setting.

Credits: 1

Prerequisite: MUC102 or permission of instructor

**MUC120 Chamber Ensemble I** will focus on the performance of a range of musical styles in a chamber ensemble setting. Students will learn repertoire and participate in rehearsals culminating in a public performance while working with other students and a music director. Musical elements such as technique, musicality, ensemble cooperation, vocabulary, and performance practice will be incorporated throughout the class.

Credits: 2

**MUC121 Chamber Ensemble II** will focus on the performance of a range of musical styles in a chamber ensemble setting. Students will learn repertoire and participate in rehearsals culminating in a public performance while working with other students and a music director. Musical elements such as technique, musicality, ensemble cooperation, vocabulary, and performance practice will be incorporated throughout the class.

Credits: 2

**MUC122 Music Appreciation (H)** is a survey of the development of music from ancient civilizations to the present day. Emphasis is placed on major genres, composers, and repertoire from the Middle Ages through the Contemporary eras. Listening skills and music terminology are discussed. No music reading skills necessary.

Credits: 3

Corequisite: EGL093

**MUC124 Chamber Choir I** will focus on the performance of a range of musical styles in a vocal ensemble setting. Students will learn repertoire and participate in rehearsals culminating in a public performance while working with other students and a music director. Musical elements such as technique, musicality, ensemble cooperation, vocabulary, harmonizing, and performance practice will be incorporated throughout the class.

Credits: 2

**MUC125 Chamber Choir II** will focus on the performance of a range of musical styles in a vocal ensemble setting. Students will learn repertoire and participate in rehearsals culminating in a public performance while working with other students and a music director. Musical elements such as technique, musicality, ensemble cooperation, vocabulary, harmonizing, and performance practice will be incorporated throughout the class.

Credits: 2

**MUC128 Introduction to Audio Technology (I)** provides instruction and hands-on experience with a variety of audio equipment. Students learn the principles of electricity, electronics, acoustical theory, and the operation of audio equipment.

Credits: 3

**MUC135 History of Rock (H)** is a survey of the development of popular music in the 20th and 21st centuries. The origins of rock music, significant artists, influences from different genres, and influence on cultural society will be discussed. Selected representative pieces will be absorbed through directed listening. Topical research papers are required. No music reading skills necessary.

Credits: 3

**MUC143 Music Fundamentals (H)** introduces students to beginning musical concepts. Note reading, intervals, scales, triads, and structures are discussed along with music history, instruments, and repertoire. No prior music experience necessary.

Credits: 3

**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.

Credits: 4

Prerequisite: MUC111

Corequisite: MUC220 or MUC224

**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 applications.

Credits: 4

Prerequisite: MUC210

Corequisite: MUC221 or MUC225

**MUC220 Chamber Ensemble III** will focus on the performance of a range of musical styles in a chamber ensemble setting. Students will learn repertoire and participate in rehearsals culminating in a public performance while working with other students and a music director. Musical elements such as technique, musicality, ensemble cooperation, vocabulary, and performance practice will be incorporated throughout the class.

Credits: 2

**MUC221 Chamber Ensemble IV** will focus on the performance of a range of musical styles in a chamber ensemble setting. Students will learn repertoire and participate in rehearsals culminating in a public performance while working with other students and a music director. Musical elements such as technique, musicality, ensemble cooperation, vocabulary, and

performance practice will be incorporated throughout the class.

Credits: 2

**MUC224 Chamber Choir III** will focus on the performance of a range of musical styles in a vocal ensemble setting. Students will learn repertoire and participate in rehearsals culminating in a public performance while working with other students and a music director. Musical elements such as technique, musicality, ensemble cooperation, vocabulary, harmonizing, and performance practice will be incorporated throughout the class.

Credits: 2

**MUC225 Chamber Choir IV** will focus on the performance of a range of musical styles in a vocal ensemble setting. Students will learn repertoire and participate in rehearsals culminating in a public performance while working with other students and a music director. Musical elements such as technique, musicality, ensemble cooperation, vocabulary, harmonizing, and performance practice will be incorporated throughout the class.

Credits: 2

**MUC228 Recording Techniques** provides instruction in engineering and studio techniques as well as hands-on experience with audio equipment. Audio theory such as signal flow, microphone theory, and the physics of sound will be discussed alongside practical experience and demonstrations.

Credits: 3

Prerequisite: MUC128

**MUC229 Introduction to Digital Audio Workstations** is an introduction to recording, mixing, and production with software. Vocab, techniques, and terminology will be discussed alongside practical experience and demonstrations.

Credits: 3

Prerequisite: MUC128

**MUC263 Diction for Singers I (Eng./Ital.)** is the study of English and Italian diction as it applies to vocal arts. Students will have the opportunity to learn the International Phonetic Alphabet (IPA), learn to pronounce English as it applies to singing, learn pronunciation, and demonstrate a basic understanding of Italian words. Throughout the semester students will learn repertoire to apply the techniques learned in class.

Credits: 2

**MUC264 Diction for Singers II (Fr./Ger.)** is the study of French and German diction as it applies to vocal arts. Students will have the opportunity to learn the International Phonetic Alphabet (IPA), learn pronunciation, and demonstrate a basic understanding of French and

German words. Throughout the semester, students will learn repertoire to apply the techniques learned in class.

Credits: 2

Prerequisite: MUC263

MUL101 – MUL104 **Guitar/Bass Lessons I-IV** are the study of music skills as they apply to playing guitar or bass guitar. Students choose acoustic guitar, electric guitar, or bass guitar and learn technique and music of pop and rock musicians. Music theory, sound production techniques, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL105 - MUL108 **Classical Guitar Lessons I-IV** are the study of music skills as they apply to playing classical guitar. Students study fingerstyle technique and learn the music of Renaissance, Baroque, Classical, Romantic, and Contemporary composers. Music theory, sound production techniques, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL109 – MUL112 **Jazz Guitar Lessons I – IV** are the study of music skills as they apply to playing jazz guitar. Students study technique, improvisation, and the music of various jazz genres. Music theory, sound production techniques, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL113 – MUL116 **Voice Lessons I – IV** are the study of music skills as they apply to vocal arts. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL117 - MUL120 **Woodwind Lessons I - IV** are the study of music skills as they apply to playing woodwind instruments. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students choose an instrument from the woodwind family (clarinet, saxophone, flute, etc.) and meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL121 –MUL124 **Piano Lessons I - IV** are the study of music skills as they apply to playing piano. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL125 – MUL128 **String Lessons I - IV** are the study of music skills as they apply to playing a string instrument. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students choose an instrument from the string family (violin, cello, etc.) and meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL129 – MUL132 **Drum/Percussion Lessons I - IV** are the study of music skills as they apply to playing drums and/or percussion instruments. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL133 –MUL136 **Brass Lessons I- IV** is the study of music skills as they apply to playing brass instruments. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students choose an instrument from the brass family (trumpet, trombone, horn, etc.) and meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL201 – MUL204 **Guitar/Bass Lessons V - VIII** are the study of music skills as they apply to playing guitar or bass guitar. Students choose acoustic guitar, electric guitar, or bass guitar and learn technique and music of pop and rock musicians. Music theory, sound production techniques, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL205 – MUL208 **Classical Guitar Lessons V - VIII** are the study of music skills as they apply to playing classical guitar. Students study fingerstyle technique and learn the music of Renaissance, Baroque, Classical, Romantic, and Contemporary composers. Music theory, sound production techniques, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside

of class is required.

Credits: 1

MUL209 – MUL212 **Jazz Guitar Lessons V - VIII** are the study of music skills as they apply to playing jazz guitar. Students study technique, improvisation, and the music of various jazz genres. Music theory, sound production techniques, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL213 – MUL216 **Voice Lessons V - VIII** are the study of music skills as they apply to vocal arts. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL217 – MUL220 **Woodwind Lessons V - VIII** are the study of music skills as they apply to playing woodwind instruments. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students choose an instrument from the woodwind family (clarinet, saxophone, flute, etc.) and meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL221 – MUL224 **Piano Lessons V - VIII** are the study of music skills as they apply to playing piano. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL225 – MUL228 **String Lessons V - VIII** are the study of music skills as they apply to playing a string instrument. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students choose an instrument from the string family (violin, cello, etc.) and meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

MUL229 – MUL232 **Drum Percussion Lessons V - VIII** are the study of music skills as they apply to playing drums and/or percussion instruments. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students meet once a week in a private lesson. Practice time outside of class

is required.

Credits: 1

MUL233 – MUL236 **Brass Lessons V - VIII** is the study of music skills as they apply to playing brass instruments. Music theory, sound production techniques, breathing, posture, and knowledge of repertoire are developed through weekly reinforcement. Students choose an instrument from the brass family (trumpet, trombone, horn, etc.) and meet once a week in a private lesson. Practice time outside of class is required.

Credits: 1

## Nursing

NUR101 **Concepts and Processes in Nursing** introduces the student to the profession of nursing, the Neuman Systems Model (NSM), nursing as a discipline, nursing concepts, and the nursing process. Special emphasis is on utilizing the Neuman Systems Model and the nursing process in planning nursing care of elderly clients.

Credits: 2

Prerequisites: BIO208, BIO218, EGL101, MAT093 or MAT097

Corequisites: NUR104, NUR114

NUR104 **Nursing Fundamentals Theory** will introduce basic nursing concepts and processes with emphasis on assisting the aged adult to adapt in illness to achieve an optimum level of wellness. The student will be introduced to the nursing process and to the Neuman Systems Model - the conceptual framework used throughout the nursing program.

Credits: 5

Prerequisites: BIO208, BIO218, EGL101, MAT093 or MAT097

Corequisites: NUR101, NUR114

NUR105 **Care of Adult and Aging Clients** emphasizes the nursing care of adult and aging clients experiencing medical-surgical problems. Course work includes the study of clients undergoing alterations in levels of wellness related to physiological stressors. Study involves application of the Neuman Systems Model and the nursing process to promote attainment/maintenance of optimal levels of wellness.

Credits: 4

Prerequisites: NUR101, NUR104, NUR114

Corequisite: NUR115

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. The student will be expected to use the nursing process and the Neuman Systems Model when demonstrating their nursing skills. The demonstration of client care is based upon theoretical knowledge acquired from the corequisite courses.

Credits: 2

Prerequisites: BIO208, BIO218, EGL101, MAT093 or MAT097

Corequisites: NUR101, NUR104

**NUR115 Clinical Lab II: Medical/Surgical Settings** provides clinical laboratory learning experience in medical/surgical settings. Emphasis is on the utilization of the nursing process and the Neuman Systems Model in the care of adults and aging clients experiencing physiological stressors.

Credits: 4

Prerequisites: NUR101, NUR104, NUR114

Corequisite: NUR105

**NUR130 LPN to ADN Transition** is designed to introduce the Licensed Practical Nurse (LPN) to the role of the Associate Degree Registered Nurse (ADN). Course content includes college success strategies, various roles of the nurse, role transition from LPN to RN, nursing concepts including the Neuman Systems Model (NSM), nursing process, pharmacology, and care of adult and aging clients.

Credits: 3

Prerequisite: EGL101

Corequisites: BIO200, BIO209, BIO210, BIO219, NUR131

**NUR131 LPN to ADN Clinical Lab** is the clinical companion to NUR130. Clinical experience focuses on the care of adult and aging clients experiencing medical and surgical stressors. Students will demonstrate proficiency in technical nursing procedures, caring for multiple clients, and will begin to utilize the nursing process at the level of a Registered Nurse. The student is expected to integrate theoretical knowledge into the practice of nursing and utilize effective communication skills.

Credits: 1

Prerequisite: EGL101

Corequisites: BIO200, BIO209, BIO210, BIO219, NUR130

**NUR181 Military Transition to ADN Clinical Lab** is the clinical course prior to enrolling in the senior year of the Associate degree nursing program and is designed to prepare navy corpsmen, army medics (91wm6 or higher) and/or air force medical technicians (Usaf4no) to transition into the role of the Registered Nurse. Clinical experiences focus on the care of adult and aging clients experiencing medical and surgical stressors. Students will be

expected to demonstrate proficiency in technical nursing procedures, care for multiple clients, and utilize the nursing process at the level of a Registered Nurse. The student is expected to integrate theoretical knowledge into the practice of nursing and utilize effective communication skills. Enrollment requires dual enrollment with American Public University System and permission of the Dean of Nursing and Health Professions.

Credits: 2

Prerequisite: EGL101

Corequisites: BIO200, BIO209, BIO210, BIO219

**NUR201 Care of Childbearing/Childrearing Families** focuses on the introduction and use of Family Systems Theory in addition to the nursing process and the Neuman Systems 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 these clients to attain, maintain, or regain optimal level of wellness.

Credits: 4

Prerequisites: BIO200, BIO209, BIO210, BIO219, NUR105, NUR115

Corequisites: NUR211, PSY201

**NUR204 Care of Clients with Complex Stressors** utilizes the Neuman Systems Model (NSM) and the nursing process to emphasize care of adult and aged clients in various healthcare settings and includes study of clients experiencing complex alterations in level of wellness related to pathophysiological and/or psychological stressors. The concept of synthesis and integration of nursing knowledge in the care of multiple clients is included.

Credits: 4

Prerequisites: NUR201, NUR211, PSY201.

Corequisites: 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.

Credits: 2

Corequisite: NUR204

**NUR208 Professional Issues in Nursing** stresses the professional, social, 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.

Credits: 3

Corequisite: NUR204.

**NUR211 Clinical Lab III-Care of Childbearing/Childrearing Families** stresses the utilization 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.

Credits: 4

Prerequisites: BIO200, BIO210, BIO209, BIO219, NUR105, NUR115

Corequisites: NUR201, PSY201

**NUR214 Clinical Lab IV: Medical/Surgical/Psychiatric** stresses the assessment, planning, implementation, and evaluation of clients in the medical/surgical and psychiatric settings using the Neuman Systems Model and the nursing process. In the medical/surgical clinical settings, the students are provided opportunities to develop their leadership and organizational skills through supervision of peers and other nursing personnel and multiple patient assignments. In the psychiatric clinical setting, the therapeutic skills necessary for providing nursing care for psychiatrically hospitalized clients are utilized.

Credits: 4

Prerequisites: NUR201, NUR211, PSY201

Corequisite: NUR204

## 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.

Credits: 3

Prerequisite: EGL093

**PHI201 Ethics – Contemporary Moral Issues (H)** introduces students to philosophical thinking about morality, moral problems, and moral judgments.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisite: EGL093

**PHI270 Ethical Issues in Healthcare (H)** will introduce students to ethical issues in today's healthcare environment. Students will be exposed to a comprehensive view of ethical issues including how to identify ethical issues and how to address a wide variety of ethical situations.

Credits: 3

Prerequisite: EGL101

## Physical Education

**PED104 Walking for Fun and Fitness I (ACT)** This introductory course is designed to provide students with the skills and knowledge necessary to continue participation in fitness and wellness activities as a lifelong commitment to maintaining physical fitness. Emphasis is placed on general walking terminology, logging and/or journaling, health-related components, and injury prevention and care. Students will be given the opportunity to design a walking program, and modify it to meet his or her individual short- and long-term goals.

Credits: 1

**PED106 Running for Fun and Fitness** is designed to provide students with the theoretical and practical knowledge and experience to enhance their cardiovascular fitness, primarily through running. The course will explore basic concepts in running mechanics, safety considerations, and setting up a training program. Students will complete a pre- and -post assessment of their fitness, with the opportunity to create goals and attain them within the course.

Credits: 1

**PED107 Hiking (ACT)** is an introductory course on hiking basics with an emphasis on setting up an exercise program, reading and planning routes, personal safety, and health benefits. All Cecil College Physical Education courses are designed to provide educational opportunities that empower students to practice lifelong positive health behaviors. In particular, this course will prepare students to experience several local hikes where they can apply basic hiking skills. Additional topics to be covered include: basic compass and/or map

use, food and water guidelines, Leave No Trace principles, treatment of common hiking injuries, clothing/equipment considerations and daypack essentials. Students will be required to complete hikes at trail locations regionally. Students must provide their own transportation to trail locations. While previous hiking experience is not required, the physical ability to navigate moderately difficult terrains is strongly advised.

Credits: 2

**PED109 Cardiovascular Fitness (ACT)** is an introductory course designed to provide opportunities for students to practice and improve their cardiovascular fitness, muscular endurance and strength, body composition and flexibility. All Cecil College Physical Education courses are designed to provide educational opportunities that empower students to practice lifelong positive health behaviors. In particular, this course will prepare students to learn about the proper use of equipment such as treadmills, ellipticals, versa climbers and rowing machines, in addition to using outdoor facilities such as the walking track and nature trail as a part of their exercise program. An individual workout routine, developed by the student and instructor, will be followed throughout the course.

Credits: 2

**PED135 First Aid and CPR** will provide students with the opportunity to learn the skills needed to act quickly and effectively in the case of an accident or emergency situation. Students participate in various simulated injury and emergency situations. Students may achieve American Red Cross certification in Adult, Child and Infant CPR and First Aid.

Credits: 3

**PED161 Introduction to Martial Arts (ACT)** is an introductory course designed to provide students with basic self-defense skills through the practice of several disciplines of martial arts including, but not limited to, Brazilian Jiu Jitsu (BJJ) and Muay Thai. Areas of emphasis beyond the physical practice will include focus, awareness, respect, humility and general enhancement of ones' everyday life. All Cecil College Physical Education courses are designed to provide educational opportunities that empower students to practice lifelong positive health behaviors. In particular, this course will teach students basic stances, blocks, punches, kicks and techniques. Upon successful completion of the course, students will be able to defend themselves using a multitude of martial art techniques in a mock one on one scenario.

Credits: 2

**PED162 Karate I (ACT)** introduces the Isshinryu form of karate. Through systematic training, self-defense skills are developed and basic stances, blocks, strikes, and quick escapes are practiced. Emphasis is placed on character building and attitude.

Credits: 2

**PED164 Brazilian Jiu Jitsu (ACT)** is a course designed to build students' confidence, physical fitness and self-defense skills through the practice of the martial art form, Brazilian Jui Jitsu (BJJ). Students will learn about the history and traditions of BJJ, in addition to the physical practice. All Cecil College Physical Education courses are designed to provide educational opportunities that empower students to practice lifelong positive health behaviors. In particular, this course will teach students BJJ skills and techniques such as getting to and from the ground safely, using leverage against the opponent, take downs and submissions. Upon successful completion of the course, students will be able to defend themselves using skills learned in class in a mock one on one scenario.

Credits: 2

**PED166 Co-ed Self-Defense** introduces the maneuvers of self-defense. Students will be given the opportunity to learn the vital areas of the body which could be used as a target in the event of being attacked, how to use one's own body as a weapon, how to use ordinary objects as a weapon, and how to subdue an attacker. Emphasis is placed on how to recognize and avoid dangers; and if avoidance is not possible, how to use self-defense techniques.

Credits: 1

**PED169 T'ai Chi Ch'uan (ACT)** introduces the student to the Yang style of this ancient Chinese martial art, which promotes a highly sophisticated mode of body coordination and more acute mental processes. It has been used for centuries as both a method of relaxation and fitness. Students will be given the opportunity to learn the basic principles, characteristics, history, and performance of the Yang style of T'ai Chi Ch'uan.

Credits: 1

**PED173 Step Aerobics I (ACT)** will introduce the fundamental skills of aerobics. This activity-based course will provide students with the opportunity to demonstrate beginner skill level for low impact aerobics along with principles of body toning. Each student will create individual fitness goals.

Credits: 1

**PED174 Weight Training I (ACT)** is a physical activity-based course designed to incorporate aspects of resistance training. Students will be given guidelines for a workout routine during the first phase of the course including recommended nutritional practices. During the second phase of the course, students will design their own weight training program geared to reaching their personal goals. The emphasis of the course is the development of muscular strength and endurance.

Credits: 2

**PED175 Hatha Yoga I (ACT)** introduces students to the principles of postural alignment, breathing techniques for increased energy, and body/mind relaxation techniques for stress reduction. It is an activity-based class that encourages the students to enhance their health and skill-related fitness.

Credits: 2

**PED177 Physical Conditioning (ACT)** facilitates students developing a fitness routine geared to their individual needs for lifetime fitness. All Cecil College Physical Education courses are designed to provide educational opportunities that empower students to practice lifelong positive health behaviors. In particular, this course will prepare students to participate in a wide variety of health and skill related activities. Additional topics to be covered include: assessing physical fitness and nutrition status, goal setting, and FITT principles. An individual workout routine, developed by the student and instructor, will be followed throughout the course.

Credits: 2

**PED180 Introduction to Physical Education** introduces students to the foundations of physical education and career opportunities. Emphasis is placed on the physiological, socio-cultural, and psychological foundations of the profession. This course also explores career opportunities within areas of exercise science, coaching, health, fitness, and sport. This course does not satisfy activity requirements in any degree or certificate program.

Credits: 3

Corequisite: EGL101

**PED183 Basketball Theory and Officiating** introduces the student to coaching techniques and the knowledge and mechanics of officiating. Emphasis is placed on developing a sound philosophy, organizing an effective program, implementing coaching strategies, and officiating skills. This course does not satisfy the physical education activity requirements in any degree or certificate program.

Credits: 3

**PED184 Baseball/Softball Theory and Officiating** introduces the student to coaching techniques and the knowledge and mechanics of officiating. Emphasis is placed on developing a sound philosophy, organizing an effective program, implementing coaching strategies, and officiating skills. This course does not satisfy the physical education activity requirements in any degree or certificate program.

Credits: 3

**PED196 Tennis I (ACT)** is a physical activity-based introduction to tennis. Emphasis will be on the fundamentals of the basic strokes and strategies in singles and doubles play. Topics will

also include selection of equipment, scoring the game, and proper etiquette.

Credits: 1

**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, prevention of injuries, and motivation techniques.

Credits: 1

Prerequisite: PED104

**PED206 Running for Fun and Fitness II (ACT)** is a continuation of PED106 and is designed to provide students with expanded theoretical and practical knowledge and experience to enhance their cardiovascular fitness, primarily through running. All Cecil College Physical Education courses are designed to provide educational opportunities that empower students to practice lifelong positive health behaviors. The course will further explore concepts in running mechanics, safety considerations, and setting up an advanced training program. Students will complete a pre- and -post assessment of their fitness, with the opportunity to create goals and attain them within the course.

Credits: 1

Prerequisite: PED106

**PED263 Karate II (ACT)** expands upon the techniques and philosophies of Karate I. It further develops the art of self-defense.

Credits: 2

Prerequisite: PED162

**PED264 Karate III (ACT)** expands upon the techniques and philosophies of Karate II. Students will have the opportunity to advance in rank.

Credits: 2

Prerequisite: PED263

**PED265 Karate IV (ACT)** is the advanced phase of karate. It will allow the student to demonstrate the techniques of sparring.

Credits: 2

Prerequisite: PED264

**PED273 Step Aerobics II (ACT)** will build on the fundamentals of aerobics. This activity-based course will provide students the opportunity to demonstrate moderate skill level for low impact and high impact aerobics along with principles of body toning. Each student will create an individual fitness plan.



Credits: 1

Prerequisite: PED173

**PED274 Weight Training II (ACT)** provides students the opportunity to further develop their Weight Training I programs. The course places an emphasis on increasing exercise intensity, using split routines and fixed and variable progressive systems.

Credits: 2

Prerequisite: PED174

**PED277 Hatha Yoga II (ACT)** will expand on students' current skill level. Students are encouraged to hold poses for longer periods of time, practice new poses and construct routines. Students will demonstrate moderate to advanced yoga poses with acquired flexibility and strength, breath awareness, nutrition awareness, and balance and have opportunities for leadership roles in class.

Credits: 2

Prerequisite: PED175

**PED278 Olympic Lifting I (ACT)** is a physical activity-based course designed to incorporate aspects of Olympic style lifting and the performance of two main Olympic lifts: the Clean and Jerk and the Snatch. The first phase of the class will focus on learning to perform the fundamental movements of each lift to ensure proper technique. During the second phase of the course, students will combine the individual techniques to perform each Olympic lift. Topics that will be covered during the semester are principles of Olympic lifting, proper lifting techniques, training guidelines, and safety. The focus will be on the knowledge and application of techniques to develop muscular strength for total body conditioning.

Credits: 2

Prerequisite: PED174 or permission of faculty member

**PED282 Fundamentals of Sports Medicine** introduces the theory, practice, and career options in sports medicine. Topics covered will include common athletic injuries, evaluations of major joints (ankle, knee, and shoulder), prevention techniques, rehabilitation, taping and other related injuries (heat/cold, illness, concussions, etc). This course will benefit individuals who plan to continue their studies in a sports medicine field, athletic training, and physical therapy.

Credits: 3

Prerequisites: BIO208, BIO218

**PED296 Tennis II (ACT)** is a physical activity-based course designed to develop intermediate tennis skills with particular emphasis on advanced stroking techniques, physical aspects of playing tennis, practice routines, and the mental aspects of tennis competition.

Credits: 1

Prerequisite: PED196

## Physical Science

**PSC105 General Physical Science with Lab (SL)** is a survey of systems of measurement, motion, 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.

Credits: 4

Prerequisites: EGL093, MAT092 or MAT097

**PSC120 Physical Geology (SL)** is 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.

Credits: 4

Prerequisites: EGL093, MAT092 or MAT097

**PSC125 Essentials of Weather (SL)** provides students with a background in fundamental weather and climatology, with an eye towards 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. PSC 125 may be used to fulfill the general education requirement in science.

Credits: 4

Prerequisites: EGL093, MAT092 or MAT097

**PSC135 Introduction to Climate Science with Lab** investigates the seasonal and long-term environmental patterns of the earth. The processes that influence the climate can be different from those that determine the weather. Climate, climate variability, climatic change, the influence of human activities, along with the ecological, economic, and societal impacts of climate will be explored and analyzed. Climatic connections with the atmosphere, lithosphere, hydrosphere, cryosphere, and biosphere will be examined. Experiments, model simulations and real-world, climatic data will be used to study the Earth's climate system.

Credits: 4

Prerequisites: EGL093, MAT092 or MAT097

**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.

Credits: 4

Prerequisites: EGL093, MAT092 or MAT097

**PSC220 Meteorology (SL) with Lab** 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 opportunity for personal study of these phenomena. This class may be used to fulfill the general education requirement in science.

Credits: 4

Prerequisites: EGL093, MAT093 or MAT098

## Physical Therapist Assistant

**PTA102 Clinical Kinesiology and Biomechanics** will present advanced anatomy of the musculoskeletal system with emphasis on joint mechanics, human movement, and palpation of anatomical landmarks. The student will learn the principles of normal and abnormal posture and gait. In lab, students will practice the identification and palpation of musculoskeletal structures and identify their related function.

Credits: 3

Prerequisites: BIO208, BIO218

Corequisites: PTA103, PTA104

**PTA103 Clinical Skills for the PTA** is an introduction to the technical and professional skills needed to care for patients in varied settings. This course introduces documentation and examination of physiological measures, range of motion, strength, and balance. In addition, it covers positioning and draping, body mechanics, and functional activity training. Common diseases and conditions encountered in the field of physical therapy are introduced. In lab, students will practice goniometry, manual muscle testing, vital sign measurement, posture, balance and exertion scales, pain scales, functional mobility training, and documentation.

Credits: 3

Prerequisites: BIO208, BIO218

Corequisites: PTA102, PTA104

**PTA104 Fundamentals of PT Practice I** provides an introduction and orientation to the field of physical therapy. Course includes historical background, scope of the Physical Therapist Assistant (PTA) practice, medical-professional ethics and conduct, the role of the Physical Therapist Assistant as part of the health care team, Physical Therapist/Physical Therapist Assistant (PT/PTA) collaboration, documentation, and orientation to psychological and social needs of the ill and disabled.

Credits: 2

Prerequisites: BIO208, BIO218, EGL101

Corequisites: PTA102, PTA103

**PTA204 Therapeutic Modalities** provides instruction in the theory and application of therapeutic modalities used by physical therapist assistants. Modalities covered include the therapeutic use of heat and cold, massage, hydrotherapy, traction, intermittent pressure pumps, and use of electrical currents. Common conditions requiring the use of these treatment modalities will be presented, and contraindications and special precautions for their use will be discussed. In addition, this course will include the appropriate test and measures necessary for the safe application of the modalities utilized by the physical therapist assistant.

Credits: 3

Prerequisites: BIO209, BIO219, PTA102, PTA103

Corequisites: PTA206, PTA211.

**PTA206 Therapeutic Exercise** presents the principles of exercise physiology, the concepts and purposes of therapeutic exercise, a variety of exercise treatment strategies, injury prevention and the appropriate tests and measures necessary for the safe application of therapeutic exercise. Common equipment and exercise interventions to improve flexibility, strength, and motor control will be covered. In addition, physiological responses to exercise for specific populations will include patients with chronic illness, children, geriatrics, and pregnancy.

Credits: 3

Prerequisites: BIO209, BIO219, PTA102, PTA103, PTA104

Corequisites: PTA204, PTA211

**PTA211 Fundamentals of PT Practice II** is the second of three seminar courses addressing the themes of professional issues, core values, and the development of an entry-level professional candidate. The seminar courses will challenge the student to apply professional

thematic content during patient scenarios as introduced through a variety of case studies. Fundamentals of PT Practice II will focus on interpersonal and professional communication, duty, and the integrity (ethical, legal, and safe clinical practice), cultural competence, and the professional and legal standards for clinical documentation.

Credits: 2

Prerequisites: PTA102, PTA103, PTA104

Corequisites: PTA204, PTA206

**PTA213 Fundamentals of PT Practice III** is the final of three seminars addressing the themes of professional issues, core values, and the development of an entry level professional candidate. Fundamentals of PT Practice III is in the terminal spring semester and will challenge students to apply professional theme content during patient scenarios as introduced through a variety of case studies. This seminar will cover career development, communication, and continuing professional competence. Activities will include national board exam review preparation, job search strategies, resume development, and professional interview skills.

Credits: 2

Prerequisites: PTA211, PTA230, PTA232

Corequisites: PTA234

**PTA220 Clinical Orthopedics** entails the study of structural anatomy, orthopedic conditions and their underlying pathologies. The student will learn to assess the musculoskeletal and nervous systems as they relate to the orthopedic clinical setting. Course content will focus on common cervical spine, thoracolumbar spine, upper extremity and lower extremity non-operative diagnoses and post-operative conditions, physical therapy interventions, post-operative and injury care protocols and treatment techniques.

Credits: 4

Prerequisites: PTA204, PTA206

Corequisites: PTA222, PTA224, PTA228, PTA230

**PTA222 Clinical Neurosciences** focuses on the study of neurological physiology, anatomy, and pathology and an introduction to motor control and motor learning throughout the lifespan. Course content will focus on developing foundational knowledge to work with the neurological pathologies most commonly encountered in the practice of physical therapy.

Credits: 3

Prerequisites: PTA204, PTA206

Corequisites: PTA220, PTA224, PTA228

**PTA224 Clinical Cardiopulmonary and Integumentary Issues** covers the pathologies associated with peripheral vascular disease, cardiovascular disease, pulmonary disease and

integumentary disorders. Wound care treatments and techniques will be covered in lab.

Credits: 3

Prerequisites: PTA204, PTA206

Corequisites: PTA220, PTA222, PTA228

PTA228 **Special Topics in Physical Therapy** will be presented in three distinct units covering the physical therapy interventions and strategies for the following special populations: amputees; geriatrics and multisystem disorders; and pediatrics. Specific course content and grades can be found on Blackboard®.

Credits: 3

Prerequisites: PTA204, PTA206

Corequisites: PTA220, PTA222, PTA224

PTA230 **Clinical Practice I** provides students with the first of three clinical experiences in a selected physical therapy setting involving supervised application of novice skills. Clinical skills reinforced in the clinical facility during this course include application of range of motion and strength tests and measures, neurologic screening, performance of patient transfers, gait training, balance testing and training, implementation of therapeutic exercise, application of various therapeutic modalities, documentation of patient treatment sessions, and patient/caregiver education. A journal will be required communicating the course experience and demonstrating clinical documentation skills. The clinical site may require travel away from the local region, including out of state. Specific course content and grades can be found on Blackboard®.

Credits: 3

Prerequisites: PTA204, PTA206, PTA211

Corequisites: PTA220, PTA222, PTA224, PTA228

PTA232 **Clinical Practice II** provides students with the second of three clinical experiences in a selected physical therapy setting, involving supervised reinforcement of previously learned clinical skills and application of newly learned clinical skills. Students will continue to utilize the skills learned and applied during PTA 230 (Clinical Practicum I), while employing additional clinical skills including special orthopedic tests and measures, advanced orthopedic treatment interventions, neurologic testing and treatment interventions, cardiopulmonary testing and treatment, and specialty treatment interventions of various patient populations along the lifespan where applicable to the clinical setting. Students will provide the clinical staff of the host facility with a physical therapy-related presentation as approved by the clinical instructor and ACCE.

Credits: 6

Prerequisites: PTA220, PTA222, PTA224, PTA228, PTA230

Corequisites: PTA213, PTA234

PTA234 **Clinical Practice III** provides students with the third of three clinical experiences in a selected physical therapy setting, involving supervised reinforcement of previously learned clinical skills and application of newly learned clinical skills. Students will continue to utilize the skills learned and applied during PTA 230 (Clinical Practice I) and PTA 232 (Clinical Practice II), while employing additional clinical skills that approach and achieve entry-level PTA performance. This course will also emphasize skills beyond clinical treatment activities, including professional development, billing and reimbursement considerations, community health and wellness promotion, and global management of patient cases in partnership with and under the direction and supervision of the physical therapist. A presentation will be presented to the staff of the host facility as approved by the clinical instructor and ACCE.

Credits: 6

Prerequisites: PTA220, PTA222, PTA224, PTA228, PTA230

Corequisites: PTA213, PTA232

## Physics

PHY103 **Physics Today with Lab (SL)** helps curious Liberal Arts students to become aware of, and to appreciate, their physical environment. The basics concepts of classical mechanics, thermodynamics, wave motion, electricity, magnetism, optics, and modern physics are covered. The emphasis is on the relationship between physics and everyday life.

Credits: 4

Prerequisites: EGL093, MAT092 or MAT097

PHY181 **Introductory College Physics I with Lab (SL)** is the first part of a two-semester, algebra-based, physics course. It provides a comprehensive introduction to physics for students interested in physical, biological, health and environmental sciences. Topics include kinematics, dynamics, energy and momentum conservation, collisions, gravitation, fluids, thermodynamics, oscillations, waves, and sound. Conceptual understanding will be integrated with problem solving and lab experience. Previous exposure to physics principles and strong math skills are highly recommended.

Credits: 4

Prerequisite: 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.

Credits: 4

Prerequisite: PHY181

**PHY217 General Calculus 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.

Credits: 4

Prerequisite: MAT121

Corequisite: MAT201

**PHY218 General Calculus 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.

Credits: 4

Prerequisite: PHY217 with a grade of C or better

Corequisite: MAT202

**PHY219 General Calculus Physics III with Lab (SL)** is the third course of a three semester calculus-based general physics sequence. Topics from modern physics that will be emphasized: vibrations, 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.

Credits: 4

Prerequisite: PHY218 with grade of C or better

Corequisite: MAT203

## Political Science

**POS101 Introduction to Political Science (SS)** offers an understanding of how our political system works and the role of citizens in the decision making process which is so vital to a



strong democracy. The course will review the structure and function of our political system, debate and analyze current political issues, and provide an overview of politics in setting economic, social, and foreign policy.

Credits: 3

**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.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisite: EGL093

**POS290 Constitutional Law** examines the role of the Supreme Court in defining fundamental rights and liberties with a particular focus on case law. This course will examine the topics of incorporation, the Establishment Clause, freedom of speech, freedom of the press, and criminal procedure. Constitutional law will also examine the struggle for equality and civil rights in the context of race, gender, sexual orientation, age, and income by examining the Equal Protections Clause and Due Process Clause of the Fourteenth Amendment. The inherent tension in supporting individual rights when such individual rights conflict with the will of the democratic society will also be examined.

Credits: 3

Prerequisite: EGL101

## 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.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisites: MAT093 or MAT097, 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.

Credits: 3

Prerequisites: 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.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisites: 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.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisites: BUS108, PRO110

**Note:** Students may enroll for this course with permission of the instructor; after registering, students are to contact the instructor

## 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.

Credits: 3

Prerequisite: 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.

Credits: 3

Prerequisite: PSY101

**PSY203 Child Growth and Development** studies the developing person from conception through adolescence. Current research and applications are used to describe and explain physical, cognitive, personality, social, and emotional development. The importance of specific environmental contexts in development is emphasized. Some of the 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.

Credits: 3

Prerequisite: PSY101

**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.

Credits: 3

Prerequisite: PSY101

Corequisite: EDU207

**PSY222 Organizational Psychology (SS)** applies the methods, facts, principles, and research of psychology to organizations and people at work. Work is an important role in the daily lives of people everywhere and represents a unique domain of psychological experience. This course will introduce major areas relevant to the behavior of people at work. Focus is on work behavior and organizational practices that contribute to overall performance and quality of life, as well as the effectiveness and efficiency of organizations.

Credits: 3

Prerequisite: Grade of C or better in EGL101

**PSY227 Introduction to Abnormal Psychology** introduces students to theoretical concepts that underlie psychological disorders. The course focuses on presenting the etiology, symptoms, patterns, assessment, treatment, and prevention of abnormal behavior.

Credits: 3

Prerequisite: PSY101

## Public Health

**PBH104 Introduction to Public Health** provides a general introduction to the study of health in populations, including the fundamentals of epidemiology, biostatistics, environmental health, health administration, and health education. Students will receive an overview of the profession of public health, including the history of public health, ethical issues in public health, and the public health workforce. Students will explore emerging issues in public health, such as the impact of infectious diseases on global populations, bioterrorism, and public health preparedness. Students will explore the role of government in public health and public health policy issues, such as access to healthcare.

Credits: 3

Prerequisite: EGL093

**PBH110 Introduction to Epidemiology** provides an introduction to principles and methods of epidemiological investigation and introduces the application of different types of research design for investigating the etiology of disease. The course will focus on describing the patterns of illness in populations for both infectious and noninfectious diseases.

Credits: 3

Prerequisites: BIO101, BIO111, MAT093 or MAT097

Corequisite: PBH104

**PBH120 The US Healthcare System** focuses on the organization, financing, and delivery of healthcare in the US through exploration of the private and public sectors of healthcare. Students will learn about the interaction of payers, providers, and patients within the US healthcare system in order to understand the issues related to the allocation of healthcare resources among the population. Students will learn about the factors that influence healthcare spending, quality of care, and access to care. Students will also explore the function of health advocacy.

Credits: 3

Prerequisites: EGL093, MAT127, PBH104

**PBH208 Health Education** will explore health education and promotion as a profession. Students will explore relevant theories and models that provide the framework for the practice of health education and promotion. Emphasis is placed on the responsibilities and competencies of health education specialists as well as the historical, ethical and philosophical foundations of the profession.

Credits: 3

Prerequisite: PBH120

**PBH218 Health Administration** provides an introduction to the principles of health administration, including concepts of management and leadership theory as applied to health care and the organizational structure of the health care delivery system. Students will gain an understanding of the core competencies of a health service administrator, including planning, problem solving, decision making, the importance of continuous quality improvement, and managing organizational change. Students will also explore challenges facing health service administrators.

Credits: 3

Prerequisites: BIO101, BIO111

Corequisite: PBH104

**PBH220 Environmental Health** examines the relationship of people to their environment and how it affects their physical and mental well-being. Students will explore health issues, with an emphasis on the specific components of the environment which influence health. Students will explore the environmental factors involved in transmission of communicable diseases and hazards due to exposure to chemical, physical, and biological agents in our environment. Emerging global environmental health issues will be explored, including global warming and food insecurity.

Credits: 3

Prerequisite: PBH110

PBH270 **Public Health Capstone** requires the application of knowledge, skills, and competencies students have acquired throughout the public health curriculum in an experiential learning opportunity. An analysis of the area of public health, as well as a summary of experiential learning and a written component are required.

Credits: 3

Corequisites: PBH218, PBH220

## Russian

RUS101 **Introductory Russian I (H)** is an introduction to the Russian language. It presents the fundamentals necessary for understanding, speaking, reading and writing basic Russian. Topics include basic pronunciation and vocabulary, greetings, and other social conventions. Students will also be introduced to Russian culture, history, and geography.

Credits: 3

RUS102 **Russian II (H)** is the second semester of novice-level Russian. The course continues the development of listening, speaking, reading, and writing skills begun in RUS101. Students will build upon basic pronunciation, vocabulary, and comprehension skills.

Credits: 3

Prerequisite: RUS101

## Social Work

SWK101 **Introduction to Social Work (SS)** 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.

Credits: 3

Prerequisite: 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.

Credits: 3

**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.

Credits: 3

Prerequisite: 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.

Credits: 2

Prerequisite: 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.

Credits: 3

Prerequisite: SWK101

## Sociology

**SOC101 Introduction to Sociology (SS)** is the study of human society and social interaction. The course objectives are to understand the basic concepts, origins and theories of sociology; to evaluate the impact of gender and sexual orientation in family life, the workplace and education; to analyze the cultural and social forces which govern human behavior in a diverse society; to describe the positive and negative functions of group conformity; and to apply sociological concepts to everyday life.

Credits: 3

Corequisite: EGL093

SOC102 **Social Problems (SS)** is a study of the problems faced by today's society to include causes, ramifications to individuals, and how they might be solved.

Credits: 3

Prerequisite: 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.

Credits: 3

Corequisite: EGL101

SOC105 **Perspectives in Human Diversity (SS)** introduces the concepts of diversity consciousness, 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 reaction papers.

Credits: 3

Prerequisite: EGL093

## Spanish

SPN101 **Introductory Spanish I (H)** is an introduction to the Spanish language. It presents the fundamentals necessary for understanding, speaking, reading and writing basic Spanish. Topics include basic pronunciation and vocabulary, greetings, and other social conventions. Students will also be introduced to Spanish and Latin American culture, history, and geography.

Credits: 3

SPN102 **Introductory Spanish II (H)** is the second semester of novice-level Spanish. The course continues the development of listening, speaking, reading, and writing skills begun in SPN 101. Students will build upon basic pronunciation, vocabulary, and comprehension skills.

Credits: 3

Prerequisite: SPN101

SPN201 **Intermediate Spanish I (H)** is the third semester of novice-level Spanish. Students will continue the development of listening, speaking, reading, and writing skills begun in SPN 101 and SPN 102. Students will build intermediate-level pronunciation, vocabulary, and comprehension skills.



Credits: 3

Prerequisite: SPN102

## Speech

SPH121 **Interpersonal Communications (H)** is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating, as well as what contributes to 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.

Credits: 3

Corequisite: 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.

Credits: 3

Corequisite: EGL093

SPH201 **Social Media Communications** examines strategic use of digital and social media platforms and tools for professional communication purposes, with an emphasis on hands-on experience and skill. Students learn to analyze social media for public relations and communication industries.

Credits: 3

## Theatre

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.

Credits: 3

Prerequisite: THE160

Corequisites: THE108, THE164

THE106 **Voice for Actors** provides students with a theoretical and practical foundation in vocal techniques related to speaking on stage as they specifically apply to acting. Students will perform in class and onstage, applying a range of vocal techniques to character studies.  
Credits: 3

Prerequisite: THE160

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.

Credits: 3

Prerequisite: THE160

Corequisites: THE104, THE164

THE121 **Introduction to Theatre Design (H)** is a course that will explore the creative process and history behind theatrical design. Emphasis will be placed on aspects of design such as sets, lights, sound, makeup, costumes, and props.

Credits: 3

Corequisites: THE106, THE160

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.

Credits: 3

Corequisite: THE106

THE164 **Applied Theatre** is a study of the skills necessary to create a successful theatre production. Students will employ the skills learned in theatre classes and apply them to a full-length play. Students may contribute to the production as either a performer or as part of the stage crew. This credit may be fulfilled by participating in a theatre department production or, if approved by the theatre faculty, by working with an established company in the region. Students should contact the theatre department to find an appropriate company to work with, and an audition may be required. In addition to scheduled class time, students must be available for rehearsals off campus and are expected to prepare material outside of class.

Credits: 1

Prerequisite: THE160

**THE171 Acting Fundamentals (H)** introduces students 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.

Credits: 3

**THE184 Introduction to Acting for Screen and Stage (H)** introduces the art and craft of acting in a variety of contemporary entertainment genres. Auditioning skills, acting for the stage and on-camera, how to write copy, interviewing skills, timing for voiceover, the business of acting are all introduced. Emphasis is placed on creativity, performing for an audience, auditioning and interacting with scene partners.

Credits: 3

Corequisite: EGL093

**THE261 Acting II** continues the development of the traditional skills and techniques introduced in Acting I. Class work will consist primarily of scenes and monologues from various Modern theatrical genres including Realism, Anti-realism, Comedy and Absurdism. The use of the vocal techniques, physicality and beginning script analysis will be incorporated to further the student's understanding of the playwrights of Modern Theater, their master works and their use of language in character development.

Credits: 3

Prerequisite: THE160

**THE262 Theatre History I (H)** 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.

Credits: 3

Prerequisite: EGL093

**THE263 Directing** 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, projects, and directing short scenes to synthesize the efforts of the actors, designers, and the text into one unified production.

Credits: 3

Prerequisite: THE104

Corequisite: THE264

**THE264 Applied Theatre** is a study of the skills necessary to create a successful theatre production. Students will employ the skills learned in theatre classes and apply them to a full-length play. Students may contribute to the production as either a performer or as part of the stage crew. This credit may be fulfilled by participating in a theatre department production or, if approved by the theatre faculty, by working with an established company in the region. Students should contact the theatre department to find an appropriate company to work with, and an audition may be required. In addition to scheduled class time, students must be available for rehearsals off campus and are expected to prepare material outside of class.

Credits: 1

Prerequisite: THE160

**THE275 Theatre History II (H)** is an in-depth study of theatre in the Spanish Golden Age, French Neo-Classicism, the Restoration, and theatre in the 18th and 19th centuries. Students explore the major social, political and economic conditions as well as the milestones of theatre in each era.

Credits: 3

Prerequisite: EGL093

## Transportation and Logistics

**TRL101 Introduction to Logistics** will introduce students to the planning and management of material flows and related information in both public and private sector organizations. This course provides a general overview of the functional areas of supply, maintenance, transportation, and services at each of the tactical, operational, and strategic levels.

Credits: 3

**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.

Credits: 3

Corequisite: 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.

Credits: 6

Corequisite: TRL105

TRL107 **Supply Chain Management** will introduce students to a total systems approach to managing activities involved in physically moving raw materials, inventory and finished goods from the point of origin to point of use or consumption. Topics include product development, manufacturing flow management, procurement, distribution networks, distribution strategies, performance measurement, customer relationship management, customer service management, demand management, order fulfillment, supplier relationship management, and returns management.

Credits: 3

Prerequisite: TRL101

TRL130 **Production and Operations Management** will provide students with an overview of the translation of product and service requirements into facilities, procedures and operating organizations. Topics include product design, process design, production alternatives, facilities location and layout, resource requirements planning, customer loyalty, and quality control.

Credits: 3

Prerequisite: TRL101

## Visual Communications

VCP101 **Photography I** introduces the art and craft of photography. Students learn digital camera operation, digital scanning, and print production. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments in addition to class activities, to produce a portfolio of fine black and white and color photographs.

Credits: 4

VCP110 **Portrait Photography** introduces light techniques for studio and location portraiture along with posing techniques for individual and group shots. Professional software application techniques for post processing and retouching are covered. Business principles and practices for running a portrait studio are introduced. The class includes demonstrations and hands-on activities. In addition to classroom instruction, students reserve three to four hours weekly in the VCP studios and lab to complete the course.

Credits: 4

Prerequisite: VCP101

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.

Credits: 4

Prerequisite: VCP101

VCP114 **Special Project 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. for this course does not fulfill graduation requirements.

Credits: 1

Prerequisite: VCP101 or VCP117 or VCP210

VCP115 **Special Projects Studio Lab** enables advanced visual communications students to initiate or continue a special project. It can also provide additional studio and lab time for students currently enrolled in classes who wish to use the facility beyond the times allocated for the courses they are enrolled in. for this course do not fulfill graduation requirements.

Credits: 2

Prerequisite: 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 print, and use in many other applications.

Credits: 2

VCP117 **Digital Imaging II** introduces students to basic graphic design concepts and intermediate digital imaging techniques. Students produce a portfolio of work including: a retouched image, a special effects image, a magazine cover, business cards, letterhead, high dynamic range (HDR), panoramic and personal project prints.

Credits: 2

Prerequisite: 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.

Credits: 4

Prerequisite: 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.

Credits: 4

Prerequisite: 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.

Credits: 4

Prerequisite: VCP118

VCP136 **Multimedia Production I** introduces students to the development of interactive and new media design. Utilizing industry-standard software students learn how to produce responsive designs that interact with the viewer. The principles of object oriented programming are taught using ActionScript 3 and JavaScript in the Adobe Flash and Edge Animate environments. Usability, typography, composition, user interface design, color, and overall visual communication and aesthetics are emphasized. Students will produce a final interactive portfolio that demonstrates their understanding of usability design.

Credits: 4

Prerequisite: VCP117

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.

Credits: 2

Prerequisite: VCP101 or consent of instructor

VCP144 **Web Design I – Design Fundamentals** provides an overview of the major design considerations for well-balanced website construction to include the planning cycle, web technologies, usability, site structure, and navigation styles. Emphasis is placed on design issues as each category is explored using HTML, CSS and basic JavaScript. Students will plan, design, and publish one fixed-width and one responsive website.

Credits: 3

Prerequisite: EGL093

**VCP151 Introduction To Game Design** provides an introduction to computer game development, starting from concept development to implementation of a playable game prototype. Aesthetic and technical aspects of computer game development are covered, including game mechanics, story development, content creation, and game programming.

Credits: 4

Prerequisite: VCP117

**VCP162 Introduction to Mobile Application Development** will introduce mobile application development from concept development to implementation of a mobile application. Visual and programmatic aspects of mobile development, including computer programming, mobile design, and user interaction are covered.

Credits: 4

Prerequisite: VCP117

**VCP170 Photography Seminar-Equine** is a one-day seminar for learning what elements make a good horse photograph and how to achieve them. Instructor will show photos from the Olympics and other equestrian events as examples. Conditions permitting, students will participate in photographing horses at an equestrian event or on a farm. Students should bring cameras. Students may bring previous horse photos for constructive discussion. 1/2 credit

**VCP180 Applied Printing Techniques** is the study of the fundamentals of black and white and color photography and digital printing.

Credits: 1

Corequisite: 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.

Credits: 4

Prerequisite: 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.

Credits: 4

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.

Credits: 4

Prerequisite: VCP111

VCP212 **Video Production II** expands upon the techniques covered in Video Production I. 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.

Credits: 4

Prerequisite: 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.

Credits: 4

Prerequisite: VCP210.

VCP215 **Guerilla Filmmaking** introduces the techniques of HD digital short filmmaking with in-depth attention to traditional film lighting and sophisticated location shooting. Emphasis is placed on "hands-on" experiences and the coordination of all production elements including concept development, scriptwriting, production, and post-production.

Credits: 4

Prerequisite: VCP210

VCP216 **Guerilla Filmmaking II** advances the techniques of HD digital filmmaking with in-depth attention to traditional film lighting and sophisticated location shooting. Emphasis is placed on artistic short films, "hands-on" activities, and the coordination of all production elements including concept development, scriptwriting, production, and post-production.

Credits: 4

Prerequisite: VCP215

**VCP218 Introduction to 3D Modeling and Animation** introduces students to the basics of 3D content creation. Practical and theory based concepts relating to three-dimensional design is discussed. Students produce models, apply motion, light, and render image sequences.  
Credits: 4

**VCP219 3D Modeling for Real-Time Environments** covers polygon modeling techniques relevant to producing high quality textured meshes viewable in live-video situations. Anatomical structure and hard-surface forms are studied. Emphasis is placed on converting high-poly geometric details into low-poly geometry utilizing a variety of alternative modeling methods.  
Credits: 4

**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.  
Credits: 4

Prerequisite: VCP101 or VCP180 and ART180

**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.  
Credits: 4

Prerequisite: 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.  
Credits: 4

Prerequisite: VCP101

**VCP225 3D Character Rigging and Animation** covers the rigging and animation process of developing 3D character performances. Students will produce animate-able puppets utilizing

industry standard techniques by hand and automated through coding. Utilizing pre-rigged models and models rigged by them, students will animate natural, realistic, hyper-realistic, and exaggerated motion. Producing believable character performances and accurate physical action is emphasized.

Credits: 4

**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.

Credits: 2

Prerequisite: 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.

Credits: 4

Prerequisite: VCP119

**VCP233 Fictional Photography** introduces and advances students through the convergence of visual, cinematic storytelling, combined with the impact of still photography. This course is centered on location-based strobe lighting, conceptual thinking, pre-visualization, location scouting, directing actors and assistants, and advanced post-production techniques.

Credits: 4

Prerequisites: VCP111, VCP116

**VCP234 Nature and Wildlife Photography II** advances the student's understanding of the fundamentals of professional nature and wildlife photography: equipment, processes, aesthetics, portfolio preparation and marketing. The course includes extensive, instructor-led photography field trips.

Credits: 4

Prerequisite: VCP224

**VCP244 Web Development** builds on the design process covered in VCP144 Web Design I – Design Fundamentals. This course covers advanced web technologies that make websites responsive, interactive and dynamic: multimedia, forms, HTML5, CSS, and client-side and server-side programming technologies. Other advanced design considerations include

design for multiple devices, disability access, maintenance, navigational aids, and search engine optimization. Students will build a complex website using client and server-side technologies, including XHTML, CSS, JavaScript, forms, application programming, and database programming.

Credits: 3

Prerequisite: VCP144

VCP270 **Portfolio Production** 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.

Credits: 4

Prerequisite: 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.

Credits: 4

Prerequisites: 19 VCP credits

VCP289 **Internship I** is a supervised experience with a visual communications employer for 15 days/120 hours. In addition, the student has weekly conferences with the visual communications director. The student should apply for the internship with the visual communications director at least six weeks before the semester begins, and complete an internship proposal before registering for the course. Students complete an internship notebook and present a capstone portfolio.

Credits: 4

Prerequisite: EGL101

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.

Credits: 4

# General Information & Services to Students

## Academic Information and Services

### Academic Learning Support

Academic support (<https://www.cecil.edu/student-resources/academic-support>) is available to students and includes the following:

- Math Lab
- The Writing Center
- Technology Resource Center
- Tutoring Support

Students can also find resources in the library (<https://www.cecil.edu/student-resources/library>).

### Higher Education and Conference @ 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.

### College-Based Work Experience Program (CBWEP)

College-Based Work Experience Program (CBWEP) CBWEP is a required course in several programs at Cecil College and offers students an opportunity 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 (443) 674-1468.

## 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.

## Student Status

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

## Overload

Students who feel that they can justify carrying more than 18 semester hours, may petition to an academic advisor to register for more than 18 credit hours. A Course Overload Form may be obtained from the Registration Office.

## Use of Electronic Devices in the Classroom

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.

## Student Resources

Numerous resources are made available to students and include the following:

- Advising & Transfer (<https://www.cecil.edu/student-resources/advising-transfer>)
- Career Services (<https://www.cecil.edu/student-resources/career-services>)
- Disability Support Services (<https://www.cecil.edu/student-resources/disability-support-services>)
- Multicultural Student Services (<https://www.cecil.edu/student-resources/multicultural-student-services>)
- Veteran & Service Member Resources (<https://www.cecil.edu/student-resources/veteran-service-member-resources>)
- Transcript Requests (<https://www.cecil.edu/student-resources/transcript-requests>)

## MyCecil

MyCecil (<http://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.

## Student Insurance

Detailed information regarding student health insurance can be found at [www.healthcare.gov](https://www.healthcare.gov) (<https://www.healthcare.gov>).

## 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 may be required to take Cecil's skills assessments.

# Campus Life

The Student Life (<https://www.cecil.edu/campus-life>) office offers a variety of options for current students to become active on campus, including, but not limited to:

- New Student Orientation (<https://www.cecil.edu/campus-life/new-student-orientation>)
- Student Activities (<https://www.cecil.edu/campus-life/student-activities>)
- Clubs & Organizations (<https://www.cecil.edu/campus-life/clubs-organizations>)

## Campus Information and Services

Visitors and students can find detailed information about campus locations and services available at the following links:

- Campus Locations and Hours (<https://www.cecil.edu/about-us/locations-hours>)
- Bookstore (<https://cecil.bncollege.com>)
- Lounges & Cafe (<https://www.cecil.edu/campus-life/lounges-cafe>)
- Fitness and Wellness Center (<https://www.cecil.edu/campus-life/fitness-wellness-center>)
- Public Safety (<https://www.cecil.edu/campus-life/public-safety>)
- Closing of Campus Operations  
([https://my.cecil.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout\\_id=bd33a0a7-a63d-4544-bf13-19efa3f558c5](https://my.cecil.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout_id=bd33a0a7-a63d-4544-bf13-19efa3f558c5)) (PDF)
- Voter Registration ([http://www.elections.state.md.us/voter\\_registration/application.html](http://www.elections.state.md.us/voter_registration/application.html))

## 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.

## **Fragrance Free Statement**

Cecil College strives to maintain an environment comfortable for all. As a courtesy to employees and students who express sensitivity to fragrances, the College requests that students and staff please refrain from wearing scented products on campus. Employees should also refrain from using air fresheners or other products with fragrances in their offices and classrooms. The College deeply appreciates student and staff cooperation and support.

## **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.

## **Lost and Found**

Lost and found is located in the College Security Office:

- North East Campus – Arts and Sciences Building, second floor, room 226
- Elkton Station – third floor, room 330

## **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 on the North East Campus 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.

# Community Resources

## Cecil County Veterans Memorial Library

The Cecil County Veterans Memorial Library (<https://www.cecil.edu/student-resources/library>) serves students of Cecil College, but is also open to the public. Local residents can:

- check out books
- use computers
- browse newspapers, magazines and popular reading collections
- view local weekly job listings and employment resources

## Milburn Stone Memorial Theatre

The Milburn Stone Memorial Theatre (<https://www.milburnstone.com/>) proudly brings theater, music, dance and art to Cecil County and is the leading performing arts theater serving the northeast region of Maryland.

## College Galleries

Cecil College's art galleries include the Elkton Station Gallery and the Milburn Stone Gallery, both of which aim to provide meaningful educational experiences with the visual arts through professional, emerging, and student exhibitions.

## Alumni Association

Students of Cecil College who have completed 25 credits are eligible to join the Alumni Association (<https://www.cecil.edu/foundation/alumni>). Free membership includes access to career and job placement services as well as discounts for special Cecil College events. For a nominal annual fee of \$100, members also receive an alumni ID and one-year access to the Physical Education Complex, including the Fitness and Wellness Center, weight training facility, and walking track.

## Cecil College Foundation

The Cecil College Foundation (<https://www.cecil.edu/foundation>) promotes education and leadership in the local community. Thanks to the generosity of numerous supporters, the Foundation is able to provide hundreds of students with tuition assistance through scholarships every year.

# Policies & Procedures

## 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.

### 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 an assignment 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. Either the faculty member or the student could request that the Director of the program or the Department Chair be present at the 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.

**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 appropriate Dean without the student's signature and attach documentation of efforts to contact the student.*

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 Department Chair and the appropriate Dean.
7. Upon receipt of the Notification of Violation of the Academic Honesty Policy, the Dean 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 appropriate Dean who may, in collaboration with the faculty, and the Department Chair, 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's investigation, the Dean shall endeavor to notify both the student and the faculty member of the Dean's decision, including a copy of the Notification of Violation of the Academic Honesty Policy, 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, in and of itself, grounds for an appeal.
- If the student wishes to appeal a finding or sanction, he or she must send a written appeal, within 5 days of the date upon which notice of the sanction is issued, to the appropriate Dean. The appeal should follow the Student Grievance Policy and Procedure.
- If no appeal is received by the Dean within the 5 days, the student waives any further right of appeal.

## Academic Standards for Credit Students

Refer to Academic Information and Standards (<https://www.cecil.edu/catalog/academic-information-standards>).

## 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 should contact the Office of Disability and Support Services (building D, room 301 on the North East campus) at (410) 287-1000 or [disabilityservices@cecil.edu](mailto:disabilityservices@cecil.edu). Students are encouraged to schedule an intake appointment as soon as possible so that requests may be met prior to the start of classes. However, students can make contact at any time during the semester.

## Convicted Felons and Registered Sex Offenders

### Scope

This policy applies to all students.

### Policy

The College practices an open door admission policy. However, in order to help foster a safe learning environment, the College requires those individuals who have been convicted of a felony or registered as a sex offender, and who are interested in attending classes at the College, to disclose this information prior to registering for credit or continuing education classes.

Based on the nature of the offense and other factors, the College reserves the right to deny enrollment, revoke admission, limit enrollment and/or restrict activities of a student. Campus notifications will be initiated as deemed necessary. Failure to disclose a felony conviction may result in the student being immediately withdrawn from current classes and may result in disciplinary action including dismissal or expulsion, as outlined in the Code of Student Conduct.

### Procedure

The College requires those individuals who have been convicted of a felony or who is a registered sex offender and who are seeking enrollment at the College to disclose the conviction to the Office of Public Safety before the individual registers to take his or her first



course. A public safety officer will complete a report based on an interview with the student. In addition, any student who is convicted of a felony after enrolling at the college must report the conviction to the Office of Public Safety within 5 days of the conviction whether or not class is in session. Failure to comply will be considered a violation of the Code of Student Conduct.

1. The Office of Public Safety will inform the Director of Student Life if a student or potential student reports being a convicted felon or registered sex offender. The Director of Student Life will then take the following steps:
  - a. Obtain additional information, as necessary, including information regarding court records, additional information about the conviction or registered sex offender status, and information about the student's or potential student's enrollment and employment history on campus.
  - b. Convene a meeting of an Enrollment Review Board to assess safety issues for currently enrolled students, faculty, and staff that might be posed by the individual's enrollment. Based on the nature of the conviction, the time since the conviction occurred, and other factors, the Enrollment Review Board will determine if it is appropriate to deny or limit enrollment and/or restrict activities of the applicant or student. The Board will also determine the extent to which the college community will be notified of the enrollment of a convicted felon or sex offender.
  - c. Notify the convicted offender to make him or her aware of any adverse action and/or any campus notifications that will be issued concerning his or her admission and/or registration. The convicted offender may appeal any adverse action associated with this policy to the Vice President of Student Services and Enrollment Management. The appeal must be initiated within 14 calendar days of the date on the written notification. The appeal must be in writing and explain the reason for the appeal and include any supporting evidence. A written explanation of the appeal decision shall be given to the convicted offender within 14 calendar days subsequent to the receipt of the written request.

2. Based on the outcome of the Enrollment Review Board assessment, notifications to the college community will be handled in the following manner:

Level I Notifications:

1. Vice President of Student Services and Enrollment Management
2. Appropriate Campus Vice President(s)/Dean(s)
3. Director, Public Safety Department

Level II Notifications:

1. All Level I notifications
2. Faculty teaching classes in which the offender has enrolled
3. All official notifications to the college community shall come from the Vice President of Student Services and Enrollment Management, or designee.
4. Each semester the Director of Public Safety will review new student applicants using the Maryland Department of Public Safety and Correctional Services Sex Offender Registry.
5. Any employee who becomes aware that a registered sex offender is enrolled in classes at the college should report this information to the Director of Student Life or Director of Public Safety.
6. Students who fail to comply with this policy may be immediately withdrawn from their current classes and may be referred for disciplinary action as outlined in the Code of Student Conduct.

## Copyright

The copyright law of the United States (Title 17, U.S. Code) governs the making of photocopies or other reproductions of copy-righted 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: [fairuse.stanford.edu](http://fairuse.stanford.edu) (<http://fairuse.stanford.edu/>) and [www.loc.gov/copyright/](http://www.loc.gov/copyright/) (<http://www.loc.gov/copyright/>).
- 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 at [www.copyright.com/learn/media-download/copyright-on-campus/](http://www.copyright.com/learn/media-download/copyright-on-campus/)  
(<http://www.copyright.com/learn/media-download/copyright-on-campus/>).

## 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**

Alcohol and other drugs.

### **Alcohol**

Alcohol or ethanol.

### **Drug**

Any substance taken into the body, other than food, which alters the way in which the body normally functions.

### **Abuse**

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 Office of Disability and Support Services provides 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 Disability and Support Services at (410) 287-1000.

Additional information and resources available in the community include:

- Mental Health Core Service Agency: (410) 996-5112
- Alcohol and Drug Recovery Center: (410) 996-5106
- Behavioral Health Crisis Assistance: (888) 407-8018
- Cecil County Health Department: (410) 996-5550
- Union Hospital of Cecil County: (410) 398-4000
- The Vet Center: (410) 392-4485

## **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 judgment 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 judgment, 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, and 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 judgment, sense of unreality, anxiety, depression, terror and panic. It can result in psychological dependence, and is potent in small doses.

## **Narcotics**

Includes 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 Enrollment Management 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 Enrollment Management or the division of Career and Community Education as applicable.

## **Family Educational Rights and Privacy Act (FERPA)**

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.

## 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

In this chapter, the following terms have the meanings indicated.

#### **A.A. Degree**

The Associate of Arts degree.

**A.A.S. Degree**

The Associate of Applied Sciences degree.

**Arts**

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.

**A.S. Degree**

The Associate of Sciences degree.

**Biological and Physical Sciences**

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.

**English Composition Courses**

Courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

**General Education**

The foundation of the higher education curriculum providing a coherent intellectual experience for all students.

**General Education Program**

A program that is designed to: (1) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines; (2) Encourage the pursuit of lifelong learning; and (3) Foster the development of educated members of the community and the world.

**Humanities**

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.

**Mathematics**

Courses that provide students with numerical, analytical, statistical, and problem-solving skills.

**Native Student**

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.

**Parallel Program**

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.

**Receiving Institution**

The institution of higher education at which a transfer student currently desires to enroll.

**Recommended Transfer Program**

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.

**Sending Institution**

The institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

**Social and Behavioral Sciences**

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: (1) History and cultural diversity; (2) Concepts of groups, work, and political systems; (3) Applications of qualitative and quantitative data to social issues; and (4) Interdependence of individuals, society, and the physical environment.

**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 28 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 38 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. Two courses in arts and humanities;
  2. Two courses 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 18 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 prerequisites shall be stated explicitly in institutional publications.
2. A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.
3. A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the 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.

## Non-Discrimination and Harassment Policy

### 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 related to the non-discrimination, equal opportunity and issues related to access and accommodation for individuals with disabilities.

### Policy

Cecil College strives to create and maintain a work environment where people are treated with dignity, decency and respect. Cecil College will not tolerate discrimination or harassment of any kind. All employees, regardless of their positions, are covered by and are expected to comply with this policy, and to take appropriate measures to ensure that prohibited conduct does not occur.

## **Procedure**

This policy will be enforced in accordance with applicable federal, state and local laws.

## **Non-discrimination and Equal Employment Opportunity**

Cecil College prohibits discrimination against any member of the College community or any applicant for employment based on race, color, national origin, age, religion, disability, sex, sexual orientation, gender identity and expression, genetic status, genetic information, veteran status or any other status protected by federal, state or local law.

It is our policy to provide equal employment opportunity for all persons and to administer hiring, working conditions, benefits and privileges of employment, compensation, training, appointments for advancement, including layoffs and recalls for all employees, on the basis of race, color, national origin, age, religion, disability, sex, sexual orientation, gender identity and expression, genetic status, genetic information, veteran status or any other status protected by federal, state or local law. This policy extends to all employees and all aspects of the employment relationship.

## **Americans with Disabilities Act**

It is Cecil College's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the associate can perform the essential functions of the job. Consistent with this policy, Cecil College will provide reasonable accommodations to a qualified individual with a disability who has made the College aware of his or her disability, provided that such accommodation does not constitute an undue hardship. An employee seeking to request a reasonable accommodation for a disability should contact the College's Human Resources office.

## **Harassment**

Cecil College prohibits harassment of any kind, including sexual harassment, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce another.

## Sexual Harassment

Unwelcome sexual advances, direct or indirect demands for sexual favors, sexual comments, gestures or physical conduct of a sexual nature toward another individual of the same or opposite sex will be considered sexual harassment when:

- Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission or rejection of such conduct by an employee is used as the basis for an employment decision; or
- Conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive work environment.

Conduct constituting sexual harassment includes but is not limited to unwelcome verbal, physical or visual conduct of a sexual nature; kidding, teasing or jokes of a sexual nature; repeated offensive activities; physical conduct such as touching, patting, pinching, sexual gestures, or brushing against another person's body; or unwelcome display of objects or pictures which are sexual in nature and which create an offensive work environment.

Sexual harassment does not refer to occasional compliments of socially acceptable nature or welcome social relationships. Courteous, respectful, non-coercive interactions between employees that are acceptable to and welcomed by both parties, is not considered to be harassment, including sexual harassment.

Anyone who believes that she/he has been sexually harassed should unequivocally direct the harasser to stop the behavior as well as immediately notify his/her supervisor, department director and/or Human Resources. You never have to report the harassment to the person whom you believe is harassing you.

## Hostile Work Environment Harassment

Hostile work environment harassment is unwelcome conduct that has the effect of threatening, intimidating or coercing another person; and/or verbal taunting including but not limited to racial or ethnic slurs or comments based on an individual's race, sex, age,

religion, color, national origin, marital status, sexual orientation, gender identity, genetic information, disability, or any other legally protected characteristic that is so severe, pervasive or persistent that it interferes with an individual's job performance or creates a hostile or offensive working environment.

## **Retaliation**

Cecil College prohibits any form of retaliation. Retaliation against an individual who opposes or objects to discrimination or harassment, files a complaint, or testifies or participates in an investigation of a claim of discrimination or harassment, is prohibited. Acts of retaliation should be reported immediately. Cecil College does not condone retaliation against an individual for making a report of discrimination or harassment in good faith under this policy or for participating in an investigation into a complaint under this policy. All complaints will be handled with sensitivity and confidentiality to the maximum extent possible. Any person who is found to have engaged in conduct constituting retaliation in any form against another individual for making a good faith report of discrimination or harassment will be subject to discipline, up to and including termination of employment.

## **Procedure for Reporting Discrimination, Harassment and Retaliation**

Cecil College has established the following procedure for lodging a complaint of harassment, discrimination or retaliation.

Any individual who believes that he/she has been discriminated, harassed, or retaliated against in any form in connection with his/her employment at Cecil College should bring the matter to the immediate attention of Cecil College's Director of Human Resources. If a supervisor becomes aware that harassment or discrimination is occurring, either from personal observation or as a result of an employee coming forward, the supervisor must immediately report it to Human Resources. All reports will be kept as confidential as possible, while recognizing that some disclosure may be necessary for the purpose of investigation and/or discipline.

An individual who feels harassed, discriminated or retaliated against may initiate the complaint process by filing a complaint in writing with Cecil College's Director of Human Resources. The sooner the individual brings the concern to the College's attention, the sooner the College can take action.

Upon receipt of a complaint, Human Resources will review the complaint and initiate an investigation of the complaint within five (5) business days.

As part of the investigatory process, the investigator will interview the complainant, the respondent and any witnesses to determine whether there has been a violation of policy.

Within fifteen (15) business days of the conclusion of interviews and information gathering, the investigator will submit a written report of his or her findings to the College President, and/ or assigned College Administrator depending on the circumstances.

If it is determined that a violation of College policy has occurred, the Human Resources Director or designee with consultation from the President and/or College Administrators will recommend appropriate disciplinary action.

If it is determined that there is insufficient evidence to support a violation of policy, but potentially problematic conduct may have occurred, appropriate preventive action may be recommended.

The Human Resources Director or a designee will next meet with the complainant and the respondent separately and notify them of the findings of the investigation.

**Note:** The Employee Assistance Program (EAP) provides confidential counseling services to College employees. Individuals wishing to discuss an incident confidentially or seeking information and advice of a personal nature are encouraged to contact the EAP. The role of the EAP in such cases will be limited to personal counseling and treatment for the person who is then an EAP client. Contacting the EAP will not qualify as notification to Cecil College of a complaint for harassment or discrimination. Employees must follow the complaint process described above.

## Consensual Romantic Relationships

Romantic or sexual relationships where one employee has influence or control over the other's conditions of employment are inappropriate. Such relationships, even if consensual, tend to create conflicts of interest or the appearance of such conflicts, undermining the spirit of trust and mutual respect that is essential to a healthy work environment. If such a relationship exists or develops:

- The supervisor or employee who has influence or control over the other's conditions of employment has an obligation to disclose his/her relationship to the department head or next level of administrator.
- The other employee involved in the relationship is encouraged to disclose the relationship to either the next level of administrator or Human Resources.

If a relationship is deemed to be inappropriate under these guidelines, the department head or next level of administrator, after consultation with Human Resources will take appropriate action, taking into consideration what actions will be least disruptive to the College as a whole. Actions taken may include, but are not limited to, an agreed upon transfer, a change in shift, a change in reporting structure, or discharge.

If an employee, whether or not involved in the relationship, believes they have been, or are being, adversely affected, they are encouraged to contact Human Resources.

When relationships develop into situations that may be viewed as harassment or discrimination, employees should follow the appropriate complaint reporting procedure.

## Priority Enrollment Policy

In accordance with the Code of Maryland (Article – Education 15–123: Public Institutions of Higher Education – Priority Registration for Members of the Armed Forces) Cecil College grants priority enrollment to currently serving members, dependents, and veterans of the armed forces of the United States. Eligible students may meet with an advisor for enrollment purposes beginning three days prior to general registration.

## Prohibition of Weapons

### I. Policy

Cecil College employees, students, visitors and guests are not permitted to keep, bring, or transport weapons of any kind onto the College campus or other facilities owned or leased by the College. Weapons include, but are not limited to, rifles, shotguns, handguns, pellet or BB guns, stun guns, dangerous knives as defined in Maryland statute § 4-101, Billy club, makeshift weapons, martial arts weapons, ammunition and explosives or any other lethal or dangerous device capable of casting a projectile by air, gas, explosion or mechanical means on any property or in any building owned or operated by the college or in any vehicle on campus. The Director of Safety and Security or his designee, upon observation or a report, may confiscate any weapons brought to any Cecil College locations. The weapon will be turned in to the Maryland State Police.

The College recognizes that occasionally there are legitimate academic purposes for weapons on campus. Any requests for exceptions related to academic purposes should be directed to the Vice President, Academic Programs who will coordinate with the Vice President, Administrative Services.

## II. Procedure

There may be other items not cited above that the Director, Security/Safety or other College official deems to be unsafe and are thereby prohibited on College facilities. The only exception is a weapon in the possession of a person authorized by a governmental organization, and who has registered both his/her presence and weapon with the Cecil College Office of Safety and Security.

The College considers violation of this policy to be a serious offense which could result in termination including one's failure to report information regarding the possession of any weapon on campus. Likewise any student who violates this policy or fails to report information regarding the possession of weapons on campus will fall under the Student Code of Conduct Policy which could result in dismissal or expulsion.

Exceptions for academic purposes must be requested in writing through the Vice President of Academic Programs. All requests shall be reviewed by the Vice President of Administrative Services in consultation with the Director of Security.

## Refund and Appeal Policy

Refer to the Refund and Appeal Process (<https://www.cecil.edu/catalog/tuition-fees#Refund>).

## Residency and Tuition Policy

Refer to the Residency and Tuition Policy (<https://www.cecil.edu/catalog/tuition-fees#TuitionPolicy>).

## 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 rights 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 corruption or misuse of information resources are direct violations of the College's standards for conduct, as outlined in the Cecil College Faculty and Staff Manuals, and the Student Handbook.

## II. Implementation

Cecil College's Information Technology Department and the Information Technology staff are responsible for the implementation of this policy. Faculty, staff and students are responsible for following all policies and guidelines specified and implied.

## III. Enforcement

Alleged violations of this policy shall be subject to the procedures outlined in the Cecil College Faculty and Staff Manuals, College Catalog (Student Misconduct Policy), and the Student Handbook. Cecil College treats access and use violations of computing facilities, equipment, software, information resources, networks, or privileges seriously. Cecil College will pursue criminal and civil prosecution of violators when appropriate.

## IV. Procedures for Use of Information Technology at Cecil College

1. It is prohibited for users to interfere with or disrupt network users, services or system resources. Disruptions include, but are not limited to, distribution of unsolicited advertising, creation and/or propagation of computer worms or viruses, transmission of slanderous and/or harassing materials, chain letters, and using Cecil facilities to gain unauthorized entry to any other facility, whether they are 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**

### **Students**

Students who are charged with violation of the policy will be referred to the Vice President of Student Services and Enrollment Management 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 reserves 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.

## Sexual Misconduct Policy

#### POLICY REVISION

Please note that this policy has been revised. These changes have been approved after August 25, 2018, the official publish date of this document. Refer to the [addendum](https://www.cecil.edu/catalog/addendum/updated-policy-student-sexual-misconduct-policy) (<https://www.cecil.edu/catalog/addendum/updated-policy-student-sexual-misconduct-policy>) for the updated sexual misconduct policy.

### I. Policy Statement

Cecil College (the "College") is committed to maintaining a learning and working environment free from any form of Sexual Misconduct, including sexual and gender-based harassment or discrimination, sexual violence, dating violence, domestic violence, sexual exploitation and sexual intimidation. . Cecil College prohibits and will not tolerate Sexual Misconduct. Sexual Misconduct is a form of sex discrimination prohibited by state and federal laws, including Title IX of the Education Amendments of 1972 as amended ("Title IX") and Title VII of the Civil Rights Act of 1964 as amended, and also may constitute criminal activity.

It is the responsibility of all members of the Cecil College community to demonstrate responsibility, civility, and respect in their behavior. Cecil College will promote a climate that

is free from sexual misconduct through education and prevention programs as well as timely and thorough response to reported violations of the Sexual Misconduct Policy. Any employee, student, vendor or affiliated person who engages in sexual misconduct in violation of this policy will be subject to disciplinary action including but not limited to dismissal from a class, suspension from the College or permanent expulsion or termination in the case of employees.

All Cecil College community members are subject to this policy, regardless of sex, sexual orientation, gender identity and gender expression. This includes all College students, College faculty, and College staff, as well as third parties and contractors under the College's control. Violations of the policy may occur between individuals or groups of individuals of any sexual orientation or actual or perceived gender identity. This Policy applies to Sexual Misconduct in connection with any College program or activity, including Sexual Misconduct: (1) in any College facility or on College property; (2) in connection with any College sponsored, recognized or approved program, visit or activity, regardless of location; (3) that impedes equal access to any College education program or activity or adversely impacts the employment of a member of the College community; or (4) that otherwise threatens the health or safety of a member of the College community.

### **No Retaliation and/or Intimidation**

Any type of retaliatory and/or intimidating behavior against a person who files a complaint or otherwise participates in an investigation or adjudicatory action is expressly prohibited by this Policy. Cecil College shall take strong disciplinary action against any individual or group of individuals found responsible for retaliating and/or intimidating, or attempting to retaliate and/or intimidate, another person for making a report of sexual misconduct, participating in the investigation of sexual misconduct, participating as a witness in an adjudicatory proceeding, and/or otherwise participating in any way in support of a person exercising rights under this Policy.

## **II. Definitions**

- A. For purposes of this Policy, the following definitions of prohibited forms of sexual misconduct include:

### **Sexual Harassment**

Any unwelcome sexual advance, unwelcome request for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature when: (1) Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, evaluation of academic work, or participation in any aspect of a College program or activity; (2) Submission to or rejection of such conduct by an individual is used as the basis for academic, employment, or activity or program participation related decisions affecting an individual; or (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, i.e., it is sufficiently severe or pervasive to create an intimidating, hostile, humiliating, demeaning or sexually offensive working, academic, residential or social environment.

### **Sexual Assault**

Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. . Non-Consensual Sexual Contact and Non-Consensual Sexual Intercourse as defined below may be considered Sexual Assault within the meaning of this Policy.

### **Non-Consensual Sexual Contact**

Any intentional sexual touching, however slight and with any object or body part, or exposure or disrobing of another, that is without consent (as defined below) and/or by force or coercion. This includes intentional contact with breasts, buttocks, groin, mouth, or genitals, as well as any other intentional bodily contact that occurs in a sexual manner.

### **Non-Consensual Sexual Intercourse**

Any sexual penetration or copulation, however slight and with any object or body part that is without consent and/or by force or coercion. Intercourse includes anal or vaginal penetration by a penis, object, tongue, or finger, and oral copulation (mouth and genital/anal contact), no matter how slight the penetration or contact.

### **Sexual Exploitation**

Taking non-consensual or abusive sexual advantage of an individual to benefit anyone other than the person being exploited. Examples include: invading privacy, video or audio recording of sexual acts without consent, knowingly transmitting a Sexually Transmitted Infection (STI), sexually-based stalking or bullying, or exposing one's genitals.

**Sexual Intimidation**

(1) threatening to sexually assault another person; (2) gender or sex-based Stalking, including cyber-Stalking; or (3) engaging in indecent exposure.

**Dating Violence**

Violence or threat of violence between individuals in a personal and private social relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence**

Violence committed by a current or former spouse or intimate partner, by a person with whom a child is shared in common, by a person cohabitating with or has cohabitated with the individual as a spouse or intimate partner, by a person similarly situated to a spouse, or by any other person similarly situated to a spouse or any other person against an adult or youth protected from those acts by domestic or family violence laws of Maryland. Domestic violence includes threats or a pattern of abusive behavior of a physical or sexual nature by one partner intended to control, intimidate, manipulate, humiliate, frighten, coerce or injure the other.

**Stalking**

The repetitive and/or menacing pursuit, following, harassment, or other interference with the peace and/or safety of another person or that of his or her immediate family members; including cyber-stalking.



## B. Definition of Consent

Consent is defined as permission to act. It may be given by words or actions, so long as those words or actions create clear, mutually understood permission to engage in (and the conditions of) sexual activity. Consent must meet all of the following standards:

- Active, not passive. Silence, in and of itself, cannot be interpreted as consent. There is no requirement that an individual resist a sexual act or advance, but resistance is a clear demonstration of non-consent.
- Given freely. A person cannot give consent under force, threats, or unreasonable pressure (coercion). Coercion includes continued pressure after an individual has made it clear that he/she does not want to engage in the behavior.
- Provided knowingly. Legally valid consent to sexual activity cannot be given by:
  - A person under the legal age to consent (16 years old in Maryland) or
  - An individual who is known to be (or based on the circumstances should reasonably be known to be) mentally or physically incapacitated. An incapacitated individual is someone who cannot make rational, reasonable decisions because he or she lacks the capacity to understand the “who, what, when, where, why, or how” of a sexual interaction. This includes a person whose incapacity results from mental disability, sleep, involuntary physical restraint, unconsciousness, use of alcohol or other drugs.
- Specific. Permission to engage in one form of sexual activity does not imply permission for another activity. In addition, previous relationships or prior consent do not imply consent to future sexual acts. It is the responsibility of the initiator of the act to receive permission for the specific act. As a result, consent may be requested and given several times by multiple parties during a sexual encounter involving multiple acts.

## C. Definitions Related to Implementation of Policy

### **Retaliation**

Intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or College policy relating to Sexual Misconduct, or because an individual has made a report, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to Sexual Misconduct. Retaliation includes retaliatory harassment.

### **Interim Measures**

Reasonably available steps the College may take to protect the parties while a Sexual Misconduct investigation is pending.

### **Responsible Employee**

Includes any College employee who (1) has the authority to take action regarding Sexual Misconduct; (2) is an employee who has been given the duty of reporting Sexual Misconduct; or (3) is someone another individual could reasonably believe has this authority or duty. At a minimum, Responsible Employees must include: the Title IX Coordinator and any Title IX Team members, all College administrators, all faculty, all athletic coaches, and College security staff members.

## **III. Reporting Sexual Misconduct and Requesting Interim Measures**

The College encourages victims of Sexual Misconduct to report those incidents to the College's Title IX Coordinator or any responsible employee with whom the victim feels comfortable.

## A. Victim Reporting

The College shall offer victims of sexual misconduct options for reporting the misconduct and requesting interim measures required by Title IX. These options shall include:

- The victim reports the misconduct to the Title IX Coordinator or another College employee whom the College has designated as responsible for receiving and/or responding to reports of sexual misconduct. The victim should be notified of the interim measures available and requests for interim measures can be made by the victim to the Title IX Coordinator or responsible employee. Reports of sexual misconduct to responsible employees will be forwarded to the Title IX Coordinator who will determine what steps need to be taken. Generally, the College will investigate the report to determine what occurred and the College will provide interim measures during the investigative process and any disciplinary process.
- The victim discloses the misconduct to a victim advocate through the Office of Student Life or the ADA and Special Services Officer who in turn can request interim measures on the victim's behalf from the College. Under the second option, victims should be aware that when a victim advocate through the Office of Student Life or the ADA and Special Services Officer requests interim measures on their behalf from a responsible employee of the College and discloses that the reason for the request is sexual misconduct, the request may trigger the College's Title IX obligation to investigate. To the extent the victim advocate through the Office of Student Life or the ADA and Special Services Officer makes such a disclosure, but, consistent with the victim's wishes, asks that the College not investigate or otherwise notify the alleged perpetrator of the report, the Title IX Coordinator will consider whether it can honor the request while still providing a safe and nondiscriminatory environment for all students, and take Interim measures to protect the victim as necessary.
- The victim, or his or her advocate through the Office of Student Life or ADA and Special Services Officer, requests supportive measures from the College without reporting the sexual misconduct to the College. While the College strongly encourages all victims of sexual misconduct to report the incident to the College directly, the College wants victims to have access to supportive measures regardless of when or whether they decide to report the conduct to the College.

## B. Third Party and Anonymous Reporting

Individuals who have become aware of a violation of this Sexual Misconduct Policy that does not involve the individual directly should report to the Cecil College Title IX Coordinator. If an individual wishes to report a violation of the Sexual Misconduct Policy anonymously, the report should also be made to the Title IX Coordinator. Anonymous reporting may limit what action Cecil College may be able to take.

## C. Notification of the Means of Reporting Sexual Misconduct and Requesting Interim Measures

The College shall provide notification to the College community of the means of reporting sexual misconduct and requesting interim measures.

## IV. Interim Measures

Interim measures are those services, accommodations, or other assistance that the College puts in place for victims after receiving notice of alleged sexual misconduct but before any final outcomes—investigatory, disciplinary, or remedial—have been determined. The College wants its students to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to access their educational opportunities. Upon receiving a report of sexual misconduct, the College will provide the victim, or the victim's advocate, with a written explanation of the interim measures available on campus and/or through local community resources and shall ask victims, or their counselors or advocates, what measures are sought. The College shall determine which measures are appropriate for a particular victim on a case-by-case basis. If the victim or advocate identifies an interim measure that is not already provided by the College, the College will consider whether the request can be granted. In those instances where interim measures affect both a victim and the alleged perpetrator, the College will minimize the burden on the victim wherever appropriate.

A victim of sexual misconduct, or the victim's counselor or advocate, may request the interim measures listed below. The College - after consulting with the victim or the victim's advocate through the Office of Student Life or ADA and Special Services Officer - will determine which measures are appropriate to ensure the victim's safety and equal access to educational programs and activities:

- Academic accommodations.
- Assistance in arranging for alternative College employment arrangements and/or changing work schedules.

- A “No contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another.
- Providing an escort to ensure that the student can move safely between school programs and activities.
- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services.

The College shall work with victims or their counselors or advocates to identify what interim measures are appropriate in the short term (e.g., during the pendency of an investigation or other school response), and shall continue to work collaboratively throughout the College’s process and as needed thereafter to assess whether the instituted measures are effective, and if not, what additional or different measures are necessary to keep the victim safe.

If a victim or a victim’s counselor or advocate requests any of the above measures on the victim’s behalf without disclosing that sexual misconduct is the basis for the request, the College will consider these requests for supportive measures consistent with its general policy of allowing counselors and advocates to seek such measures for victims of trauma without requiring that the nature of the trauma be disclosed.

## **V. Investigation Procedure and Protocol**

The Cecil College Title IX Coordinator is responsible for receiving, investigating and coordinating the response to reports of this sexual misconduct policy violations at Cecil College. Once the College knows or reasonably should know of possible sexual misconduct, it must take immediate and appropriate action, in accordance with its internal procedures, to investigate or otherwise determine what occurred. This obligation applies to sexual misconduct covered by this Policy regardless of where the sexual misconduct allegedly occurred, regardless of whether a parallel law enforcement investigation or action is pending, and regardless of whether a formal complaint is filed.

A number of College employees shall be trained in conducting a formal investigation and may be designated by the Title IX Coordinator to assist as appropriate and if needed. As part of the investigation, the investigator shall meet with the reporting party to gather as much information as available about the alleged violation. The investigator should additionally interview anyone involved with the alleged violation in order to collect evidence and information.

Both the complainant and the respondent in an investigation have equitable rights to review evidence and participate in meetings specific to the investigation.

A request for confidentiality by the individual reporting alleged sexual misconduct may limit, but not prohibit, the College's ability to limit the effects or prevent recurrence of alleged sexual misconduct.

## VI. Grievance and Adjudication Procedures

Any alleged violation of this Sexual Misconduct Policy will be adjudicated under the procedures outlined by the Cecil College Student Code of Conduct in the case of an alleged violation by a student enrolled at Cecil College and by procedures otherwise applicable to adjudication of employee and third party alleged misconduct generally. The procedures, participants, sanctions and appellate process all apply to these proceedings related to alleged violations of this policy. However, to the extent such procedures are not otherwise specified and/or are in conflict with any procedures outlined by the Cecil College Student Code of Conduct or the procedures applicable to the investigation of employee or third party conduct, the following procedures specific to the adjudication of violations of this Sexual Misconduct Policy shall apply:

- Mediation shall never be appropriate in sexual misconduct cases.
- The parties to the proceeding shall have equitable rights including: notice of hearing(s) to both parties; on opportunity for both parties to present witnesses and other evidence, such as information about the specific alleged violation but not about the complainant's prior sexual conduct with anyone other than the alleged perpetrator.
- The parties shall be afforded similar and timely access to information to be used during the proceeding.
- The parties are entitled to the same opportunities to have others present during the proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an adviser of their choice (the scope of any adviser's role or potential involvement shall be explained to the parties).
- The preponderance-of-the-evidence (i.e., more likely than not) standard will be applied as the standard of review for determining findings of fact; used in any Title IX fact-finding and related proceedings, including any hearing.
- Evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual misconduct.
- The appeal process shall be equally available to the parties.

Any party participating in a proceeding may raise issues related to potential conflicts of interest of investigators or other individuals participating in the adjudication process by contacting the Title IX Coordinator.

As permitted by law, the institution must notify the parties concurrently, in writing, about the outcome of the complaint and whether or not sexual misconduct was found to have occurred. The institution must also concurrently inform the parties of any change to the results or outcome that occurs before the results or outcome become final, and the institution must inform the parties when the results or outcome become final. In addition, Cecil College shall not require either participant to abide by a nondisclosure agreement in writing or otherwise that would prevent the redisclosure of information related to the outcome of the proceeding.

## **VII. Prompt Resolution**

If there is a determination that sexual misconduct has occurred, prompt and effective steps to eliminate the sexual misconduct, prevent its recurrence, and address its effects should be taken.

- Prompt generally means within 60 calendar days from the time a report is brought to the College's attention until an initial decision is rendered.
- There may be circumstances that prevent the College from meeting the 60-day timeline. In such circumstances, the College shall document the reasons why it was unable to meet the 60-day timeline.

## **VIII. Training**

#### A. Prevention and Awareness Education

The College shall develop and implement preventive education directed toward both employees and students. These educational initiatives should contain information regarding what constitutes sexual misconduct, definitions of consent and prohibited conduct, the College's procedures, bystander intervention, risk reduction, and the consequences of engaging in sexual misconduct. These educational initiatives shall be provided for all incoming students and new employees. The College shall also develop ongoing prevention and awareness campaigns for its students and employees addressing the same information.

Cecil College shall provide on-going education and awareness information about this Sexual Misconduct Policy and related procedures through student orientation, workshops, handouts, poster campaigns and other outreach activity targeted at both the general student population as well as athletes and other campus leaders.

#### B. Annual Training Related to Implementation of Policy

Cecil College faculty and staff shall receive annual training both in person and online on how to report incidents of sexual misconduct as well as how to effectively support victims. In addition, Public Safety personnel, the Title IX Coordinator, campus investigators, campus security authorities and participants in the adjudication process shall participate in appropriate annual training to assist them in meeting their responsibilities related to implementation of this Policy.

### IX. Title IX Compliance Oversight

#### A. Title IX Coordinator

The President shall appoint a Title IX Coordinator responsible for coordinating the institution's efforts to comply with and carry out its responsibilities under Title IX.

The Title IX Coordinator must have adequate training on the requirements of Title IX, including what constitutes sexual misconduct, consent, credibility assessments, and counter-intuitive behaviors resulting from sexual misconduct. The Coordinator must understand how relevant institution procedures operate and must receive notice of all reports raising Title IX issues at the College.



## B. Title IX Team

The President or the Title IX Coordinator may identify a Title IX Team, which may include the Title IX Coordinator, Deputy Title IX Coordinators, Title IX investigators, and representatives from campus security and the Human Resources Department. The Title IX Coordinator shall be responsible for coordinating the activities of the Title IX Team.

## C. Notice of Nondiscrimination

### 1. Content

The College shall publish a notice of nondiscrimination that contains the following content:

- a. Title IX prohibits the College from discriminating on the basis of sex in its education program and activities;
- b. Inquiries concerning the application of Title IX may be referred to the College's Title IX Coordinator or the Office for Civil Rights; and
- c. The Title IX Coordinator and any Title IX Team Member's title, office address, telephone number and email address.

### 2. Dissemination of Notice

The notice shall be widely distributed to all students, employees, applicants for admission and employment, and other relevant persons. The notice shall also be prominently displayed on the College's web site and at various locations throughout the campus, and must be included in publications of general distribution that provide information to students and employees about the College's services and policies. The notice should be available and easily accessible on an ongoing basis.

## X. Legal Sufficiency Review

The College shall ensure that sexual misconduct cases undergo an appropriate legal sufficiency review by counsel prior to any decision.

## XI. Record Keeping

The College shall maintain records of actions taken under this Policy, including, but not limited to, records of any reports of sexual misconduct, records of any proceedings or resolutions, and records of any sexual misconduct trainings (including, but not limited to,

lists of trainees, dates of training, and training content), and shall maintain such records in accordance with the College's Records Retention Schedule.

## Student Code of Conduct

### I. Policy Statement

A student's continuance at Cecil College depends not only upon his or her academic performance but also on his or her conduct. The College's jurisdiction and discipline shall be limited to conduct which adversely affects the Cecil College community and/or the pursuit of its objectives, whether on or off the college premises. The goals of Cecil Colleges Student Code of Conduct are to:

- A. Protect the relative rights of all students;
- B. Adjudicate student behavioral problems in an effective, equitable, and educational manner;
- C. Facilitate and encourage respect for campus governance; and
- D. Enable students to learn from their experiences, to foresee consequences of behavior, and to avoid behaviors that would violate ethical and moral standards.

### II. Rationale

These Student Code of Conduct Procedures are designed to protect the college community through the imposition of discipline within the college setting. Reasonable efforts will be made to foster the personal and social development of students who have been found responsible for violations of college policies or regulations.

### III. Inherent Authority

The College reserves the right to take necessary and appropriate action to protect the safety and wellbeing of the campus community. The Vice President for Student Services and Enrollment Management, has authority for all matters related to student discipline at the college. The Director of Student Life is the Vice President for Student Services and Enrollment Management's primary designee in all matters related to student discipline and this code. A substitute designee may be appointed in appropriate circumstances.

### IV. Interpretation of Procedures

Disciplinary procedures are written to provide students with notice of prohibited conduct. However, this code should be interpreted broadly and does not contain an exhaustive list of prohibited conduct. The Director of Student Life is responsible for interpreting and answering questions related to this code. To the extent this policy conflicts with the college's Sexual Misconduct policy, the Sexual Misconduct policy governs.

## **V. Standards of Due Process**

Students subject to disciplinary action will be entitled to an administrative conference as set forth in section XIII. The focus of inquiry in disciplinary proceedings is to determine the level of involvement and culpability of those accused of engaging in prohibited conduct. Deviations from prescribed procedures do not invalidate a decision or proceeding, unless significant prejudice to a respondent or the college is established. The College has discretion to modify these procedures.

## **VI. Violations of Law**

Students may be accountable under civil and criminal law – as well as to the college – for conduct that violates federal, state, and/or local laws. Ordinarily, disciplinary action at the college will advance while external proceedings are pending. Results of external proceedings do not control proceedings under this code.

## **VII. Jurisdiction**

This code covers prohibited conduct that occurs: (a) on college-owned, leased, or operated property; (b) at college-sponsored activities, whether on- or off- campus; and (c) while a student is doing business on behalf of the college. Where the college's interest is implicated, the Director of Student Life, or designee, will determine whether such conduct should be addressed pursuant to this code.

## **VIII. Scope**

The Student Code of Conduct applies to any person registered, accepted or enrolled in any course or program offered by any Cecil college including those who are not officially enrolled for a particular term but who have a continuing relationship with the College. The Colleges' jurisdiction and discipline shall be limited to violations of the Student Code of Conduct. The Student Code of Conduct prohibits activities that directly and significantly interfere with the colleges' (1) primary educational responsibility of ensuring the opportunity of all members of the community to attain their educational objectives; or (2) subsidiary responsibilities of

protecting the health and safety of persons in the campus community, maintaining and protecting property, keeping records, and other services, and sponsoring non-classroom activities such as lectures, concerts, athletic events, and social functions, whether the violation occurs on or off the college premises or inside or outside of the classroom. Such conduct or attempted conduct is forbidden.

## IX. Terms and Conditions

- A. Administrative conference: Meeting(s) between the Director of Student Life, or designee, and a student, or a representative of a student club/organization, accused of conduct prohibited under section IX.
- B. Advisor: An individual designated by a student or student club/organization charged with prohibited conduct (a “respondent”) to assist the student or student club/organization with the disciplinary process. The advisor may confer with the respondent before or during disciplinary proceedings, but may not speak on the respondent’s behalf before or during the disciplinary proceeding, and may not delay or disrupt the proceeding.
- C. Business day: Monday through Friday during administrative office hours of 8:00 a.m. to 4:30 p.m. unless the college is closed.
- D. College: Cecil College.
- E. College property: All real or personal property, electronics, land, buildings, or facilities that are owned, leased, used or operated by the college.
- F. College official: Any person employed by the college, performing assigned administrative or professional responsibilities.
- G. College-sponsored activity: Any activity on- or off- campus which is initiated, aided, authorized, or supervised by the college.
- H. Complainant: A person who submits a report alleging that a student committed prohibited conduct.
- I. May: Used in the permissive sense.
- J. Member of the college community: Any person who is a student or employee of the college, or a visitor on college property.
- K. Preponderance of the evidence: It is “more probable than not” that the prohibited conduct occurred.
- L. Policies: Includes all written board of trustees and college policies, procedures, rules and/or regulations.

- M. Respondent: A student or recognized student club/organization accused of conduct prohibited by this code.
- N. Student: An individual who is registered for any credit, noncredit, or continuing education course offered by the college for the current or a future term.
- O. Student club/organization: A group that has completed the process to be an official, recognized club/organization through the Student Life Office.

## **X. Prohibited Conduct**

- A. Knowingly or recklessly causing harm or threatening to cause harm to any person.
- B. Sexual misconduct or sexual harassment, including any sexual act or sexual contact, without consent (e.g., intercourse, oral sex, unwanted touching of an intimate part of another person, or an attempt of any of the above). For purposes of this policy, consent means an affirmative indication of a voluntary agreement to engage in the particular sexual act or conduct in question. Consent cannot be obtained through the use of force, threat, or intimidation. Consent cannot be given by someone who is intoxicated and/or incapacitated by drugs or alcohol or for any other reason so as to be unable to effectively communicate an unwillingness to consent or understand the nature of the conduct being engaged in. Silence on the part of the victim does not necessarily constitute consent. Each case will be judged on its particular facts.
- C. Harassment or intimidation such as physical or psychological harassment or abuse of any member of the college community or of any guest. Harassment is behavior that either is intended to, or actually does, inflict harm or emotional distress or provoke a violent reaction. Harassment may include use of racial, ethnic, sexual, religious, or personal slurs or epithets, or other threatening, intimidating, hostile, or abusive treatment of any person or group of persons in the college community.
- D. Misappropriating or misusing college funds or college property.
- E. Disrupting or obstructing the learning environment or any college activity.
- F. Abusing a person in any manner, including but not limited to, physical, verbal, sexual, threats, intimidation, bullying, and/or any conduct which threatens or endangers the health or safety of any person.
- G. Attempting theft or actual theft of college property, college services, or property of another person.

- H. Unauthorized recording of classroom discussions, presentations or images, including pictures of individuals or instructional materials, or unauthorized reproduction or uploading of such recordings to any web or online environment.
- I. Knowingly or recklessly causing damage to or destructing college property or the property of another, or threatening to cause damage or destruction to college property or the property of another person.
- J. Possessing stolen property on college property.
- K. Misusing or damaging fire safety equipment.
- L. Initiating, or causing to be initiated, any false report, warning or threat of fire, explosion or other emergency.
- M. Committing an act which potentially endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in an organization (hazing). The express or implied consent of the victim to such an act(s) shall not be a defense to a charge of misconduct. Inaction or no reporting by those in the presence of such an act(s) shall be considered an act of misconduct.
- N. Committing a serious criminal offense, which is an action that Maryland state law identifies as a felony and which indicates that the student constitutes a substantial and continuing danger to the safety or property of the college or members of the campus community.
- O. Failing to comply with a directive of a college official or law enforcement officer acting in performance of their duties.
- P. Unauthorized possession, duplication or use of keys or access devices to any college property, or unauthorized entry to, or use of, college property.
- Q. Illegally using, possessing, manufacturing, or distributing any drug or controlled substance or paraphernalia used for taking drugs.
- R. Using, possessing, manufacturing, or distributing alcoholic beverages, except as expressly permitted and authorized by the college in writing. Alcoholic beverages may not, in any circumstance, be possessed, used or distributed to or by any person under 21 years of age.
- S. Unlawfully being under the influence of alcohol or other drugs while on College property.

- T. Possessing a firearm (unless a government or college police officer authorized and required to carry a firearm), other weapons or explosives, or dangerous chemicals on college property.
- U. Intentionally furnishing false information to the college including soliciting, making, possessing, or using any forged, altered, or falsified identification on college premises, or at college sponsored activities; soliciting, making, possessing, or using any forged, altered, or falsified college document, on or off-campus.
- V. Abusing or interfering with the student conduct system.
- W. Participating in an unauthorized activity that disrupts the operations of the college and/or infringes on the rights of others.
- X. Obstructing the free flow of pedestrian or vehicular traffic on college property or at college sponsored or supervised functions.
- Y. Committing conduct that is disorderly, lewd or indecent; committing a breach of peace; or aiding, abetting or procuring another person to act in a disorderly, lewd or indecent manner, or to commit a breach of peace on college premises or at functions sponsored by, or participated in by, the college or members of the academic community.
- Z. Violating of any college policies, procedures, rules and/or regulations.
- AA. Violating of any federal, state or local law on college property or property used by the college.
- AB. Failing to comply with a disciplinary sanction imposed pursuant to this code.
- AC. Abusing a position of trust.
- AD. Leaving any child/children unattended on Cecil College property. (Child is defined as under the age of eighteen, who is not registered as a credit or continuing education student at the College.)
- AE. Unauthorized entry or attempted entry to any college facility without authority or against the will of the occupant or the individual in charge of the facility. Includes, but is not limited to, unauthorized use or occupation of any part of college property (e.g., gaining access to roofs or balconies or using a window as a means of entrance or exit) and unauthorized possession, duplication, or use of ID Card or keys to any college premises.
- AF. Soliciting another person to commit any offense(s), and/or attempting to commit any offense(s) mentioned in this code.

## XI. Interim Suspension

The Director of Student Life, or designee, may suspend a student for an interim period when there is reason to believe that the student's continued presence on college property poses a threat to the health and safety of the student or others, or impedes the normal operations of the college.

When the Director of Student Life, or designee, places a student on interim suspension, the student shall have the right to file an appeal with the Vice President for Student Services and Enrollment Management, or designee, challenging the appropriateness of the suspension. The appeal must be submitted in writing to the Vice President for Student Services and Enrollment Management within five (5) business days after the student learns of the suspension, and should explain why the suspension is inappropriate. The Vice President for Student Services and Enrollment Management, or designee, shall review the appeal and provide a written decision to the student who filed the appeal within five (5) business days. The Vice President for Student Services and Enrollment Management's decision is final on the issue of the interim suspension.

## **XII. Disciplinary Sanctions**

The following sanctions may be imposed upon any respondent found to have committed conduct prohibited under this code. More than one sanction may be imposed for a single violation.

- A. Verbal reprimand: The student is informed of the inappropriateness of the behavior; further violations will result in the creation of a disciplinary record pursuant to this code.
- B. Written warning: The student is placed on notice that further prohibited conduct may result in more severe disciplinary action.
- C. Disciplinary probation: A designated period of time, stated in writing, during which, if the respondent is found to commit additional prohibited act(s) of misconduct, more severe disciplinary sanctions may be imposed.
- D. Loss of privileges: Documented denial of any privilege for a designated period of time.
- E. Restitution: Compensation to the victim for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
- F. Assignments/services: Including, but not limited to, essays, service to the college, letters of apology, conferences, mediation, or other reasonable assignments or services.
- G. Order of no contact/access: A written order specifying the forms of contact that are prohibited, with whom, the areas where access is limited and the period of time the order shall be effective.



- H. Withholding academic credentials: The College may withhold academic credentials or transcripts otherwise earned until the completion of any matter initiated against a respondent under these procedures.
- I. No-Trespass Order: Prohibits an individual from all property owned, leased or operated by the college as well as college-sponsored activities.
- J. Disciplinary suspension: Separation from the college for a definite or indefinite period of time, after which the respondent is eligible to re-enroll. The suspension will be communicated in writing and conditions for re-enrollment specified. Students serving disciplinary suspension are barred from all college property for the duration of the suspension.
- K. Expulsion: Permanent separation from the college. During an expulsion, the respondent shall be prohibited from coming onto any college property.
- L. Revocation of admission and/or degree or certificate: Admission to, or a degree awarded from the college may be revoked and rescinded for fraud, misrepresentation or other act(s) of misconduct in obtaining admission and/or a degree or certificate.
- M. Other appropriate action: Where applicable, the adjudicating body may impose any sanction deemed necessary to remedy the effects of the prohibited conduct.

### **XIII. Disciplinary Procedures**

#### **Complaints of Prohibited Conduct**

- A. Any member of the college community may file a complaint concerning conduct proscribed by this code. Complaints must be filed within 15 business days after the individual learns or should have reasonably learned of the alleged misconduct. If a complaint is not filed within the prescribed time, it will be deemed waived. However, similar misconduct may be considered pursuant to this code even if a complaint pertaining to those similar acts was not timely filed.

- B. No later than five (5) business days after receipt of a complaint, the Director of Student Life, or designee, shall initiate an investigation. The accused student must receive notice of the investigation and be advised of the need to schedule a preliminary interview. The accused will also be informed of the charge and the identity of the complainant. For purposes of this code, written communication must be delivered by regular, certified mail, college-issued electronic mail, or such other method as may be reasonable to provide the student with timely communications. This investigation must include communication with the complainant, respondent and material witness(es), if any, and a review of any relevant documents.
- C. If there is not a sufficient factual basis to substantiate the alleged misconduct, in the sole discretion of the Director of Student Life, or designee, no further action pursuant to this code will take place, the case shall be closed, and all parties notified.
- D. If a sufficient factual basis exists to substantiate the allegations of prohibited conduct, in the sole discretion of the Director of Student Life, or designee, then the accused student must be notified in writing of the intention to take action under the Code, and the charges to be pursued.

#### **XIV. Deferral of Proceedings**

The Director of Student Life, or designee may, at their sole discretion, defer an investigation and the disciplinary proceedings for alleged violations of this code for a period not to exceed 60 calendar days. Pending charges may be dismissed during or upon completion of the deferral period, in the Director of Student Life's, or designee's, sole discretion, depending upon the respondent's behavior and compliance with measures that may be required during the deferral period.

#### **XV. Administrative Conference**

## A. Notice of Administrative Conference

1. Within five (5) business days of the determination of sufficient cause to substantiate an allegation of misconduct, the Director of Student Life, or designee, will schedule a date for an administrative conference and notify the respondent of the conference date, time and location. For purposes of this section, delivery means hand-delivery, U.S. mail, certified, or electronic mail.
2. The notice will inform the respondent of the specific provisions of the code he/she has been alleged to have violated, the date, time and location of the conference, and the procedures that are applicable throughout the process.
3. The date and time of the conference will take into consideration the respondent's academic schedule. However, the seriousness of the allegations will take precedence concerning the conference scheduling. Any request to reschedule the conference by the respondent will be made to the Director of Student Life, or designee, 24 hours prior to the scheduled date of the conference. Requests not made in a timely manner will not be considered.
4. Failure to attend a scheduled administrative conference (unless the respondent has previously notified the Director of Student Life or designee) will result in a decision being made in the absence of the respondent.

## B. Administrative Conference Procedures

1. The administrative conference will provide the opportunity for the Director of Student Life, or designee, to outline the allegations to the respondent, and share all relevant information (charging party, witnesses and documents) he/she presently has regarding the allegations. Respondent will have an opportunity to address the allegations and provide information relevant to the allegations or defense of same.
2. At the conclusion of the administrative conference, based on the investigation conducted and information gathered, the Director of Student Life, or designee, will determine, using a preponderance of the evidence standard, whether the respondent engaged in conduct prohibited under section IX.
3. If there is not a sufficient factual basis to substantiate that the student engaged in prohibited act(s), in the sole discretion of the Director of Student Life, or designee, no further action under these procedures will occur, the case will be closed, and the complainant and respondent will be notified of this determination.
4. If there is a sufficient basis to substantiate that the student committed the prohibited act(s), in the sole discretion of the Director of Student Life, or designee, the student will be found responsible for the corresponding charge(s) outlined in the section X and determine the sanction to be imposed. The student will be notified, in writing, of the findings and sanction as soon as reasonable possible.

## XVI. Appeals

- A. Right of Appeal: In cases in which either suspension or expulsion is deemed an appropriate sanction, the Respondent shall be informed of the right to petition the Vice President for Service Services and Enrollment Management for relief from a determination made during an Administrative Conference.
- B. Grounds for Appeal: An appeal of a judgment rendered under these procedures may be based on the insufficiency of evidence, or severity of sanctions. There may be no other basis for an appeal.

C. Appeal Petition: An appeal petition must be filed in writing to the Vice President of Student Services and Enrollment Management, within five (5) business days after the Respondent received notice of sanctions imposed by the Director of Student Life, or designee. Email is presumed received the date on which it was sent. If the request is not received within that time, the sanction of suspension or expulsion shall stand. The petition must consist of a detailed written statement specifying the precise grounds for appealing and detail the supporting facts. The petition must be signed by the responding student or sent using the respondent's college issued email account.

1. For the purpose of evaluating the severity of sanctions, the Vice President of Student Services and Enrollment Management, or designee, will consider only the evidence contained in the record made during the administrative conference. The Vice President must uphold the determination if there is a reasonable basis for the sanction imposed, and if not, will impose a more appropriate sanction.
2. For purposes of evaluating the sufficiency of evidence, the Vice President of Student Services and Enrollment Management, or designee, will consider only the evidence contained in the record made during the administrative conference, and will uphold the determination provided there is a reasonable basis for a finding of responsible based on a preponderance of the evidence as defined in section VIII.

D. Appellate Procedures: The hearing on appeal is closed to the public. Only persons providing relevant information will be permitted to participate. In the course of the proceedings, the Vice President of Student Services and Enrollment Management, or designee, will ask questions, and will permit the respondent to outline the grounds for appeal. The Director of Student Life, or designee, will address the merits of the appeal on behalf of the college and respond to any questions. At the conclusion of the proceeding, the Vice President will make a decision and, within a reasonable amount of time, communicate that decision to the student.

## **XVII. Disciplinary Files and Records**

Access to any student's disciplinary or other records is governed by the provisions of the Family Educational Rights and Privacy Act of 1974. Authorized, identified college officers, faculty members or the student will have access to disciplinary records. Results of disciplinary proceedings for alleged violations of this code will be disclosed to the charging party if the prohibited conduct involves the use, or attempted use, or threatened use of physical force or harm against the person or property of another. Student disciplinary records maintained in the office of the Director of Student Life will be accorded the same protection and guaranteed confidentiality as those in college administrative offices.

Referrals to the Director of Student Life may result in a disciplinary file being created in the name of the Respondent. The file of a student found responsible of a violation will be retained as a disciplinary record for six years from the date of the letter providing notice of final disciplinary action. In cases of expulsion, revocation or withholding of degree, the record will be retained in perpetuity. In cases where the accused student withdraws from the college, the record will be maintained permanently.

## **XVIII. Student Rights and Responsibilities**

### **A. Unlawful Discrimination.**

Right: No student shall be subject to unlawful discrimination on the grounds of age, ethnicity, national origin, gender, sexual orientation, or disability in any activity sponsored by the college on or off the college grounds.

Responsibility: Students shall not engage in unlawful discrimination against other students or faculty members. Every student shall treat all members of the college community with respect and courtesy.

### **B. Freedom of Expression and Inquiry.**

Right: Students have First Amendment rights to freedom of expression and inquiry. Such freedom is protected in order to build a community dedicated to the pursuit of truth, grounded in respect for diversity and civil discourse.

Responsibility: Students must express themselves in a civil and lawful manner that does not materially or substantially disrupt the operation of the college, or interfere with the rights of others.

### **C. Academic Integrity.**

Right: Students have the right to expect a learning environment where academic integrity is valued and respected.

Responsibility: Students are responsible for demonstrating academic integrity and shall not engage in or condone acts of academic dishonesty

#### D. Freedom of Association.

Right: Students have the right to freedom of association.

Responsibility: Students are responsible for respecting the rights of others to freedom of association. When assembling and expressing their views, students must do so in a manner which does not materially or substantially disrupt the educational process or the operations of the college.

#### E. Freedom from Arbitrary and Capricious Grading.

Right: Students have the right to be free from arbitrary or capricious grading, and to seek appropriate review of legitimate grievances, as specified in college regulations.

Responsibility: Students are responsible for achieving reasonable standards of performance and behavior established for each course.

#### F. Right to Privacy.

Right: Students have rights to privacy, inspection and challenge of their educational records, as provided by the Family Educational Rights and Privacy Act of 1974.

Responsibility: Students have responsibility to respect the established privacy rights of others, including the privacy of educational records belonging to other students.

#### G. Freedom of the Press.

Right: Students may publish news and commentary in accordance with established First Amendment standards.

Responsibility: Students may not misuse college property (including computer resources) or the college name for unauthorized purposes. Students are responsible for adhering to pertinent state and federal law, including laws regarding defamation, obscenity, copyright infringement, invasion of privacy, prohibited harassment, ethnic intimidation, and threats of violence. Students shall adhere to established standards of journalistic ethics, including a commitment to honest reporting, and a responsibility to allow diverse views to be heard.

#### H. Freedom of Speech.

Right: Students have the right to express their views on matters affecting college life, in accordance with established procedures for campus governance.

Responsibility: Students have the responsibility to encourage a diversity of views, and to follow democratic procedures designed to create a climate of reasoned discourse and action.

#### I. Freedom from Harassment.

Right: Students have the right to be free from unlawful intimidation or coercion, including sexual harassment.

Responsibility: Students are responsible for respecting the rights of others to be free from unlawful intimidation or coercion, including sexual harassment.

## 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.

## Student Grievance Policy (Grade Appeal)

### 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 judgment of the instructor. The College administration will not attempt to substitute his/her judgment 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.

## Procedure

### 1. Grievances

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 not be resolved at the conference with the instructor, the student will also hold a conference with the Director of the program or the Department Chair. Unless an appeal has been initiated, grades become final sixty (60) days after the last day of each semester.

b. Non-Academic Grievances: Students wishing to appeal non-academic matters, should first confer with the faculty or staff member involved.

2. Should no solution be reached in Step 1, the student, within 10 working days after the outcome of the conference has been determined, should contact the appropriate Dean or supervisor 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 appropriate Dean in Academic Programs. All other issues should be directed to the appropriate supervisor in Student Services.

3. The appropriate Dean or supervisor will gather and analyze appropriate information. Should the Dean or supervisor 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 Student Services and Enrollment Management(SSEM)—selected by the appropriate Dean in Academic Programs or the Vice President of SSEM) 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 Dean or supervisor based on the facts that have been gathered.

4. Within 10 working days after completing the investigation, the Dean or supervisor will, by registered mail, notify the student of his/her decision.

5. The decision of the Dean or supervisor is 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.

## Title IX

Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. Sec. 1681, et seq., and its implementing regulations, 34 C.F. R. Part 106, is a federal law that prohibits discrimination on the basis of sex in any federally funded program or activity. In compliance with Title IX, Cecil College prohibits sex discrimination, inclusive of sexual harassment and sexual assault.

An individual who wishes to report a concern or complaint relating to discrimination or harassment may do so by contacting the College's Title IX coordinator:

### **Dr. Kimberly Joyce**

Vice President of Student Services and Enrollment Management  
Cecil College  
One Seahawk Drive  
North East, MD 21901  
(410) 287-1022

The Title IX coordinators can provide information regarding both informal dispute resolution processes and formal complaint options.

Individuals with complaints of this nature also have the right to file a formal complaint with the United States Department of Education:

### **Office for Civil Rights (OCR)**

400 Maryland Avenue, SW

Washington, DC 20202-1100

Customer Service Hotline #: (800) 421-3481

Facsimile: (202) 453.6012

TDD#: (877) 521.2172

Email: [OCR@ed.gov](mailto:OCR@ed.gov)

Web: <http://www.ed.gov/ocr> (*<http://www.ed.gov/ocr>*)

## Tobacco Free Policy

### Policy

Cecil College is dedicated to promoting a healthy and productive environment for students, faculty, staff, visitors, contractors, and guests. The Tobacco-Free Campus Policy is intended to reduce the health risks associated with smoking and secondhand smoke, demonstrate best healthcare practices, and promote a campus culture of wellness. Smoking and all uses of tobacco products shall be prohibited from all Cecil College owned and leased properties and facilities, including but not limited to parking lots, courtyards, entrance and exit ways, vehicles, sidewalks, common areas, grounds, and athletic facilities. Use of any tobacco product in College owned or leased vehicles is also prohibited. For purpose of this policy, tobacco use is defined as any lighted or unlighted cigarette, cigar, pipe, or smoking product (including smokeless tobacco and electronic cigarettes) in any form.

### Procedures

The effectiveness of the Tobacco-Free Campus Policy depends on the consideration and cooperation of the entire college community including both tobacco users and non-tobacco users. It is the responsibility of the college community, as well as visitors to the college, to observe the policy and to refrain from using tobacco and smoking products on campus.

Employees and students who violate the Tobacco-Free Campus Policy will be reminded that there is a College policy against using tobacco products on campus. Information will be made available regarding the tobacco free policy including options for cessation assistance should they be interested.

## Victims of Human Trafficking

Refer to Victims of Human Trafficking Tuition Waiver (*<https://www.cecil.edu/catalog/tuition-fees#HumanTraffickingVictims>*).

# Staff & Faculty (Full-Time)

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Attended University of Delaware,

Johns Hopkins University,

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**S. Dell Foxx (1990-2015)**

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Virginia-Maryland Banking School



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B.A., Washington College

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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

**Paul F. Bauer**

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

**George E. Bell**

English

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**

Music and Education

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**

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

**Nancy Cannon**

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

**William Charlton (Deceased)**

Chemistry  
B.A., California (PA) State College  
M.S., Syracuse University  
Hopkins Fellow in Community and Organizational Systems

**Kristi A. Eisenberg**

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

**Dennis W. Fabella**

English  
B.A., University of Richmond  
M.A.T., University of Florida

**Bonnie Giraldi**

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

**James P. Herman**

Mathematics  
B.S., State University of New York at Fredonia

M.S., State University of New York at Fredonia  
Additional graduate studies, University of Delaware

**Frederick McDonald**

History

B.A., Salisbury State College

M.A., Washington College

Additional graduate studies, Towson University, Loyola College, University of Delaware and Goucher College

**Carroll B. Mitchell**

Psychology

B.A., George Washington University

M.Ed., University of Maryland

Postgraduate studies, Southern Illinois University and University of Maryland

**George B. Prettyman, Sr. (Deceased)**

B.A., University of Delaware

M.A., University of Delaware

**Carol Roane**

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

**William P. Short**

History

B.A., Washington College

M.A., University of Massachusetts-Amherst

**George Thomas Wilhide**

Psychology and Physical Education

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

**Carol A. White (Deceased)**

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

## Full-time Faculty and Administrative Staff

**William Barrett**

Professional Driving Field Lead Instructor

**John Beck**

Executive Director of Cecil College Foundation

B.A., Washington College

M.A., SUNY Binghamton University

**Wayne Beckles**

Associate Professor of Social Work

B.S.W., Stony Brook University

M.S.W., University of Chicago

Ed.D., Morgan State University

**Susan M. Bernadzikowski**

Professor of English

English Department Chair

B.A., Otterbein College

M.A., Ohio State University

Additional graduate studies: Louisiana State University, University of Delaware and  
Pennsylvania State University.

**Kelsey Bianca**

Assistant Professor I, Social Sciences

B.S., Lynchburg College

M.A., Washington College

**Ashley Biasucci**

Executive Assistant to the Vice President of Community and Government Relations & College

Advancement

B.S., Towson University

**Brandie Biddy**

Assistant Professor of Mathematics

A.S., Cecil College (Mathematics)

A.S., Cecil College (Physics)

B.S., Towson University

M.S., Johns Hopkins University

**JoEllen Brackin**

Academic Advisor

B.S., University of Delaware

M.Ed., Wilmington University

**Margaret J. Brumit**

Executive Assistant to the Vice President of Finance

A.A., University of Delaware

**Melissa L. C. Burke**

Assistant Professor of Biology

B.S., Towson University

M.A.T., University of Maryland

**Sheena L. Butler**

Academic Advisor

B.S., Cheyney University of PA

M.S., West Chester University of PA

**John Capozzoli**

Chief of Public Safety

**Colleen M. Cashill**

Executive Director of Human Resources

B.A., University of Missouri-Kansas City

M.A., Webster University

**Christopher Castillo**

Associate Professor of Math

Ph.D., University of Delaware

**Mayra Castillo**

Assistant Director of Financial Aid  
B.A., Chestnut Hill College  
M.A., LaSalle University

**Maria Cintron**

Coordinator of Transportation

**John L. Climent**

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

**Jack D. Cohen**

Assistant Professor, Social Sciences  
Social Sciences Department Chair  
B.S., West Virginia University  
M.Div., Palmer Theological Seminary (Eastern Baptist)

**Dann Combs**

General Manager, Milburn Stone Theatre  
A.A., Cecil College  
B.A., University of Maryland

**Jonathan Cone**

Assistant Professor of Visual Communications  
B.F.A., Edinboro University of Pennsylvania  
M.F.A., Rochester Institute of Technology

**Andrew Coston**

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

**Allison Cox**

Academic Advisor  
B.S., Towson University

**Melissa D'Agostino**

Instructional Librarian

B.A., Bucknell University  
M.L.I.S., Kent State University

**Lisa Daley**

Assistant Manager, Accounts Receivable  
A.A., Goldey-Beacom College  
B.A. Notre Dame of Maryland University

**Lauren Dawson**

Assistant Professor of Nursing  
A.S., Cecil College  
B.S., West Chester University of Pennsylvania  
B.S.N., Wilmington University  
M.S.N., Wilmington University  
Post Master's Certificate Wilmington University

**Miles Dean**

Dean, Career and Community Education  
B.A., University of South Carolina-Upstate  
M.Ed., Wilmington University

**Amanda Demers**

Librarian of Acquisition and Cataloging  
B.A., Hartwick College  
M.S.L.I.S., Syracuse University

**J. Andrew Dickenson**

Professor of Music/Performing Arts Coordinator  
B.M., Peabody Institute of the Johns Hopkins University  
M.M., Mannes College, The New School for Music

**Meredith Cole Dillenger**

Assistant Professor of Biology  
B.S., Delaware Valley University  
M.Ed., Cabrini University

**Mark Donohue**

Assistant Professor of Art  
A.A., Gloucester County College  
B.A., Rutgers University  
M.F.A., University of Delaware

**Veronica Dougherty**

Dean of Sciences, Technology, Engineering, and Math  
Sciences and Engineering Department Chair  
B.S., The City College of New York  
M.S., University of Connecticut  
Ph.D., University of Connecticut

**Tiffany Dowell**

Career Development Officer  
A.A.S., Cecil College  
B.A., Notre Dame of Maryland University  
M.A., Notre Dame of Maryland University  
Doctoral studies, Notre Dame of Maryland University

**Allan Drach**

Assistant Professor of Mathematics  
B.A., Holy Family University  
M.A., Villanova University

**Christy Dryer**

Vice President of Academic Programs  
B.S.N., Indiana University of Pennsylvania  
M.S.N., University of Delaware  
D.N.P., University of Maryland  
Certified Nurse Educator, National League of Nursing

**Tina Durborow**

Director of Transportation Training  
B.S., University of Delaware  
M.S., Capella University

**Edward Durham**

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

**Anne E. Edlin**

Professor of Mathematics  
B.A., University of York, England



M.A., Temple University  
Ph.D., Temple University

**Jon Esser**

Dean of the Arts, Humanities, and Commerce  
BFA Purchase College, SUNY  
MFA Brooklyn College, CUNY

**Tricia M. Evans**

Practicum Coordinator/Medical Assistant Program/Phlebotomy Instructor  
B.S., Arcadia University  
Registered Medical Assistant/Certified Phlebotomist/Certified Cardiovascular Technician

**Brooke Fisher**

Assistant Director of Athletics & Sports Information  
B.S., Millersville University  
M.Ed., Millersville University

**Lauren Fleck**

Human Resources Generalist  
B.A., University of Delaware  
M.P.A., John Jay College of Criminal Justice

**Carolyn Fletcher**

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

**Colleen Flewelling**

Associate Dean for Academic Assessment & Development  
B.A., The College of Wooster  
M.A., University of Iowa  
Ph.D., Duquesne University

**Adele P. Foltz**

Associate Professor of Business  
B.S., University of Delaware  
M.B.A., Wesley College

**Melanie Ford**

Research Analyst  
A.A., College of St. Joseph

B.S., University of Massachusetts

M.A., University of Exeter

**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.N., University of Maryland

M.S., University of Maryland

Graduate studies, Virginia Commonwealth University

Credentialed as an Advanced Practice Nurse in Psychiatric Nursing by the American Nurses Credentialing Center

**Christopher Scott Gaspare**

Assistant Professor of English

A.A., Cecil College

B.A., University of Delaware

M.A., Washington College

**Shirley Gharbin**

Associate Professor of Nursing

B.S.N., College of New Rochelle

M.S.N., Wilmington University

Ed.D., Wilmington University

Board Certified in Gerontology and Adult Progressive Care

**Diena Gischel**

Director of Advising

A.A.S., Cecil Community College

B.S., Wilmington University

M.B.A., Wilmington University

**Brandon Gorin**

Assistant Technical Director & Shop Forman, Milburn Stone Theatre

**Barry Gorrell**

Visual Communications Program Lab Coordinator  
B.A., Dickinson College

**Vanessa Gray**

Networking Support Coordinator  
Industrial Electronics/Computer Repair Certificate

**Turquoise Grinnage**

Financial Aid Advisor / VA Certifying Official  
A.A. Strayer University  
B.S. University of Maryland University College

**Cheryl Hall**

Career Placement Coordinator  
B.S., North Carolina State University  
M.A., Argosy Professional School of Psychology

**Sherry Hartman**

Executive Assistant to the President

**Richard Haubert**

Public Relations Coordinator  
B.A., Lock Haven University

**Amy Henderson**

Director of Marketing & Communication  
A.A., Wesley College  
B.A., Wesley College  
M.A., West Chester University

**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**

Accounting Manager/Special Funds and Disbursements

B.S., Goldey-Beacom College

**Holly Hudnall**

Coordinator, The Writing Center

B.A., Western Kentucky University

M.A., Western Kentucky University

**Robyn Hunt**

Coordinator of Disability and Support Services

B.S., Manchester College

M.S.W., University of Wisconsin- Milwaukee

Certificate of Nonprofit Management, University of Wisconsin-Milwaukee

Licensed Clinical Social Worker, State of Maryland

**Tanya Jackson**

Associate Professor of Engineering

M.S., Florida International University

**Adam Jacono**

Assistant Professor of Visual Communications

B.F.A., Kutztown University of Pennsylvania

M.F.A., East Carolina University

**Michael Jerome**

Admissions Officer

A.A., Community College of Baltimore County

B.S., University of Baltimore

M.S., Stevenson University

**Caleb Johnson**

Data Analyst

B.S., Stevenson University

**Carol Joines**

Accounting Manager, Payroll, Reporting and Internal Control

A.A., Cecil Community College

B.S., Liberty University

**Jenel Jones**

Executive Assistant to the Vice President of Student Services & Enrollment Management

A.S., Cecil College

B.S., Salisbury University

B.S., University of Maryland Eastern Shore

**Kimberly Joyce**

Vice President of Student Services & Enrollment Management

B.A., Rutgers University

M.A., Rowan University

Ed.D., Rowan University

**John Kelleher**

Assistant Professor of History

B.A., Drew University

M.A., Indiana University

**Scott Kleckner**

Assistant Professor of Criminal Justice

**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

**Vincent Knight**

Network Administrator

A.S., DeVry University

**Daniel Krukosky**

Director of Arts and Communications

A.A.S., Cecil Community College

B.S., Wilmington University

M.S., Wilmington University

**Mark Krysiak**

Business Lectureship

B.S., University of Maryland University College

M.B.A., University of Baltimore

**Amrutha “Prameela” Kuraguntla**

Professor of Biology

B.S., Andhra University

M.S., Andhra University

M.S., University of Minnesota

Ph.D., University of Minnesota

**Carlos Lampkin**

Assistant Professor of Business

B.S., Fort Valley State University

M.B.A., Wilmington University

**Aubrie O. Lawler**

Director of Fitness and Wellness

Health and Physical Education Department Chair

B.S., Salisbury University

M.S., University of Delaware

**Deborah Layton**

Assistant to the Vice President of Academic Programs

A.S., Goldey Beacom College

B.S., Wilmington College

**Elizabeth Leavy**

Assistant Professor of Mathematics

B.S., Stockton University

M.A.S., Rutgers University

Certification, University of Delaware

**Jennifer Levi**

Professor of English

B.A., Towson University

M.A., University of Delaware

Ph.D., University of Delaware

**Betsy Lieske**

Accounts Receivable Accountant

B.S., Pennsylvania State University

**Thomas Lofland**

Director of Workforce Development

A.A., Godley Beacon College  
B.A., Towson State University  
Certification, Graduate of Commercial Lending Program, University of Virginia, Darden Business School  
Certification, Maryland School of Banking, University of Maryland  
Certification, Graduate School of Banking, Louisiana State University

**Diane Loomis**

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

**Laurie Slifer Lopez**

Creative Services and Publications Coordinator  
B.F.A., Beaver College

**Katherina Magaña**

Technical Director  
B.A., Mississippi University for Women

**Alicia Markey**

Design and Multimedia Marketing Coordinator  
B.S., Drexel University  
M.S., Wilmington University

**Shawn Markey**

Director, Lifelong Learning  
B.S., Drexel University  
M.S., Drexel University

**Taylor Minderlein**

Athletic Trainer  
B.S., Towson University  
M.S., West Virginia University

**Andrew Mitchell**

Artistic Director  
B.A., University of Delaware

**Courtney Mitchell**

Assistant Director of Records and Registration

B.S., Salisbury University  
M.B.A., Wilmington University

**Mary Moore**

Development Coordinator  
A.S., Cecil College

**James Morgan**

Associate Professor of Computer Science  
B.S., Shippensburg University  
M.S., Aspen University  
Ph.D., Capella University

**Barbara Morton**

Coordinator of Skills Assessment, Tutoring Center and Testing Center  
A.A., Cecil College  
A.S., Cecil College  
B.A., Western Governors University

**Kimberly Noddin**

Science Lab Coordinator  
B.S., University of Wisconsin – Stout

**Nancy Norman-Marzella**

Dean, Health and Human Sciences  
B.S.N., Salisbury State University  
M.S.N./P.N.P.-O.N.C., Widener University  
Additional Studies: Walden University Doctor of Nursing Practice program

**Donna Norris**

Bursar  
B.S., Wilmington University

**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



**Clarence Harlan Orsi**

Associate Professor of English

B.A., Brown University

Ph.D., University of Nebraska-Lincoln

**Susan Price**

Director, Instructional Technology

A.A., Cecil Community College

B.S., Wilmington College

M.B.A., Wilmington University

M.I.S.T., Wilmington University

**Amanda Pringle**

Program Specialist, Workforce Development

B.S., University of Delaware

**Tammy Rapposelli**

Program and Event Coordinator, Lifelong Learning

A.A., Cecil Community College

**Melissa Redfield**

Production Manager, Milburn Stone Theatre

B.A., Franciscan University

**Rhonda Roxanne Rash**

Assistant Director 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

N.D., Clayton College of Natural Health

**Daniel Roman**

Assistant Professor of Health, Fitness and  
Exercise Science

B.S., Washington Adventist University

M.S., California University of Pennsylvania

**Ebony Roper**

Associate Professor of Chemistry

B.S., Lincoln University

Ph.D., Howard University  
Post Doctoral Fellow, NOAA Center for Atmospheric Sciences

**David Schirling**

Coordinator, Truck Driver Training

**Dale Schultz**

Associate Professor of Engineering  
Ph.D., Massachusetts Institute of Technology (MIT)

**Jennifer Scott-Greenfield**

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

**Paul Servary**

Senior Programmer Analyst  
B.S., University of Baltimore

**Kim Sheppard**

Professor of Mathematics  
Mathematics Department Chair  
B.S., Roanoke College  
M.S., Clemson University  
Additional Studies: Certificate in Epidemiological and Biostatistical Principles, Drexel University; Graduate Studies, Penn State University, UCLA.

**Catherine Q. Skelley**

Director of Student Life  
B.A., University of Delaware  
M.P.A., University of Delaware

**Deanna Smith**

Academic Coordinator of Clinical Education  
MPT, University of Maryland

**Amanda Solecki**

Director of Financial Aid  
A.S., Brookdale Community College

B.S., Montclair State University  
M.Ed., Capella University  
Post graduate certificate, Capella University

**Melody M. Stanhope**

Director of the Physical Therapist Assistant Program  
A.S., Howard Community College  
B.S., University of Maryland  
D.P.T., Simmons College  
APTA Credentialed Clinical Instructor

**Meredith Lutz Stehl**

Professor of Sociology and Psychology  
B.A., Washington College  
M.S., Drexel University  
Ph.D., Drexel University  
Additional Studies, residency: A.I. duPont Hospital for Children. Postdoctoral Fellowship:  
Children's Hospital of Philadelphia, University of Pennsylvania

**April Stern**

Assistant Director of Academic Advising  
B.S., Slippery Rock University  
M.S., Murray State University

**Debra Stevens**

Instructional Specialist, Adult Education  
A.S., Goldey Beacom College  
B.S., Goldey Beacom College  
M.B.A., Wilmington University

**C. Dan Stoicescu**

Director of Institutional Research  
B.A., University of Bucharest (Romania)  
Ph.D., the Pennsylvania State University  
Fulbright Scholar, Institute of International Education (Washington, D.C.)

**S. Tomeka Swan**

Registrar  
B.A., Rutgers University

M.Ed., Wilmington College  
Ed.D., Morgan State University

**Allison Symonds**

Professor of English  
B.A., University of Minnesota Duluth  
M.A., University of Delaware  
Additional Graduate Studies, University of Delaware

**Chris Ann Szep**

Vice President of Community and Government Relations & College Advancement  
B.S., Virginia Tech  
M.S., Wilmington College

**Nathanael R. Tagg**

Associate Professor  
B.A., Northwestern College  
M.A., University of Nebraska Omaha  
M.F.A., Rutgers University

**Daniel Thompson**

Vice President of Finance  
B.S.B.A., Shippensburg University  
M.B.A., University of Delaware

**Joseph Torre**

Web Developer  
B.F.A., University of North Florida

**Lauren Vanni**

Professor of Art and Art and Design Coordinator  
B.F.A., Arcadia University  
M.Ed., Arcadia University  
M.F.A., University of Delaware  
Art Education Teaching Certificate, Arcadia University

**Nancy Vinton**

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

**Candace Vogelsong**

Associate Professor of Business

Business and Computer Information Systems Department Chair

B.S., Salisbury State University

M.B.A., Wilmington College

M.S., Wilmington University

**Joyce Wagoner**

Director, IT Operations

A.A., Cecil College

B.S., Wilmington University

**Richard Walbeck**

Captain, Department of Public Safety

A.A., Cecil College

**Scott Walton**

Assistant Professor of Business

B.A., Washington College

M.B.A., Loyola University

D.B.A., Wilmington University

**Christine Warwick**

Assistant Professor of Biology

Department Chair of Sciences and Computer Science

B.S., University of Delaware

M.S., University of Saint Joseph

Graduate Certificate in Emerging Infectious Diseases, University of Saint Joseph

**Machele Washok**

Financial Aid Advisor / VA Certifying Official

Accounts Receivable Accountant

B.A., Saint Leo University

**Ashley Weber**

Admissions Officer

B.A., University of Delaware

M.Ed., Wilmington University

**Kathleen Weiss**

Assistant Professor of English

B.A., Rutgers University

M.A., Rutgers University

**Craig Whiteford**

Controller

B.S., Pfeiffer University

**Jacqueline Wilson**

Assistant Professor of Computer Science

ALM, Harvard University

**Gail Wyant**

Professor of Physics, Engineering and Geosciences

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

**Kathleen York**

Program Specialist, Healthcare Careers

B.A., Dallas Baptist University

# Catalog Addendum

This addendum lists programs of study and college policies that are new (+) or have been updated (↻) after August 25, 2018.

## Programs of Study

### Degrees

**+ Agricultural Sciences with Areas of Concentration (Associate of Applied Science)**

(<https://www.cecil.edu/catalog/addendum/new-program-agriculture-with-areas-of-concentration-associate-of-science>)

**+ Communication Studies (Associate of Arts)** (<https://www.cecil.edu/catalog/addendum/new-program-communication-studies-associate-of-arts>)

**↻ Computer Science – Programming (Associate of Applied Science)**

(<https://www.cecil.edu/catalog/addendum/updated-program-computer-science-programming-associate-of-applied-science>)

**↻ Criminal Justice (Associate of Applied Science)** (<https://www.cecil.edu/catalog/addendum/updated-program-criminal-justice-associate-of-applied-science>)

**↻ Cybersecurity (Associate of Applied Science)** (<https://www.cecil.edu/catalog/addendum/updated-program-cybersecurity-associate-of-applied-science>)

**+ English (Associate of Arts)** (<https://www.cecil.edu/catalog/addendum/new-program-english-associate-of-arts>)

**↻ General Studies (Associate of Arts)** (<https://www.cecil.edu/catalog/addendum/updated-program-general-studies-associate-of-arts>)

**+ Geosciences with Areas of Concentration (Associate of Science)**

(<https://www.cecil.edu/catalog/addendum/new-program-geosciences-with-areas-of-concentration-associate-of-science>)

**↻ Mathematics (Associate of Science)** (<https://www.cecil.edu/catalog/addendum/updated-program-mathematics-associate-of-science>)

**↻ Secondary Education (Associate of Arts)** (<https://www.cecil.edu/catalog/addendum/updated-program-secondary-education-associate-of-arts>)


## Physical Therapist Assistant (Associate of Applied Science)

*(<https://www.cecil.edu/catalog/addendum/updated-program-physical-therapist-assistant-associate-of-applied-science>)*

## Certificates

 Programming (*<https://www.cecil.edu/catalog/addendum/updated-program-programming-certificate>*)

## Policies

 General Education - Student Learning Outcomes

*(<https://www.cecil.edu/catalog/addendum/updated-policy-general-education-student-learning-outcomes>)*

 Student Sexual Misconduct Policy (*<https://www.cecil.edu/catalog/addendum/updated-policy-student-sexual-misconduct-policy>*)



# Disclaimer

The information in this catalog applies to the current academic year. 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.

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