2024-2025 Catalog

Welcome to Cecil College's 2024-2025 academic year!

Congratulations on making the commitment to furthering your education and empowering yourself and your family. Whether you attend virtually or in-person, you will learn in a supportive environment designed for your academic and personal success. Student achievement is a high priority at Cecil College, and we are here to support you in making your success a reality.

Cecil College is known for its outstanding faculty and staff, each dedicated to supporting you throughout your educational journey. Our student support resources include academic advising, career and job placement services, student life, accessibility services, financial aid assistance, and comprehensive library services. We offer numerous credit and continuing education workforce development programs of study to meet your interests. Whether you are looking to earn a degree or certificate in an essential field, enhance existing skills, transfer to a four-year institution, or take classes for personal enrichment, Cecil College has programs to help you fulfill your goals.

Your future will be forever impacted by the quality education you gain as part of the Cecil College community.

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, Inc. (ACEN) (3390 Peachtree Road, NE, Suite 1400, Atlanta, GA, 30326).

The Physical Therapist Assistant Program at Cecil College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: (703) 706-3245; email: accreditation@apta.org; website: capteonline.org.

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This printed text is a companion document to the official Cecil College Catalog that can be found online at www.cecil.edu.
This document is for internal use only and is not inclusive of all content included in the official online version.

CECIL COLLEGE • NORTH EAST CAMPUS

A	Student Services / Library / Administration
B	Milburn Stone Memorial Theatre
C	Arts and Sciences
D	Technology Center
E	Physical Education Complex
F	Facilities Management / Receiving
G	Engineering & Math Building
H	Tennis Courts
I	Baseball / Softball Fields
J	Soccer Field / Walking Track

1 - 6 Public Parking

Accessible parking is available in lots 1, 2, 5, and 6 as well as adjacent to buildings C and D, and the tennis courts.

Own Your Future

cecil.edu • 410-287-1000

Catalog Home

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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 Program of Study by Department. 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.

Continuing Education & Workforce Development 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 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 staff will provide information on the more than 800 transfer agreements, and the Career and Job Placement 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. 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 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 provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve.

Vision

Transforming the lives of our students and enriching our community.

Values

Cecil College takes pride in honoring our institutional values.

Accountability

We take responsibility for our words and actions, operate with transparency, and hold individuals accountable to those they serve.

Collaboration

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

Community

We demonstrate compassion for the well-being and success of our students, our community, and each other.

Excellence

We strive for excellence in all facets of our academic enterprise and operations.

Inclusion

We promote respect, inclusivity, and equity, recognizing differences as strengths.

Innovation

We pursue innovative learning environments for our students and community.

Integrity

We commit to ethical and honest conduct.

Stewardship

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

Profile & History

Learn more about Cecil College by reading an overview of the college's history.

College Calendar

Fall 2024	
August 19, 2024	First accelerated degree, first 9-week, first 1-week, and 2-week session classes begin
August 21, 2024	All College Day - update for faculty and staff
August 24, 2024	First 1-week and 2-week session classes end; first 7-week and 15-week session classes begin
August 30, 2024	**Labor Day Holiday** College closes at 5:00 pm (no evening classes) and reopens on Tuesday, September 3 at 8:00 am
October 7, 2024	First accelerated degree and first 9-week session classes end
October 9, 2024	Second Accelerated Degree and second 9-week session classes begin
October 14, 2024	First 7-week session classes end
October 21, 2024	Second 7-week session classes begin
November 1, 2024	Fall graduation application deadline
November 26, 2024	**Thanksgiving Holiday** College closes at 10:00 pm and reopens on Monday, December 2 at 8:00 am
December 7, 2024	15-week session classes end
December 9-14, 2024	Fall semester exams for 15-week session
December 16, 2024	Second accelerated degree, second 9-week, and second 7-week session classes end
December 24, 2024 through January 2, 2025	**Winter Break** College closes at 2:00 pm and reopens on Thursday, January 2 at 8:00 am

Spring 2025

January 7, 2025	First accelerated degree and first 9-week session classes begin
January 13, 2025	First 1-week session classes begin
January 15, 2025	All College Day - update for faculty and staff
January 18, 2025	First 1-week session classes end **Martin Luther King Jr. Holiday** College closes at 5:00 pm and reopens on Tuesday, January 21 at 8:00 am
January 21, 2025	First 7-week, 15-week, and 2-week session classes begin
February 1, 2025	2-week session classes end
February 15, 2025	Spring graduation application deadline
March 10, 2025	First accelerated degree, first 9-week, and first 7-week session classes end
March 11, 2025	Second accelerated degree and second 9-week session classes begin
March 17-22, 2025	**Spring Break** Please check course syllabus regarding class during Spring Break; college offices closed Friday, March 21, and reopens Monday, March 24, at 8:00 am
March 24, 2025	Second 7-week session classes begin
May 5, 2025	15-week session classes end
May 6-12, 2025	Spring semester exams for 15-week session classes
May 10, 2025	Second 7-week session classes end
May 12, 2025	Second accelerated degree and second 9-week session classes end
May 18, 2025	Graduation
May 19, 2025	Accelerated degree classes begin
May 23, 2025	**Memorial Day Holiday** College closes at 5:00 pm (no evening classes) and reopens on Tuesday, May 27 at 8:00 am

Summer 2025

May 27, 2025	First 5-week classes begin
May 31, 2025	Weekend (Saturday) classes begin
June 2, 2025	First 1-week classes begin
June 7, 2025	First 1-week classes end
June 9, 2025	7-week session and second 1-week classes begin
June 14, 2025	Second 1-week classes end
June 19, 2025	**Juneteenth Holiday Closing** College reopens Friday, June 20 at 8am
June 27- July 7, 2025	**Fourth of July Holiday Closing** College closes at 5pm on June 27 and reopens Monday, July 7, 2025 at 8am.
July 26, 2025	Accelerated degree classes end
July 7, 2025	First 5-week session classes end
July 14, 2025	Second 5-week session classes end
July 19, 2025	Weekend (Saturday) classes end
August 2, 2025	7-week session classes end
August 9, 2025	Accelerated Degree and 9-week session classes end
August 16, 2025	Second 5-week session and 10-week session classes end

Admissions & Enrollment

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- Open Admissions Information
- Open Admissions Procedures
- Readmission to Cecil College
- Selective Admissions
- Skills Assessments, Placement, and Waivers
- Skills Assessment
- Secondary School-Age Opportunities
- Health Professions Programs
- Admission of International Students/Non-U.S. Citizens
- Transferring to Cecil College
- Registration
- Add, Drop, Withdraw and Audit

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 Accessibility Services; accessibilityservices@cecil.edu; (443) 674-1993; Technology Center Room 103A.

Admissions information and resources are available at MyCecil and here on cecil.edu. Contact 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 are offered through Continuing Education & Workforce Development. 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. Hard copy applications are available at the North East and Elkton locations and in the credit course schedule. Applications are accepted year-round.
2. Apply for financial aid. Complete the Free Application for Federal Student Aid (FAFSA). Apply for Cecil College 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 or registration@cecil.edu.
    - All students should submit official test scores (PSAT, 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.
7. Make payment arrangements. Log onto MyCecil and click on the Finance tab 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.

Social Security Numbers

- **Why We Need Your Social Security Number**
    - Cecil College is obligated to request the Social Security Number (SSN) from individuals who request admission to our institution. This information helps us to manage identity records for the campus community, match documentation, reduce the incidence of duplicated records, and protect data from being exposed to unauthorized individuals.
    - Disclosure of your Social Security Number is requested for the student records system and for compliance with federal and state reporting requirements. Federal law requires that you provide your Social Security Number if you are applying for financial aid.
- **How We Use Your Social Security Number**
    - You must provide your Social Security Number upon submitting your admissions application (for credit students) and registration form (for non-credit students). Your Social Security Number will be used to create a unique student ID number for you in our student information system. Providing a valid Social Security Number is the best way to ensure that your records are properly maintained. Your Social Security Number will never be used as your student ID number.

- When you enroll, transfer credit, request a transcript, or have any information sent to us from other institutions, the primary means for connecting all of this documentation to your file is your Social Security Number.

- **How We Protect Your Social Security Information**
  - The Social Security Number is part of your confidential record and will be treated as confidential information. The Social Security Number will only be used to match documents to your account and to process financial aid (if applicable). Only College Staff whose responsibilities require them to have access to incoming documents, such as admissions applications, transcripts, or the FAFSA, will have access to the full Social Security Number.
  - In addition, Social Security Numbers are encrypted in the database so that only College Staff with full access to our system can view your Social Security Number. We also follow procedural practices that enhance the security of Social Security Numbers, such as the secure disposal of documents containing Social Security Numbers.

Readmission to Cecil College

Students who have previously attended Cecil College must follow the readmission process when they have not been enrolled at Cecil College for six consecutive terms including summer sessions (two calendar years). Readmitted students will be responsible for the current requirements of the program they are entering. Readmitted students will have a new contract year to reflect the current graduation requirements of the program.

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 College Composition (EGL 101) and Introduction/Intermediate Algebra (MAT 097) 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 and to facilitate student success, all students entering Cecil College are evaluated for college readiness in Math and English. The purpose of the skills assessments is to place students at a level where they will succeed. The assessments measure academic skills in mathematics and writing. If a student has test scores and/or transcripts for any of the options below, they are encouraged to follow the instructions for each section so their records can be evaluated for exemption from developmental course work.

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 by Testing Services at the North East Campus in room 310 of the Engineering and Math Building. Hours for Testing Services are available on MyCecil.

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.

If you will need disability related accommodations for the skills assessment(s), please contact accessibilityservices@cecil.edu or 443-674-1993 BEFORE you attempt the assessments to determine if you qualify for accommodations. For more information about how to obtain accommodations, please visit the Accessibility Services webpage.

Skills Assessment

All students entering Cecil College are evaluated for placement purposes. Skills assessments are used to determine at what level a student begins their academic coursework. Mathematics and writing are assessed. A student may need to take one, or both, of the assessments. Each individual assessment usually takes approximately an hour. We encourage students to study and complete sample ALEKS questions for math prior to taking ALEKS and review the English Placement Essay Writing Tips prior to taking the writing assessment.

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 (please click links below for more information):

+ Alternate College Readiness Assessment: Grade Point Average (GPA)

High school students and graduates may be exempt from English and Math skills assessment if they have the following:

- Completion of sophomore year of high school for Cecil County Public School (CCPS) students, related to Memorandum of Understanding for Dual Enrollment with CCPS and Maryland Blueprint.
- Completion of junior year of high school for all other high school students such as, homeschool, private school, out of state, or other Maryland county students.
- A minimum cumulative grade point average of 2.6.
- In addition to the GPA, for Math exemption a student must have a grade of a B or better in Algebra II. No accommodation will be made for any lower grades including honors courses.
- Option applies up to **five years** after high school graduation.

Students who meet this criterion would need to submit an unofficial or official high school transcript to the Cecil College Admissions Office. Transcripts can be emailed to admissions@cecil.edu or mailed to:

One Seahawk Drive
North East, MD 21901
ATTN: Admissions

+ Alternate College Readiness Assessment: Standardized Test Scores

Students may be exempt from English and Math skills assessments if they have the following scores on either the SAT or ACT:

Test Section	Assessment Waived	Score Required
	SAT	
Evidence-Based Reading/Writing	English	480+
Math	Math	530+
	ACT	
Reading, Writing	English	21+
Math	Math	21+

Option applies up to **five years** after high school graduation.

Students who have test scores would need to submit an unofficial or official test score transcript to the Cecil College Admissions Office. Transcripts can be emailed to admissions@cecil.edu or mailed to:

One Seahawk Drive
North East, MD 21901
ATTN: Admissions

+ Advanced Placement (AP) Exams

Students who have taken AP courses in high school and took the final exams should submit their scores for review. AP exams can get students exempted from skills assessments as well as awarding them college credits. If students took the following AP exams and got the required score, then they will be exempted from the skills assessment in either English, Math or both:

AP Course	Assessment Waived	Score Required	Cecil College Course Equivalency
Calculus AB	Math	3	MAT 201
Calculus BC	Math	3	MAT 201, MAT 202
Statistics	Math	3	MAT 127
English Language and Composition	English	3	EGL 101
English Literature and Composition	English	3	EGL 102

- Students who took other AP exams will need to have their scores sent to Cecil College for review.
- For skills assessment review, unofficial AP exam scores can be emailed to the Admissions office at admissions@cecil.edu.
- For college credit evaluation, students must send their official AP exam report to the Records and Registration Office. Please email registration@cecil.edu for questions or concerns.

+ GED

Students who completed a GED within the last five years may be exempted from the English and/or Math skills assessments. Students may be exempt from English and Math skills assessments if they have the following scores on their GED:

Test Section	Assessment Waived	Score Required
Reasoning Through Language Arts	English	165+
Mathematical Reasoning	Math	165+

Students who have GED scores would need to submit an unofficial or official test scores transcript to the Cecil College Admissions Office. Transcripts can be emailed to admissions@cecil.edu or mailed to:

One Seahawk Drive
North East, MD 21901
ATTN: Admissions

+ College Level Examination Program (CLEP)

Students who have taken CLEP exams should submit their scores for review. CLEP exams may exempt students from skills assessments as well as awarding them college credits. If students took the following CLEP exams and got the required score, then they will be exempted from the skills assessment in either English, Math or both:

CLEP Exam	Assessment Waived	Score Required	Cecil College Course Equivalency
Calculus	Math	50	MAT 201
College Algebra	Math	50	Math Elective
College Mathematics	Math	50	Math Elective
Precalculus	Math	50	MAT 121
College Composition	English	50	EGL 101
College Composition Modular	English	50	EGL 101
English Language/Composition	English	50	EGL 101
Analyzing & Interpreting Literature	English	50	EGL 102
English Literature/Composition	English	50	EGL 101, EGL 102

- Students who took other CLEP exams will need to have their scores sent to Cecil College for review.
- For college credit evaluation, students must send their official CLEP exam reports to the Records and Registration Office. Please email registration@cecil.edu for questions or concerns.

+ Previous College Level English and/or Math Course(s)

Students who have successfully completed a college level English and/or Math course from another accredited institution of higher education may be exempted from the skills assessments.

- For skills assessment review, an unofficial transcript can be emailed to the Admissions office at admissions@cecil.edu. The director of Admissions will review the transcript and determine if a student is exempt from the skills assessments.
- For college credit evaluation, students must send their official transcript to the Records and Registration Office. Please email registration@cecil.edu for questions or concerns.

+ Previous Earned College Degree

Students who have earned an associate's, bachelor's, master's, or doctoral degree from an accredited institution may be exempted from the skills assessments.

- For skills assessment review, an unofficial transcript can be emailed to the Admissions office at admissions@cecil.edu. The director of Admissions will review the transcript and determine if student is exempt from the skills assessments.
- For college credit evaluation, students must send their official transcript to the Records and Registration Office. Please email registration@cecil.edu for questions or concerns.

+ International Students

International students who have test scores and/or transcripts should send their official transcripts to the Records and Registration Office. Students will work with the director of Records & Registration to determine if skills assessments are required. Please email registration@cecil.edu for questions or concerns.

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.

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 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 Robert F. Muller (443-309-0562) 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 through Testing Services in the Academic Success 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 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 EGL 101 (College Composition) with a grade of "C" or better.
4. Satisfactory completion of BIO 208/BIO 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 BIO 101/BIO 111 if they have not completed a college-level science course within the past three years.
5. All students applying for acceptance into Cecil College's Nursing Programs are required to take the KAPLAN Admissions Test at Cecil College. The KAPLAN Admissions Test must have been taken after January 2018. This computerized, timed test includes the following areas: Reading, Mathematics, Science, and English. KAPLAN results cannot be sent to Cecil College; the *Individual Performance Profile* from the KAPLAN must be printed and submitted along with the Nursing Admissions Application. KAPLAN information may be found at www.kaptest.com.
6. BIO 209/BIO 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 polices 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 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), KAPLAN Admissions Test, 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 BIO 209/BIO 219 and BIO 200/BIO 210 is required before entering NUR 201/NUR 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 not exceed the total number of credits earned by the first year associate degree nursing students.
4. Provide verification of unencumbered and current Maryland Practical Nurse licensure (a fee may be assessed by the institution).
5. All students applying for acceptance into Cecil College's Nursing Programs are required to take the KAPLAN Admissions Test at Cecil College. The KAPLAN Admissions Test must have been taken after January 2018. This computerized, timed test includes the following areas: Reading, Mathematics, Science, and English. KAPLAN results cannot be sent to Cecil College; the *Individual Performance Profile* from the KAPLAN must be printed and submitted along with the Nursing Admissions Application. KAPLAN information may be found at www.kaptest.com.

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 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 MAT 097 (Introductory and Intermediate Algebra), or the student must complete MAT097 with a grade of "C" or better.
3. Satisfactory completion of BIO 208/BIO 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. All students applying for acceptance into Cecil College's Nursing Programs are required to take the KAPLAN Admissions Test at Cecil College. The KAPLAN Admissions Test must have been taken after January 2018. This computerized, timed test includes the following areas: Reading, Mathematics, Science, and English. KAPLAN results cannot be sent to Cecil College; the *Individual Performance Profile* from the KAPLAN must be printed and submitted along with the Nursing Admissions Application. KAPLAN information may be found at www.kaptest.com.
5. BIO 209/BIO 219 (Anatomy and Physiology II and Lab) and BIO 200/BIO 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 polices 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

Comparison of RN Program Options	
2-year RN Program Option	**12-month accelerated RN Program Option**
1. All applicants for the RN Program must first complete the general admissions application to Cecil College. 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.	1. All applicants for the RN Program must first complete the general admissions application to Cecil College. 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. For the 2-year traditional program, 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 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.	2. For the 12-month RN accelerated program, review of college transcripts must reveal that a prospective student has already fulfilled requirements for admission into the RN Program. All non-nursing courses much 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 page 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 Office at (410) 287-1008 with any questions.	3. Deadline for applying for entrance into the 12-month RN accelerated program for the upcoming summer semester is early January. Beginning the first week in December, the student may go to the Nursing page and download a copy of the Nursing Program Admissions packet on MyCecil.edu. 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 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.	4. All prospective 12-month RN accelerated program 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 online to the **Nursing Program department office**. Nursing application packets submitted to any other department will not be eligible. No partial applications will be accepted or reviewed for admission. All applications must be in PDF format.	5. 12-month RN accelerated program prospective RN students should submit completed application packets online to the **Nursing Program department office**. Nursing application packets submitted to any other department will not be eligible. No partial applications will be accepted or reviewed for admission. All applications must be in PDF format.
6. The main criteria for acceptance into the RN Program are student readiness, cumulative grade point average(s), KAPLAN Admissions test, 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.	6. The main criteria for acceptance into the 12-month RN accelerated program are completion of a bachelor's or higher degree, have successfully completed all but 2 non-nursing courses, student readiness, cumulative grade point average(s) and the KAPLAN Admissions test. 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 applicants are notified in April of their acceptance status.	7. Applications are reviewed in January/February by the department of Nursing, and applicants are notified in February 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.	8. The RN accelerated program is a 12-month associate degree program that commences in the summer semester of the first year and concludes at the end of the summer semester of the following year.

Course Sequence for 12-month accelerated RN program option

Summer I (9 Credits)

- NUR 101 - Concepts and Processes in Nursing Credits: 2
- NUR 104 - Nursing Fundamentals Theory Credits: 5
- NUR 114 - Clinical Lab I: Nursing Fundamentals Credits: 2

Fall I (8 Credits)

- NUR 105 - Care of Adult and Aging Clients Credits: 4
- NUR 115 - Clinical Lab II: Medical/Surgical Settings Credits: 4

Spring I (8 Credits)

- NUR 201 - Care of Childbearing/Childrearing Families Credits: 4
- NUR 211 - Clinical Lab III-Care of Childbearing/Childrearing Families Credits: 4

Summer I (11 Credits)

- NUR 204 - Care of Clients with Complex Stressors Credits: 4
- NUR 208 - Professional Issues in Nursing Credits: 3
- NUR 214 - Clinical Lab IV: Medical/Surgical/Psychiatric Credits: 4

Associate of Applied Science, Physical Therapist Assistant

The Physical Therapist Assistant (PTA) Program at Cecil College has limited enrollment and requires specific criteria to be considered for admission:

1. Minimum calculated **GPA of 2.5** or higher in **program pre-requisites** and **program required general education courses.**
2. Completion of minimum program pre-requisites with a "C" or better
    A. EGL 101 - College Composition
    B. MAT 097 - Intermediate Algebra or placement beyond MAT 097
    C. BIO 208/BIO 218 - Anatomy and Physiology I Lecture & Lab
3. TEAS Test (Test of Essential Academic Skills)
    A. The minimum score requirement for the TEAS Test (Test of Essential Academic Skills) is the following:
        - Total Score: 59%
        - Reading Score: 59%
        - Science Score: 59%

Note: Entrance into the program is competitive. If the application is incomplete and/or eligibility criteria are not met, the application cannot be processed. BIO 209/BIO 219 (Anatomy and Physiology II and Lab) is a PTA Program requirement that must be completed with a "C" or better prior to the student being eligible for clinical education.

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, submit to criminal background check and drug screening. All must be successfully completed prior to student taking their seat in the PTA program and may be repeated during program progression, as deemed necessary.

PTA Program Selection Policies and Procedures

1. Students who are interested in the PTA program may reach program administration at pta@cecil.edu or 443-674-1557, for information and guidance. All applicants for the PTA Program must complete the general admissions application to Cecil College and work with 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, application period is July to October. The secure online PTA Admission Application, which includes information on the application process and deadlines, is available on cecil.edu and MyCecil on the Physical Therapist Assistant page. Please use the secure link to complete your application, sign, and upload the required documents. Once you have completed and submitted the application, it will be automatically sent to pta@cecil.edu. Please note: application must be submitted with all required supporting documentation by the deadline to be considered. Students may contact Cecil College Admission Office or the PTA Program Office at pta@cecil.edu or (443)674-1557 for more information.
4. All prospective applicants are strongly encouraged to attend a PTA Program Applicant Information Session and view the Applicant Information Session video. Information sessions will be held in late spring and summer with specific dates and times to be advertised.
5. Prospective students who are applying to the PTA program have consideration given to GPA, TEAS scores, possession of a prior degree, essay submission, Cecil County residency and documented volunteer service hours in a physical therapy setting.
6. Applications are reviewed in October by the PTA department, notifications of conditional acceptance and/or denial are emailed to students via their chawk.cecil.edu address in early November.
7. 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 Registrar.

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) 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, 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 Registrar 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
New Students	
• Fall Enrollment	• July 1
• Spring Enrollment	• November 15
• Summer Enrollment	• April 1
Transfer Students	
• Fall Enrollment	• July 15
• Spring Enrollment	• December 1
• Summer Enrollment	• May 1

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 Registrar 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 Registrar 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 as outlined in the credit course schedule.

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 Enrollment Management and is an accessible outlet for College information and support services.

A student who has a disability that may impact accessibility and/or academics at Cecil College, and may require accommodations, may contact Accessibility Services at accessibilityservices@cecil.edu or (443) 674-1993.

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 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 prior to the published date in the credit course schedule 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, students may withdraw from a course. An entry of "W," signifying withdrawal, is entered into their record. Withdrawals are not calculated into students' grade point averages. To withdraw, students must file a Withdrawal Form at the Registration Office. Refunds are not granted for withdrawals.

Audit a Course

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

Since no credits are attempted or earned and no quality points are given, the course will not be included in the calculation of the grade point average. Audited courses are not eligible for calculation toward students' full-time or part-time enrollment status or toward financial aid. 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
- Fees
- Fee Explanations
- Authorized Payment Plan
- Refund and Appeal Process
- Tuition Appeals (Credit Only)
- Financial Obligations
- Residency and Tuition Policy
- Determination of Residency
- Change of Residency Classification
- Military Personnel
- Contract Training
- Tuition for International Students
- Educational Tax Credits
- Waivers and Reductions
- Health Manpower Shortage Program

Tuition

Residency	**Cost**
Resident of Cecil County	$135.00/credit hour
Other Maryland Residents	$250.00/credit hour
Out-of-State Residents	$308.00/credit hour

Credit by examination costs vary and are based on residency.

Fees

Fee	**Cost**
Course Fee	Variable
Consolidated Fee	$21.00/credit hour
Student Development Fee[1]	$8.00/credit hour
Payment Plan Fee	$15.00/semester
First Day Complete Fee (Barnes & Noble Book Rentals)	$24.00/credit hour

[1] Not charged for summer session or senior citizens

Additional Information

- 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.
- Payment is expected at the time of registration. Students must pay in full or sign up for the payment plan. Students receiving Financial Aid must also use the payment plan if awarded amounts do not fully cover the student balance.
- Course fees partially offset costs to provide various classroom materials and equipment, including instructional equipment, lab and classroom supplies, computer paper, and software.
- By registering for courses, students acknowledge responsibility of tuition and fee charges generated by the registration.
- VISA, MasterCard, American Express and Discover cards will be accepted for payment through the student portal.
- Current tuition and fee information is published in the credit course schedule. All tuition and fees are subject to change without prior notice

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.

Consolidated Fee

Covers the cost of registration, add/drop and withdrawal from courses, student identification cards, admissions, transcripts, and graduation.

Student Development Fee

Covers expenses incurred for student development activities, the use of physical education facilities and equipment, and cultural events discounts open to the student population.

First Day Complete Program

A course material model that may lower the cost of materials for students and ensures students have access to all of their required course material on or before the first day of class.

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, spring, and summer semesters. 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 and must be made the day you register or you will be responsible for paying the full balance of your account. You must have a minimum balance of $305.00 to be eligible for the payment plan.

To enroll in the Payment Plan:

- Enroll online at MyCecil.
- See a cashier or call (410) 287-1020 if you need help.

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. 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 within published drop dates, or file a Drop Form with the Registration Office. Visit MyCecil to view dates and the drop procedure online. Students who stop attending classes, but do not officially complete the drop process continue to be financially responsible for all tuition and fees.

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

Sessions of Four Weeks or Longer

100% refund through the date published in the credit course schedule, which is calculated from the start date of the session. 0% refund after the published date, except for students called to military duty or for students in special programs who are withdrawn by the College early in the semester due to program requirements.

Sessions of Less Than Four Weeks

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

Non-Credit Students

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

Tuition Appeals

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 or taking exams.

Cecil College will not penalize a student while waiting for payment from the Department of Veterans Affairs. [38 U.S.C. 3679].

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 post secondary education. For more information, please contact your local IRS office or visit the IRS website. 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 post secondary 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 post secondary 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.

Waivers and Reductions

Cecil College will ensure full compliance with Sections 701 and 702 of the Choice Act, (2014), by granting a waiver of out-of-state tuition rates for Veterans and other "Covered Individuals" as defined by law.

Covered Individuals are defined as those receiving Montgomery and Post 9/11 GI Bill educational assistance; or Vocational Rehabilitation and Employment benefits; and

- A veteran that enrolls after serving 90 days or more on active duty; or
- Anyone using transferred entitlement after transferee serving 90 days or more on active duty; or
- Anyone using entitlement transferred from a current active duty service member; or
- Surviving spouses or children under the Fry Scholarship; or
- Individuals who remain continuously enrolled after initially meeting the requirements and are using Chapter 30 or 33

Procedure:

Eligibility: The VA School Certifying Official of Cecil College will determine eligibility for the tuition waiver and enrollment process as follows:

1. The potential student will meet with the Colleges Certifying Official and provide the necessary documentation for proof of residency.

2. The Certifying Official will sign a waiver form, have the student sign the form, and submit it to the Cashier's Office for processing if a rate adjustment is required. Waivers will be kept on file for the current fiscal year plus one.

College Bound Scholarship

Cecil County Public Schools, as well as certain other pre-approved public and private high school students, and approved talented/gifted students who enroll in college-level credit courses at Cecil College may receive a 25 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. **CCPS Students please refer to the CCPS to CECIL Scholarship Eligibility Form.

CCPS to CECIL Scholarship Eligibility Form

The CCPS to CECIL dual enrollment scholarship form is for CCPS students who are enrolled in Cecil College classes that satisfy high school graduation requirements. The form must be completed and submitted to the Cecil College Registration Office prior to enrollment in classes. CCPS to CECIL Scholarship participants must meet the following requirements: be at least 16 years of age or approved for Gifted and Talented admissions; high school seniors must possess a 2.5 or above grade point average, all other students must possess a 3.0 or above grade point average; be verified by the high school as meeting the eligibility requirements. With this scholarship, Cecil pays 25% and CCPS covers the remaining 75% for specified courses.

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 ten (10) regularly enrolled students to be eligible. Eligible students will be charged consolidated, student development, first day complete, and course fees. Students are exempt from tuition payment for up to 12 credits per semester. Any student Financial Aid, other than a student loan, shall be applied first to pay the students tuition. The waiver will apply to the difference, if any, between the tuition charge and the financial aid award. 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 obtain State Tuition Waiver Letter from Adjutant General;
- 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 Accounts Receivable Manager a photocopy of his/her current military ID card;
- Tuition reduction will be assessed at the percentage approved on the State Tuition Waiver Letter.
- Students will be charged for the remaining tuition and fees.

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 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.

The following programs are eligible:

- Nursing
- Licensed Practical Nursing

Procedures:

1. The out-of-county (Maryland resident) student completes the application and enrollment process according to College policy and procedures.
2. The out-of-county (Maryland resident) student is required to attend an advising session with the College's pre-nursing advisor.
3. The out-of-county (Maryland resident) student and advisor complete a "Special Agreement" Form in which the student enrolls.
4. The out-of-county (Maryland resident) student will be required to pay the full amount of out-of-county tuition. Eligible students may receive a partial reimbursement of the tuition paid. This reimbursement is dependent upon the level of funding received from the state for that fiscal year. The reimbursement would be no greater than the difference between the student's out-of-county and in-county tuition.

Tuition Reduction for Non-Resident Nursing Students

The Tuition Reduction for Non-Resident Nursing student assistance is to provide a reduction in tuition for out-of-state students who are enrolled in a nursing program. Eligible students will pay tuition based on the out-of-county rate.

Eligible programs

- Nursing
- Licensed Practical Nursing

Procedures:

1. The out-of-state student completes the application and enrollment process according to College policy and procedures.
2. The out-of-state student completes a specific application form and certification process of acceptance available through the Department of Nursing.
3. The out-of-state student applies online using the MDCAPS system at http://mdcaps.mhec.state.md.us
4. The out-of-state student signs a surety bond or promissory note with the Maryland State Scholarship Administration.
5. The out-of-state student provides the Cashiers office with the MHEC letter of approval. The tuition reduction differential will be applied to eligible courses.

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. 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[1]: 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:

- Psychology Associate Degree
- Social Work Associate Degree
- Supply Chain Management Degree
- Visual Communications Degree

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
- Eligibility Requirements
- How to Apply
- Federal Financial Aid Programs
- Maryland State Scholarship Program
- Veteran Education Benefits
- Cecil College Foundation Scholarships
- Verification
- Satisfactory Academic Progress
- Return of Title IV Funds
- Adjustments to Financial Aid
- Cancellation of Financial Aid
- Opt-Out of Electronic Communication

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.

Cecil College's goal 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;
- regularly check your Cecil Chawk email inbox for messages from our 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 admitted into an eligible program of study[1];
- be making satisfactory academic progress;
- not owe a refund on a federal grant or be in default on a federal education loan[2];
- show demonstrated financial need by completing the FAFSA; and
- have a high school diploma, GED, or have completed state-regulated home schooling.

[1] Students that have satisfied bachelor degree requirements are not eligible for Pell grants.
[2] Students with student loans in active bankruptcy may not be 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.

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

Complete a Free Application for Federal Student Aid (FAFSA) online. If you are a dependent student, both parent and student should apply for a FSA ID online. Use the FSA ID to sign the online FAFSA, review and correct information, and re-apply for student aid every year. It can take up to 14 days for Cecil College to receive the FAFSA results after you receive your confirmation from the U.S. Department of Education.

*Please note, beginning with the 2024-2025 FAFSA, in compliance of the Foster Undergraduate Talent by Unlocking Resources for Education Act (FUTURE Act) the U.S. Department of Education will be introducing significant changes to the FAFSA and aid processing. Please refer to studentaid.gov for more details.

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 $100 to $4,000 per year.

Federal Work-Study Program

This program provides jobs for students who demonstrate financial need. Students work in various positions on 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 Direct 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. Students may borrow a Direct Loan if they are enrolled in an eligible program of study for at least six credits.

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 online;
2. Complete entrance counseling online;

3. Complete a Master Promissory Note online;
4. Complete a Direct Loan Acceptance form, located on my.cecil.edu, 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 online.

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 website at www.mhec.state.md.us. Application information can also be obtained directly from the MHEC Office of Student Financial Assistance (OSFA) at (800) 974-0203.

Veteran Education 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 https://www.va.gov. Once your application has been processed, the VA will send you a Certificate of Eligibility which outlines your eligibility.
- Students must submit a copy of their Certificate of Eligibility to the School Certifying Official (SCO) and are advised to schedule an appointment to discuss enrollment and benefit information.
- Students with questions about their eligibility entitlement should contact the VA directly. The toll free number for Veterans Affairs is (888) 442-4551.
- Veteran (and dependent) students with out-of-state residency status may be eligible for a tuition waiver. This tuition waiver reduces the out-of-state tuition rates to in-state tuition rates for our qualified military students and dependents in accordance with 38 ISC 3679 (c). Please refer to the "Waivers and Reductions" section of the Cecil College catalog for more information.

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.

In accordance with M22-4, Part IV, Paragraph 7.09, beginning with the 2024-2025 academic year veteran students and dependents using VA Educational Benefits for Cecil College's Nursing Associate's degree program will be certified using the clock hour conversion for all clinical portions of the program. Impacted classes include the following: NUR 114, NUR 115, NUR 211, and NUR 214.

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.

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

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 must be submitted online. 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 or higher;
- students must maintain a cumulative completion rate of at least 67 percent of total credit hours attempted/total credit hours earned. Grades of F, FX, F*, I, M, R, NG, V, W, and K are not counted as completed hours. Other grade designations may also not count as completed if they are repeated; 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 standards are achieved. This will require the student to register for classes, and pay out of pocket until SAP standards are achieved. Please note that students who exceed the 150 percent maximum time frame will not receive a warning semester.

Students with extenuating circumstances who wish to appeal their financial aid suspension may do so in writing to the Appeal Review Committee. To do this, students should complete a SAP Appeal Form, attach supporting documentation, and provide a statement explaining why the deficiency occurred and what steps will be taken to ensure successful progress in the future. Statements must be signed and dated by the student and all documents should be submitted to the Financial Aid Office to be forwarded to the Appeal Review Committee.

*Please note that if a student's total transferred credits total 25% or more of their attempted credits, the student will automatically be granted Probation approval and notified of their need to complete an Academic Success Plan (ASP) with an Academic Advisor. Note that this applies only if a student has not yet completed a SAP appeal at Cecil College.

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.

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 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 Loans (other than PLUS)
2. Subsidized Federal Direct 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 or other clarification 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 (Census) 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.

According to U.S. Department of Education regulations, students must be in a declared program of study to qualify for financial aid. Additionally, students may only receive financial aid assistance for courses that count towards their declared program of study. Courses taken outside of your program of study will be deemed non-financial aid hours and students will not receive aid based on those credits. Payment in full for these courses will be required by the Cashier's Office, even if the total amount of financial aid based on other courses is sufficient to cover the cost of the non-financial aid hours. Students should contact the Cashier's Office at 410-287-1020 to make payment arrangements for any courses not covered by financial aid.

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
- enrollment in non-financial eligible courses; 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) 287-1056
finaid@cecil.edu

Academic Information & Standards

- Learning Options
- Evaluation of Prior Learning
- Graduation
- Grading
- Academic Achievement and Awards
- Attendance
- Maryland Education Alliance (MEA)
- Statewide Programs

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.

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 on marylandonline.org.

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 College 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 (AP); Cambridge Exams; International Baccalaureate (IB) Exams; 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 (AP) Exams are usually taken at the high school level, after completing a specially designed advanced placement course. The list of course equivalences and minimum scores is based on Cecil College's evaluation, and is subject to change. Please refer to the college catalog for the most up to date information. 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. Please see Appendix B.

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 C 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.

International Baccalaureate (IB) Exams

US high school students may take IB exams while at high school. Students will be instructed to provide a school code to have your official IB score report sent to Cecil College, when you register for the exam. If you did not provide Cecil's school code when registering for the exam, you may request a copy of your scores by contacting the IB Office directly. Please contact the Registrar with any questions. See Appendix D for course equivalencies.

Cambridge Exams

Cecil College may accept credit earned through the **Cambridge A/AS Level Exams**. To have an exam evaluated, please contact the Registrar.

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 X 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 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[1]

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.

[1]www.dol.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 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 webpage, "Accreditation in the United States," 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.

Appendix B

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
2-D Art and Design	3	3	ART 101 (H)
3-D Art and Design	3	3	ART 201 (H)
Art History	3	3	ART 141 (H)
Biology	3	4	BIO 101 (S), BIO 111 or BIO 130 (S), BIO 131 or BIO 132 (S), BIO 133
Calculus AB	3	4	MAT 201 (M)
Calculus BC	3	8	MAT 201 (M), MAT 202 (M)
Chemistry	3	4	CHM 103 (S), CHM 113

Computer Science A	3	6	CSC 109, CSC 205
Computer Science Principles	3	3	CSC 104 (I)
Drawing	3	6	ART 130 (H), ART 230 (H)
English Language and Composition	3	3	EGL 101 (E)
English Literature and Composition	3	6	EGL 101 (E), EGL 102 (H)
Environmental Science	3	4	ENV 106 (S), ENV 116
European History	3	6	HST 101 (H), HST 102 (H)
French Language and Culture	3	6	FRN 101 (H), FRN 102 (H)
French Literature	3	6	FRN 101 (H), FRN 102 (H)
German Language and Culture	3	6	Arts/Humanities Elective (H)
Human Geography	3	3	GEO 102 (SS)
Microeconomics	3	3	ECO 221 (SS)
Macroeconomics	3	3	ECO 222 (SS)
Music Theory	3	7	MUC 143 (H), MUC 110
Physics 1	3	4	PHY 181 (SL)
Physics 2	3	4	PHY 182 (SL)

Physics C: Mechanics	3	4	PHY 217 (SL)
Physics C: Electricity and Magnetism	3	4	PHY 218 (SL)
Precalculus	3	4	MAT 191 (M)
Psychology	3	3	PSY 101 (SS)
Spanish Language and Culture	3	6	SPN 101 (H), SPN 102 (H)
Spanish Literature and Culture	3	6	SPN 101 (H), SPN 102 (H)
Statistics	3	4	MAT 127 (M)
United States Government and Politics	3	3	POS 201 (SS)
United States History	3	6	HST 201 (H), HST 202 (H)

Appendix C

College Level Examination Program

The list of course equivalences and minimum scores is based on Cecil College's evaluation, and is subject to change. For more information about CLEP exams, visit clep.collegeboard.org.

CLEP Exam	Credits	Transfer Equivalency
Business		
Introduction to Business Law	3	BUS 210
Financial Accounting	3	ACC 101
Information Systems & Computer	3	CIS 101 (I)

Principles of Management	3	BUS 131
Principles of Marketing	3	BUS 212
Composition & Literature		
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)
Humanities	3	Humanities Elective (H)
Foreign Languages		
French Language Level 1	6	FRN 101 (H), FRN 102 (H)
Spanish Language Level 1	6	SPN 101 (H), SPN 102 (H)
History & Social Sciences		
American Government	3	POS 201 (SS)
Introduction to Educational Psychology	3	PSY 207
Human Growth and Development	3	PSY 201 (SS)
Principles of Macroeconomics	3	ECO 222 (SS)
Principles of Microeconomics	3	ECO 221 (SS)
Introduction to Psychology	3	PSY 101 (SS)

Introduction to Sociology	3	SOC 101 (SS)
History of the U.S. I	3	HST 201 (H)
History of the U.S. II	3	HST 202 (H)
Western Civilization I	3	HST 101 (H)
Western Civilization II	3	HST 102 (H)
Sciences & Mathematics		
Calculus	4	MAT 201 (M)
College Algebra	3	Math Elective (M)
College Mathematics	3	Math Elective (M)
Precalculus	4	MAT 191 (M)
Biology	3	BIO 101 (S)
Chemistry	3	CHM Elective (S) (non-lab)

Appendix D

International Baccalaureate (IB) Exams

Subject Area	Exam Title	Exam Level	Score	Cecil College IB Equivalent	Credits
Arts	Visual Arts	Higher	5, 6, 7	ART 101	3
Biology	Biology	Standard	5, 6, 7	BIO 101	3
		Higher	5, 6, 7	BIO 130	3
Business	Business and Organization	Standard or Higher	5, 6, 7	BUS 103	3
Chemistry	Chemistry	Standard	5, 6, 7	none	0
		Higher	5, 6, 7	CHM 103 and CHM 113	4
Computer Science	Computer Science	Standard or Higher	5, 6, 7	CSC 104	3
English	English A Literature	Standard	5, 6, 7	EGL 101	3

		Higher	5, 6, 7	EGL 102	3
Environmental Science	Environmental Systems and Societies	Standard	5, 6, 7	ENV 106	3
Geography	Geography	Standard	5, 6, 7	GEO 101	3
		Higher	5, 6, 7	GEO 102	3
Health	Sports Exercise Science	Standard	5, 6, 7	FWS 135	3
History	World History	Standard	5, 6, 7	HST 111 or HST 102	3
		Higher	5, 6, 7	HST 111 or HST 102	
	American History	Standard	5, 6, 7	HST 111 or HST 102	3
		Higher	5, 6, 7	HST 111 or HST 102	
Mathematics	Mathematic Applications and interpretations	Standard or higher	5, 6, 7	MAT 110	3
	Mathematic Analysis and Approaches	Standard	5, 6, 7	MAT 125 and MAT 127	8
		Higher	5, 6, 7	MAT 201 and MAT 127	8
	Mathematical Studies (older exam)	Standard or Higher	5, 6, 7	MAT 201 and MAT 127	8
Music	Music	Standard	5, 6, 7	MUC 143	3
		Higher	5, 6, 7	MUC 143 and MUC 110	6
Philosophy	Philosophy	Standard	5, 6, 7	PHI 101	3
		Higher	6, 7	PHI 101 and PHI 201	6
Physics	Physics	Standard	5, 6, 7	PHY 181 and PHY 182	8
		Higher	4,5, 6, 7	PHY 181 and PHY 182	8
Psychology	Psychology	Standard	5, 6, 7	PSY 101	3
		Higher	5, 6, 7	PSY 101 and PSY elective	6
Spanish	Spanish	Standard	5	SPN 101	3
			6, 7	SPN 102	3

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	December 31st
Spring Graduation	February 15	May
Summer Graduation	July 1	August 31st

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;
- Complete the ETS Proficiency Profile or other designated General Education Assessment test(s);
- 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
College Composition *College Composition (EGL 101) required.*	3
Composition & Literary Forms (EGL 102) or Technical Writing (EGL 211).	3
Arts and Humanities *Students must complete two courses.*	6
Mathematics *Students must complete one 3-4 credit mathematics course.*	3-4
Biological/Physical Science w/Lab *Students must complete 7 to 8 credits, including one lab science.*	7-8
Social and Behavioral Sciences *Students must complete two courses.*	6
Institution-Specific Requirements *Students must complete a general education computer literacy course, or in some degree programs, the computer literacy requirement is satisfied by the nature of the courses required in the degree.*	3

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
College Composition *College Composition (EGL 101) required.*	3
Arts and Humanities	3
Mathematics *Students must complete one 3-4 credit mathematics course.*	3-4
Biological/Physical Science w/Lab	4
Institution-Specific Requirements *Students must complete a general education literacy course or in some degree programs, the computer literacy requirement is satisfied by the nature of the courses required in the degree.*	3
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. The term grade report and unofficial transcript at MyCecil 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[1]	Poor	1
F	Failure	0

FX	Failure / Never Attended	0

[1] 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
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 (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.

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

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. 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.

Maryland Education Alliance (MEA)

Through a unique collaboration across several community colleges in Maryland, Cecil College students have access to several degree programs that are not currently offered at Cecil College. The Maryland Education Alliance (MEA) creates pathways for students to complete these programs of study. Participating community colleges include Anne Arundel Community College, Carroll Community College, Cecil College, Chesapeake College, College of Southern Maryland, Harford Community College, and Prince George's Community College.

Cecil College students are encouraged to complete the first year of their degree at Cecil College and, during that year, apply for admission into the specific program at another community college. Once admitted, students are enrolled at the community college hosting the program. To inquire about programs included in this initiative, please contact the Advising Office at advising@cecil.edu. Students are also encouraged to speak with an advisor if they are interested in the following programs:

- Respiratory Therapy, Prince George's Community College: https://www.pgcc.edu/programs-courses/program-finder/respiratory-therapy-aas/

- Nuclear Medicine, Prince George's Community College: https://www.pgcc.edu/programs-courses/program-finder/nuclear-medicine-technology-aas/

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

- Addictions
- Automotive Tech
- Culinary Arts
- Forest Tech
- Hospitality Management
- Medical Scribe Specialist
- Tree Care Technology

Anne Arundel Community College

- Alternative & Sustainable Energy Systems
- Homeland Security Management
- Hotel/Restaurant Management
- Intelligence Analytics
- Life and Engagement Coach
- Paralegal Studies
- Skilled Professional Trades Management
- Transportation, Logistics & Cargo Security

Carroll Community College

- Digital Design and Fabrication
- Small Unmanned Aircraft Systems
- Solidworks
- Sunmanned Aircraft System Pilot Safety

Cecil College

- Psychology Associate Degree
- Social Work Associate Degree
- Visual Communications (certificate and degree programs)

Chesapeake College

- Agriculture

College of Southern Maryland

- Commercial Vehicle Operator
- Nuclear Engineering Technology: Electrical
- Nuclear Engineering Technology: Mechanical
- Security Management

Community Colleges of Baltimore County

- Adolescent Behavioral Health Counseling
- Advanced Geospatial Applications
- Air Traffic Control
- Auto Air Conditioning / Heating Specialist
- Auto Electrical & Electronic Specialist
- Automotive Brake & Suspension Specialist
- Automotive Drive Train Specialist
- Automotive Engine Specialist
- Automotive Master Technician
- Automotive Service Attendant
- Automotive Technology
- Aviation Management
- Basic Horticulture Technician
- Behavioral Health Counseling
- Behavioral Health Counseling Trainee
- Child and Adolescent Behavioral Health
- Construction Craft Professional
- Construction Management
- Flight Attendant
- Flight Operations Management
- Greenhouse / Agricultural Production
- Human Service Counseling
- Interpreter Preparation
- Landscape Installation, Maintenance & Design
- Mortuary Science
- Printing Management Tech
- Sustainable Horticulture
- Turf and Landscape Maintenance

Frederick Community College

- Emergency Management
- Police Science

Garrett College

- Juvenile Justice
- Natural Resources and Wildlife Tech
- Outdoor Leadership and Adventure Education

Hagerstown Community College

- Alternative Energy Technology
- Digital Instrumentation & Process Control
- Industrial Technology
- Solar Energy Installation and Service

Harford Community College

- High Performance Manufacturing
- Technical / Professional Studies

Montgomery College - All Campuses

- Behavioral Health
- Fire & Arson Investigation Certificate
- Fire & Emergency Services Management
- Fire Prevention Technology
- Fire Protection Technology
- Graphic Design (AFA)
- Professional and Technical Writing
- Studio Art (AFA)

Wor-Wic Community College

- Chemical Dependency Counseling
- Criminal Justice
- Hospitality Management
- Occupational Therapy Assistant

Degree, Certificate & General Education Information

- Degree Programs
- Certificate Programs
- Programs to Meet Diverse Educational Needs
- General Education - Student Learning Outcomes
- General Education and Institutional Requirements
- Definition of General Education Competencies for Cecil College
- General Education Course Codes
- Approved General Education Courses by Category

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 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.

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

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:

I. Critical Thinking
II. Arts and Human Cultures
III. Written and Oral Communication
IV. Information Literacy
V. Technological Skills
VI. Quantitative and Scientific Reasoning

The College characterizes a general education as one that develops the skills, knowledge and abilities essential to all students completing a degree to enter the workforce or transfer to an advanced degree regardless of chosen majors. Cecil College defines general education competencies as follows:

I. Graduates will have the ability to apply Critical Thinking
II. Graduates will illustrate knowledge of Arts and the Diversity of Human Cultures
III. Graduates will be able to illustrate appropriate Written and Oral Communication
IV. Graduates will be able to apply Information Literacy
V. Graduates will be able to illustrate Technological Skills
VI. Graduates will be able to apply Quantitative and Scientific Reasoning

In the College's General Education Student Learning Outcomes, the College states that knowledge of the diversity of human cultures is an essential characteristic of general education. In response, the College has identified the following list of courses in which students will be introduced to this material. Each associate degree program includes one of these courses as a requirement.

Course Number	Course Name	Credits
ART 141	Survey of Art History (H)	3
ART 150	Museum Studies	3
ART 178	Art Appreciation	3
ART 242 / HST 242	Survey of Modern Art	3
BIO 135	Human Biology (S)	3
CHM 107	Introduction to Chemistry in Society (SL)	4
CRJ 111	Police and Society	3
EDU 101	Foundations of Education	3
PSY 207	Educational Psychology	3
EGL 102	Composition and Literature (H)	3
EGL 203	British Literature I	3
EGL 204	British Literature II	3
EGL 205	American Literature I	3
EGL 206	American Literature II	3
EGL 210	Topics in World Literature (H)	3
ESP 201	Contemporary Issues in Esports	3
GEO 102	Cultural Geography (SS)	3
HST 110	World History I	3
HST 111	World History II	3
HST 201	US History I (H)	3
HST 202	United States History II (H)	3
HUM 101	Introduction to Critical Inquiry (H)	3
HUM 110	Introduction to Gender Studies (H)	3
LPN 211	Clinical Lab III: Care of Childbearing/Childrearing Families	1
LPN 215	Clinical Lab IV: Medical, Surgical, Psychiatric	1
MUC 122	Music Appreciation	3

Course Number	Course Name	Credits
MUC 135	History of Rock	3
MUC 136	World Music	3
NUR 114	Clinical Lab I: Nursing Fundamentals	2
NUR 115	Clinical Lab II: Medical/Surgical	4
NUR 211	Clinical Lab III: Care of Childbearing/Childrearing Families	4
NUR 214	Clinical Lab IV: Medical, Surgical, Psychiatric	4
PHI 201	Contemporary Moral Issues	3
PSY 201	Human Growth and Development (SS)	3
PSY 228	The Helping Relationship: Intro to Theory and Technique	3
PTA 104	Fundamentals of PT Practice I	2
PTA 211	Fundamentals of PT Practice II	2
SOC 101	Introduction to Sociology (SS)	3
SOC 105	Perspectives in Human Diversity (SS)	3
SPM 201	Sports in American Culture	3

General Education and Institutional Requirements

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)

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.

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 College 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 (general education courses must be selected from the general education list)

Institutional Requirement

- 3 additional credits in EGL 102 Composition & Literature or EGL 211 Technical Writing (if EGL 102 is selected as the second writing course, it will count as an Arts and Humanities General Education Course)

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 College Composition (EGL 101)

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 (general education courses must be selected from the general education list)

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 the 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
English (E)		
EGL 101	College Composition	3
Arts and Humanities (H)		
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 178	Art Appreciation	3

ART 180	Basic Photography	3
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
COM 101	Introduction to Communication Studies	3
EGL 102	Composition and 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 210	Topics in World Literature	3
EGL 215	Introduction to Creative Writing	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
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
HUM 101	Introduction to Critical Inquiry	3
HUM 110	Introduction to Gender Studies	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

Interdisciplinary and Emerging Issues (I)

AGR 103	Introduction to Agriculture	3
CIS 101	Introduction to Computer Concepts	3
CSC 104	Computer Science Fundamentals	3
CSC 105	Geographic Information Systems	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 128	Introduction to Audio Technology	3

Mathematics (M)

MAT 110	Topics in Mathematics Literacy	3
MAT 125	Applied Calculus	4
MAT 127	Introduction to Statistics	4
MAT 128	Introduction to Statistics II	4
MAT 191	Precalculus	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

Physical and Biological Sciences (S and SL)

AGR 103	Introduction to Agriculture	3

AST 103	Principles of Astronomy	4
BIO 101	General Biology[1]	3
BIO 103	Introduction to Zoology[1]	3
BIO 104	Botany: Introduction to Horticulture[1]	3
BIO 123	Foundations of Nutrition* (no lab)	3
BIO 130	Principles of Biology I[1]	3
BIO 132	Principles of Biology II[1]	3
BIO 135	Human Biology (S)	3
BIO 200	Microbiology[1]	3
BIO 208	Human Anatomy and Physiology I[1]	3
BIO 209	Human Anatomy and Physiology II[1]	3
BIP 101	Introduction to Biotechnology	4
BIP 102	Biotechnology Laboratory Techniques	4
BIP 201	Introduction to Bioprocessing	4
BLS 101	Biological Laboratory Skills	3
CHM 103	General Chemistry I[1]	3
CHM 104	General Chemistry II[1]	3
CHM 107	Introduction to Chemistry in Society	4
CHM 109	Chemistry and Art	4
ENV 106	Introduction to Environmental Science[1]	3
PHY 103	Physics Today	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 220	Meteorology	4

[1] Must be combined with a lab course to meet the lab science requirement.

Social and Behavioral Sciences (SS)

ANT 101	Cultural Anthropology	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
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
SWK 200	Introduction to Social Work	3

Programs of Study by Department

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 26, 2024, the official publish date of this document. Please refer to the Addendum for more information.*

Art and Design

Associate of Arts

Art with Areas of Concentration, AA

Award: Associate of Arts

Degree Code: CNCM (Ceramics Concentration) - 60 Credits

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

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

Program Description

The Associate of Arts in Art 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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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.

Required Courses

General Education Requirements

- ART 101 - Fundamentals of Design I (H) Credits: 3
- ART 141 - Survey of Art History (H) Credits: 3
- ART 130 - Drawing I (H) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3

General Education Requirements Electives - Select 16 Credits

Please see Academic Advisor for elective selection.

- MAT - Math Elective (M) - Credits: 3
- SCI - Science Elective (S, SL) - Credits: 3
- SCI - Science Elective with Lab (SL) - Credits: 4
- SOC SCI - Social Science Electives (SS) - Credits: 6 [1]

Concentration Requirements and Electives - Select 29 Credits

Please see Academic Advisor for elective selection.

Areas of Concentration

Students may declare one or more areas of concentration in Ceramics, Drawing and Painting, 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 below.

Ceramics Concentration

Requirements

- ART 160 - Beginning Ceramics (H) Credits: 3
- ART 179 - Surface Design for Ceramics Credits: 3
- ART 194 - Wheel-Thrown Ceramics (H) Credits: 3
- ART 196 - Wheel-Thrown Ceramics II Credits: 3
- ART 260 - Intermediate Ceramics (H) Credits: 3
- ART 261 - Advanced Ceramics Credits: 3
- ART 293 - Professional Portfolio Production Credits: 3

Concentration Electives - Select 8 Credits

Please see Academic Advisor for elective selection.

- ART 152 - Sculpture I (H) Credits: 3
- ART 163 - Ceramics/Masks and Self-Portraits Credits: 1
- ART 164 - Ceramics/Small Sculpture Credits: 1
- ART 167 - Ceramics/Japanese Raku Credits: 3
- ART 201 - Three-Dimensional Design (H) Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- ART 296 - Wheel-Thrown Ceramics III Credits: 3
- ART - Art Elective - Credits: 1-4

Drawing and Painting Concentration

Requirements

- ART 110 - Color (H) Credits: 3
- ART 140 - Painting I (H) Credits: 3
- ART 293 - Professional Portfolio Production Credits: 3

- ART 152 - Sculpture I (H) Credits: 3 **or**
- ART 160 - Beginning Ceramics (H) Credits: 3 **or**
- ART 201 - Three-Dimensional Design (H) Credits: 3
- ART 230 - Drawing II (H) Credits: 3 *or*
- ART 240 - Painting II (H) Credits: 3
- ART 231 - Portrait Drawing Credits: 3 **or**
- ART 232 - Figure Drawing Credits: 3

Concentration Electives - Select 11 Credits

Please see Academic Advisor for elective selection.

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.

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 150 - Museum Studies (H) Credits: 3
- ART 152 - Sculpture I (H) Credits: 3
- ART 160 - Beginning Ceramics (H) Credits: 3
- ART 179 - Surface Design for Ceramics Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- ART 201 - Three-Dimensional Design (H) Credits: 3
- ART 230 - Drawing II (H) Credits: 3
- ART 231 - Portrait Drawing Credits: 3
- ART 232 - Figure Drawing Credits: 3
- ART 240 - Painting II (H) Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 101 - Photography I Credits: 4
- ART - Art Elective - Credits: 1-4

Graphic Design Concentration

Requirements

- ART 110 - Color (H) Credits: 3
- ART 293 - Professional Portfolio Production Credits: 3
- VCP 101 - Photography I Credits: 4
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 118 - Digital Imaging III Credits: 4

- ART 152 - Sculpture I (H) Credits: 3 *or*
- ART 160 - Beginning Ceramics (H) Credits: 3 *or*
- ART 201 - Three-Dimensional Design (H) Credits: 3

Concentration Electives - Select 8 Credits

Please see Academic Advisor for elective selection.

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.

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 140 - Painting I (H) Credits: 3
- ART 152 - Sculpture I (H) Credits: 3
- ART 160 - Beginning Ceramics (H) Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- ART 201 - Three-Dimensional Design (H) Credits: 3
- ART 230 - Drawing II (H) Credits: 3
- ART 231 - Portrait Drawing Credits: 3
- ART 232 - Figure Drawing Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- VCP 119 - Digital Imaging IV Credits: 4
- ART - Art Elective - Credits: 1-4

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.

Fall I (16 Credits)

- ART 101 - Fundamentals of Design I (H) Credits: 3
- ART 141 - Survey of Art History (H) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- MAT - Math Elective - Credits: 3
- SCI - Science Elective - Credits: 4

Spring I (15 Credits)

- ART 130 - Drawing I (H) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- SCI - Science Elective - Credits: 3
- SOC SCI - Social Science Elective - Credits: 6

Fall II (14 Credits)

- Concentration Requirements and Electives

Spring II (15 Credits)

- Concentration Requirements and Electives

Program Learning Outcomes

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

- Use visual problem solving and creative thinking skills to make works of art.
- Proficiently work 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.
- Recognize the importance of the arts and interdisciplinary research.

- Interpret visual art in its cultural context.

Additional Outcomes - Area of Concentration in Ceramics

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

- Proficiently work with a wide range of ceramic materials, tools, techniques, and processes to create work from concept to finished product.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document a body of work that demonstrates artistic voice, concept, and technical skills in ceramics.

Additional Outcomes - Area of Concentration in Drawing and Painting

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

- Proficiently work with a wide range of drawing and painting materials, tools, techniques, and processes to create work from concept to finished product.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document 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:

- Discuss the roles of tools and technology in the creation, reproduction, and distribution of visual messages.
- Use software programs, including applications such as modeling, animation, illustration, video, sound, photography, print and web authoring.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.

Note

[1] Courses must be from two different disciplines.

Associate of Fine Arts

Art and Design with Areas of Concentration, AFA

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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.

Required Courses

General Education Requirements

- ART 101 - Fundamentals of Design I (H) Credits: 3
- ART 141 - Survey of Art History (H) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3

- PSY 101 - Introduction to Psychology (SS) Credits: 3 **or**
- SOC 101 - Introduction to Sociology (SS) Credits: 3

General Education Requirement Electives - Select 7 Credits

Please see Academic Advisor for elective selection.

- MAT - Math Elective (M) - Credits: 3
- SCI - Science Elective with Lab (SL) - Credits: 4

Program Requirements

- ART 130 - Drawing I (H) Credits: 3
- ART 140 - Painting I (H) Credits: 3
- ART 160 - Beginning Ceramics (H) Credits: 3
- ART 201 - Three-Dimensional Design (H) Credits: 3
- ART 293 - Professional Portfolio Production Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2

Associate of Fine Arts Concentration Requirements and Electives (19 Credits)

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.

Areas of Concentration

Students may declare one or more areas of concentration in Art History, Ceramics and Sculpture, Drawing and Painting, Graphic Design, Interactive and Motion Arts, Photography and Digital 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

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

Requirements (19 Credits)

- ART 242 - Survey of Modern Art History (H) Credits: 3

Concentration Electives - Select 16 Credits

Please see Academic Advisor for elective selection.

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 150 - Museum Studies (H) Credits: 3
- ART 152 - Sculpture I (H) Credits: 3
- ART 179 - Surface Design for Ceramics Credits: 3
- ART 194 - Wheel-Thrown Ceramics (H) Credits: 3
- ART 231 - Portrait Drawing Credits: 3
- ART 232 - Figure Drawing Credits: 3
- ART 240 - Painting II (H) Credits: 3
- ART 260 - Intermediate Ceramics (H) Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- ART - Art Elective - Credits: 1-4

Ceramics and Sculpture Concentration

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

Requirements (19 Credits)

- ART 152 - Sculpture I (H) Credits: 3
- ART 167 - Ceramics/Japanese Raku Credits: 3
- ART 179 - Surface Design for Ceramics Credits: 3
- ART 182 - Sculpture II Credits: 3
- ART 194 - Wheel-Thrown Ceramics (H) Credits: 3
- ART 196 - Wheel-Thrown Ceramics II Credits: 3
- ART 260 - Intermediate Ceramics (H) Credits: 3
- ART 261 - Advanced Ceramics Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- ART 296 - Wheel-Thrown Ceramics III Credits: 3

Concentration Electives - Select 1-4 Credits

Please see Academic Advisor for elective selection.

- ART - Art Elective - Credits: 1-4

Drawing and Painting Concentration

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.

Requirements (19 Credits)

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 110 - Color (H) Credits: 3
- ART 179 - Surface Design for Ceramics Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- ART 230 - Drawing II (H) Credits: 3
- ART 231 - Portrait Drawing Credits: 3
- ART 232 - Figure Drawing Credits: 3
- ART 240 - Painting II (H) Credits: 3
- ART 260 - Intermediate Ceramics (H) Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2

Concentration Electives - Select 1-4 Credits

Please see Academic Advisor for elective selection.

- ART - Art Elective - Credits: 1-4

Graphic Design Concentration

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

Requirements (19 Credits)

- ART 110 - Color (H) Credits: 3
- VCP 118 - Digital Imaging III Credits: 4

Concentration Electives - Select 12 Credits

Please see Academic Advisor for elective selection.

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 152 - Sculpture I (H) Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- ART 230 - Drawing II (H) Credits: 3
- ART 232 - Figure Drawing Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- VCP 101 - Photography I Credits: 4
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 136 - Multimedia Production I Credits: 4
- ART - Art Elective - Credits: 1-4

Interactive Motion Arts Concentration

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.

Requirements (19 Credits)

- ART 232 - Figure Drawing Credits: 3
- VCP 210 - Video Production I Credits: 4
- VCP 218 - Introduction to 3D Modeling and Animation Credits: 4

Concentration Electives - Select 8 Credits

Please see Academic Advisor for elective selection.

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 110 - Color (H) Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- ART 230 - Drawing II (H) Credits: 3
- ART 260 - Intermediate Ceramics (H) Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- VCP 101 - Photography I Credits: 4
- VCP 118 - Digital Imaging III Credits: 4
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 151 - Introduction To Game Design Credits: 4
- VCP 212 - Video Production II Credits: 4
- VCP 219 - 3D Character Creation Credits: 4
- ART - Art Elective - Credits: 1-4

Photography and Digital Arts Concentration

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

Requirements (19 Credits)

- VCP 101 - Photography I Credits: 4
- VCP 111 - Studio Photography I Credits: 4

Concentration Electives - Select 11 Credits

Please see Academic Advisor for elective selection.

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 110 - Color (H) Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- ART 232 - Figure Drawing Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- VCP 118 - Digital Imaging III Credits: 4
- VCP 211 - Studio Photography II Credits: 4
- ART - Art Elective -Credits: 1-4
- VCP - Photography or Digital Imaging Elective - Credits: 1-4

Studio Arts Concentration

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

Requirements (19 Credits)

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 152 - Sculpture I (H) Credits: 3
- ART 179 - Surface Design for Ceramics Credits: 3
- ART 194 - Wheel-Thrown Ceramics (H) Credits: 3
- ART 230 - Drawing II (H) Credits: 3
- ART 240 - Painting II (H) Credits: 3
- ART 260 - Intermediate Ceramics (H) Credits: 3
- ART 291 - Portfolio Production I Credits: 1
- ART 292 - Portfolio Production II Credits: 2
- VCP 101 - Photography I Credits: 4

Concentration Electives - Select 1-4 Credits

Please see Academic Advisor for elective selection.

- ART - Art Elective - Credits: 1-4

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.

Fall I (15 Credits)

- EGL 101 - College Composition (E) Credits: 3
- ART 101 - Fundamentals of Design I (H) Credits: 3
- ART 130 - Drawing I (H) Credits: 3
- MAT - Math Elective -Credits: 3
- ART/VCP - Studio Elective - Credits: 3

Spring I (17 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- ART 140 - Painting I (H) Credits: 3
- ART 160 - Beginning Ceramics (H) Credits: 3
- SCI - Science Elective with Lab - Credits: 4
- ART/VCP - Studio Electives -Credits: 4

Fall II (15 Credits)

- ART 141 - Survey of Art History (H) Credits: 3
- ART 201 - Three-Dimensional Design (H) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3 **or**
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- ART/VCP - Studio Electives - Credits: 6

Spring II (13 Credits)

- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- ART 293 - Professional Portfolio Production Credits: 3
- ART/VCP - Studio Electives - Credits: 6

Program Learning Outcomes

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

- Use visual problem solving and creative thinking skills to make works of art.
- Proficiently work 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.
- Set and define career goals using professional practices in art and design.
- Interpret visual art in its cultural context.

Additional Outcomes - Area of Concentration in Art History

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

- Recognize artists, movements, themes, styles, and artwork related to various cultures and art historical time periods.
- Research and interpret works of art as formal constructs related to social and cultural contexts.
- Respond verbally and in writing to works of art and to historical and theoretical material related to art.

Additional Outcomes - Area of Concentration in Ceramics and Sculpture

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

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

- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document 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:

- Proficiently work with a wide range of drawing and painting materials and tools, techniques, and processes to create work from concept to finished product.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document 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:

- Discuss the roles of tools and technology in the creation, reproduction, and distribution of visual messages.
- Use 2D and 3D software programs, including applications such as modeling, animation, illustration, video, sound, photography, print and web authoring.
- Solve communication problems, including identification, research, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.

Additional Outcomes - Area of Concentration in Interactive and Motion Arts

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

- Demonstrate proficiencies in hand-based and digital-based drawing, animation, video, storyboarding, character design and 3D environments.
- Use 2D and 3D software programs, including applications for modeling, animation, video, sound, illustration, photography, and print, to express ideas and solve design problems.
- 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, and processes to work from concept to finished product in photography and digital arts.
- Use 2D and 3D software programs, including applications for photography, print, illustration, web authoring, modeling, animation, sound, and video.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document 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:

- Proficiently work with a wide range of art materials, tools, and techniques to create work from concept to finished product.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document a body of work that demonstrates artistic voice, concept, and technical skills.

Certificate

Art - Ceramics Certificate

Award: Certificate
Degree Code: CERC
Number of Credits: 21

Program Description

The Ceramics Certificate is built upon an intensive studio-based curriculum that stresses artistic techniques and critical thinking skills. Students use a variety of building, decorating and firing techniques to communicate an expressive voice and visual concepts.

Required Courses

- ART 160 - Beginning Ceramics (H) Credits: 3
- ART 167 - Ceramics/Japanese Raku Credits: 3
- ART 179 - Surface Design for Ceramics Credits: 3
- ART 194 - Wheel-Thrown Ceramics (H) Credits: 3
- ART 196 - Wheel-Thrown Ceramics II Credits: 3
- ART 260 - Intermediate Ceramics (H) Credits: 3

- ART 261 - Advanced Ceramics Credits: 3 *or*
- ART 296 - Wheel-Thrown Ceramics III Credits: 3

Program Outcomes

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

- Proficiently work with a wide range of ceramic materials, tools, techniques, and processes to create work from concept to finished product.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document a body of work that demonstrates artistic voice, concept, and technical skills in ceramics.

Art - Drawing and Painting Certificate

Award: Certificate
Degree Code: DAPC
Number of Credits: 21

Program Description

The Drawing and Painting Certificate is built upon an intensive studio-based curriculum that stresses artistic techniques and critical thinking skills. Students work in a wide variety of drawing and painting mediums to communicate an expressive voice and visual concepts.

Required Courses

Program Requirements

- ART 101 - Fundamentals of Design I (H) Credits: 3
- ART 130 - Drawing I (H) Credits: 3
- ART 140 - Painting I (H) Credits: 3
- ART 230 - Drawing II (H) Credits: 3
- ART 240 - Painting II (H) Credits: 3
- ART 232 - Figure Drawing Credits: 3

- ART 105 - Illustration, Materials, and Techniques Credits: 3 *or*
- ART 231 - Portrait Drawing Credits: 3

Program Outcomes

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

- Proficiently work with a wide range of drawing and painting materials, tools, techniques, and processes to create work from concept to finished product.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document a body of work that demonstrates artistic voice, concept, and technical skills in drawing and painting.

Business and Transportation & Logistics

Associate of Arts

Business Administration Transfer, AA

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3

General Education Requirement Electives - Select 16 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Elective (H) - 3 Credits
- HST - History Elective (H) - 3 Credits
- SCI - Science Electives (S/SL) - 7 Credits [1]
- SOC SCI - Social Science Elective (SS) - 3 Credits

Program Requirements

- ACC 101 - Accounting I Credits: 3
- ACC 102 - Accounting II Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- BUS 187 - Business Ethics Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 128 - Introduction to Statistics II (M) Credits: 4
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Program Electives
Select 3 credits from the following:

- BUS 191 - Introduction to Finance Credits: 3
- BUS 210 - Business Law Credits: 3
- EGL 211 - Technical Writing Credits: 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.

Fall I (15 Credits)
- EGL 101 - College Composition (E) Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- ACC 101 - Accounting I Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3

Spring I (16 Credits)
- MAT 127 - Introduction to Statistics (M) Credits: 4
- ECO 222 - Economics-Macro (SS) Credits: 3
- ACC 102 - Accounting II Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Fall II (16-17 Credits)
- BUS 191 - Introduction to Finance Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 128 - Introduction to Statistics II (M) Credits: 4
- SCI - Science Elective - 3-4 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Spring II (15-16 Credits)
- BUS 187 - Business Ethics Credits: 3
- BUS 210 - Business Law Credits: 3 **or**
- EGL 211 - Technical Writing Credits: 3
- SCI - Science Elective - 3-4 Credits
- History Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits

Program Learning Outcomes
Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] 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.

Associate of Applied Science

Accounting, AAS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3

- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4

- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

General Education Requirement Electives - Select 7 Credits

Please see Academic Advisor for elective selection.

- SCI - Science Elective with Lab (S/SL) -Credits: 4
- PSY - Psychology Elective (SS) - Credits: 3 **or**
- SOC - Sociology Elective (SS) - Credits: 3

Program Requirements

- ACC 101 - Accounting I Credits: 3
- ACC 102 - Accounting II Credits: 3
- ACC 201 - Accounting III Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- BUS 187 - Business Ethics Credits: 3
- BUS 210 - Business Law Credits: 3
- EGL 211 - Technical Writing Credits: 3

Program Requirement Electives - Select 10 Credits

Please see Academic Advisor for elective selection.

- ACC - Accounting Elective - Credits: 3
- ELECT - Elective - Credits: 1

- ACC - Accounting Electives - Credits: 6 **or**
- BUS - Business Electives - Credits: 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.

Fall I (15 Credits)

- EGL 101 - College Composition (E) Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- ACC 101 - Accounting I Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- PSY - Psychology Elective - 3 Credits **or**
- SOC - Sociology Elective - 3 Credits

Spring I (16 Credits)

- ACC 102 - Accounting II Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- BUS 187 - Business Ethics Credits: 3
- MAT 125 - Applied Calculus (M) Credits: 4 *or*
- MAT 127 - Introduction to Statistics (M) Credits: 4
- ACC - Accounting Elective - Credits: 3

Fall II (16 Credits)

- ECO 222 - Economics-Macro (SS) Credits: 3
- ACC 201 - Accounting III Credits: 3
- SCI - Science Elective with Lab - Credits: 4
- ACC - Accounting Electives - Credits: 6 **or**
- BUS - Business Electives - Credits: 6

Spring II (13 Credits)

- BUS 210 - Business Law Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3
- EGL 211 - Technical Writing Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- SPH 141 - Public Speaking (H) Credits: 3
- ELECT - Elective - Credits: 1

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Management, AAS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- ECO 221 - Economics-Micro (SS) Credits: 3
- EGL 101 - College Composition (E) Credits: 3

- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4 **or**
- MAT 128 - Introduction to Statistics II (M) Credits: 4 **or**
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4

- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

General Education Requirement Electives - Select 7 Credits

Please see Academic Advisor for elective selection.

- PSY - Psychology Elective (SS) - 3 Credits *or*
- SOC - Sociology Elective (SS) - 3 Credits *or*
- POS- Political Science Elective- 3 credits
- SCI - Science Elective/Science Elective with Lab (SL) - 4 Credits

Program Requirements

- ACC 101 - Accounting I Credits: 3
- ACC 102 - Accounting II Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- BUS 131 - Principles of Management Credits: 3
- BUS 187 - Business Ethics Credits: 3
- BUS 210 - Business Law Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- BUS 216 - Organizational Leadership Credits: 3

- BUS 231 - Management of Human Resources Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- EGL 211 - Technical Writing Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3 **or**
- CSC 104 - Computer Science Fundamentals (I) Credits: 3

Program Requirement Electives - Select 1 Credit

Please see Academic Advisor for elective selection.

- ELECT - Elective - 1 Credit

Program Electives

Select 3 credits from the following:

- BUS 190 - Introduction to Entrepreneurship Credits: 3
- BUS 191 - Introduction to Finance Credits: 3
- BUS 193 - Introduction to Hospitality Management Credits: 3
- BUS 207 - Introduction to Public Relations Credits: 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.

Fall I (15 Credits)

- EGL 101 - College Composition (E) Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- ACC 101 - Accounting I Credits: 3
- CSC 104 - Computer Science Fundamentals (I) Credits: 3 *or*
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- PSY - Psychology Elective - 3 Credits **or**
- SOC - Sociology Elective - 3 Credits *or*
- POS - Political Science Elective - 3 Credits

Spring I (16 Credits)

- EGL 211 - Technical Writing Credits: 3
- BUS 187 - Business Ethics Credits: 3
- BUS 231 - Management of Human Resources Credits: 3
- ACC 102 - Accounting II Credits: 3
  Math Elective
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4 **or**
- MAT 128 - Introduction to Statistics II (M) Credits: 4 **or**
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4

Fall II (16 Credits)

- ECO 222 - Economics-Macro (SS) Credits: 3
- BUS 131 - Principles of Management Credits: 3
- BUS 212 - Principles of Marketing Credits: 3

- BUS 216 - Organizational Leadership Credits: 3
- SCI - Lab Science Elective - 4 Credits

Spring II (13 Credits)

- BUS 210 - Business Law Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3
- ELECT - Elective - 1 Credit
- BUS 190 - Introduction to Entrepreneurship Credits: 3 *or*
- BUS 191 - Introduction to Finance Credits: 3 *or*
- BUS 193 - Introduction to Hospitality Management Credits: 3 *or*
- BUS 207 - Introduction to Public Relations Credits: 3

Program Learning Outcomes

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

· Solve problems using analytical reasoning in the functional areas of accounting, marketing, leadership and management.

· Evaluate the ethical, legal and social obligations and responsibilities of business.

· Formulate strategies to lead and manage organizations.

· Assess the economic, technical, legal and sociocultural environments of a business.

· Develop plans to align human, technical and capital resources to business functions.

Marketing, AAS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- SCI - Science Elective with Lab (SL) - Credits: 4
- SOC SCI - Social Science Elective (SS) Choose from: SOC 101, SOC 105 or GEO 102 - Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Program Requirements

- BUS 103 - Introduction to Business Credits: 3
- BUS 131 - Principles of Management Credits: 3
- BUS 187 - Business Ethics Credits: 3
- BUS 190 - Introduction to Entrepreneurship Credits: 3
- BUS 207 - Introduction to Public Relations Credits: 3
- BUS 210 - Business Law Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- BUS 242 - Advertising Credits: 3
- BUS 243 - Personal Selling Credits: 3
- EGL 211 - Technical Writing Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 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 or an academic advisor for individual degree planning.

Fall I (16 Credits)

- BUS 103 - Introduction to Business Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Spring I (16 Credits)

- BUS 207 - Introduction to Public Relations Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- EGL 211 - Technical Writing Credits: 3
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4
- Choose one of the following:
    - SOC 101 - Introduction to Sociology (SS) **or**
    - SOC 105 - Perspectives in Human Diversity (SS) *or*
    - GEO 102 - Cultural Geography (SS)

Fall II (13 Credits)

- BUS 187 - Business Ethics Credits: 3
- BUS 131 - Principles of Management Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- SCI - Science Elective with Lab Credits: 3

Spring II (15 Credits)

- BUS 190 - Introduction to Entrepreneurship Credits: 3
- BUS 210 - Business Law Credits: 3
- BUS 242 - Advertising Credits: 3
- BUS 243 - Personal Selling Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Employ strategic marketing skills, including customer segmentation, market planning, and competitive analysis to respond to organizational marketing challenges.
- Effectively communicate value propositions and brand definitions in multiple media formats in the forms of advertising, personal selling and public relations.
- Analyze a target market and develop product, pricing, promotion, and placement strategies to meet customer demands and organizational profit targets.
- Utilize economic and business concepts to analyze domestic and global business opportunities.

Sports Management, AAS

Award: Associate of Applied Science
Degree Code: SPMG
Number of Credits: 60 Credits

Program Description

The popular worlds of athletics and business team up to bring the fast-growing field of sports management to Cecil College students. This program is designed for students who seek to acquire a complete framework of business concepts and skills that are directly related to the field of sports management. Students will realize the role a sports manager plays in various athletic settings and understand management, accounting, and leadership skills to build a foundation in their chosen athletic environment.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Sports Manager and Athletic Manager.

General Education Requirements

- ECO 221 - Economics-Micro (SS) Credits: 3
- EGL 101 - College Composition (E) Credits: 3

- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- SPH 141 - Public Speaking (H) Credits: 3

- MAT 125 - Applied Calculus (M) Credits: 4 *or*
- MAT 127 - Introduction to Statistics (M) Credits: 4 *or*
- MAT 128 - Introduction to Statistics II (M) Credits: 4 *or*
- MAT 191 - Precalculus (M) Credits: 4 *or*
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4

- PSY, SOC or POS Elective (SS) - Credits: 3
- Science Elective w/ Lab (SL) - Credits: 4

Program Requirements

- ACC 101 - Accounting I Credits: 3
- ACC 102 - Accounting II Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- BUS 131 - Principles of Management Credits: 3
- BUS 210 - Business Law Credits: 3
- BUS 216 - Organizational Leadership Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- EGL 211 - Technical Writing Credits: 3
- SPM 101 - Introduction to Sports Management Credits: 3
- SPM 200 - Sports Facilities and Event Management Credits: 3
- SPM 201 - Sports in American Culture Credits: 3

- BUS 191 - Introduction to Finance Credits: 3 *or*

- BUS 207 - Introduction to Public Relations Credits: 3 *or*
- BUS 212 - Principles of Marketing Credits: 3 *or*
- BUS 231 - Management of Human Resources Credits: 3

- Elective - Credits: 1

Recommended Sequence

Fall I (15 Credits)

- EGL 101 - College Composition (E) Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- ACC 101 - Accounting I Credits: 3
- SPM 101 - Introduction to Sports Management Credits: 3
- PSY - Psychology Elective (SS) Credits:3 **or**
- SOC - Sociology Elective (SS) Credits:3 **or**
- POS - Political Science Elective (SS) Credits:3

Spring I (16 Credits)

- EGL 211 - Technical Writing Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- SPM 201 - Sports in American Culture Credits: 3
- ACC 102 - Accounting II Credits: 3
- MAT 125 - Applied Calculus (M) Credits: 4 *or*
- MAT 127 - Introduction to Statistics (M) Credits: 4 *or*
- MAT 128 - Introduction to Statistics II (M) Credits: 4 *or*
- MAT 191 - Precalculus (M) Credits: 4 *or*
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4

Fall II (16 Credits)

- ECO 222 - Economics-Macro (SS) Credits: 3
- BUS 131 - Principles of Management Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3
- BUS 216 - Organizational Leadership Credits: 3
- SCI - Science with Lab Elective (SL) Credits: 4

Soring II (13 Credits)

- BUS 210 - Business Law Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3
- SPM 200 - Sports Facilities and Event Management Credits: 3
- ELECTIVE - Free Elective Credit: 1

Program Learning Outcomes

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

- Assess the economic, technical, legal and sociocultural environments of a business as it relates to sports.
- Apply basic accounting principles to prepare accurate financial statements.
- • Formulate strategies to lead and manage organizations, facilities, and events.
- • Explain the impact sports has in society.
- • Solve problems using analytical reasoning as they relate to sports management and sports leadership responsibilities.

Supply Chain Management, AAS

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 manufacturing, transportation, warehousing and distribution. The program is focused to meet the critical managerial and specialist workforce needs of businesses and agencies that execute these activities in both the public and private sectors.

Transfer Information
Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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

Required Courses

General Education Requirements
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- HUM Elective - Humanities Elective (H) - Credits: 3
- BIO/ENV Elective - Biology Science Elective with Lab (SL) or Environmental Science Elective with Lab (SL) - Credits: 4
- SOC SCI Elective - Social Science Elective (SS) - Credits: 3

- SPH 141 - Public Speaking (H) Credits: 3 **or**
- SPH 121 - Interpersonal Communications (H) Credits: 3

Program Requirements
- ACC 101 - Accounting I Credits: 3
- ACC 102 - Accounting II Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- BUS 216 - Organizational Leadership Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 3
- ELECT - Elective - Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- TRL 101 - Introduction to Logistics Credits: 3
- TRL 107 - Supply Chain Management Credits: 3
- TRL 130 - Production and Operations Management Credits: 3
- TRL 230 - Product Lifecycle Management Credits: 3

- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 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.

Fall I (16 Credits)

- ACC 101 - Accounting I Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- BIO - Biology Science Elective with Lab - Credits: 4 *or*
- ENV - Environmental Science Elective with Lab - Credits: 4
- TRL 101 - Introduction to Logistics Credits: 3

Spring I (16 Credits)

- ACC 102 - Accounting II Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- SPH 141 - Public Speaking (H) Credits: 3 **or**
- SPH 121 - Interpersonal Communications (H) Credits: 3

Fall II (15 Credits)

- ECO 221 - Economics-Micro (SS) Credits: 3
- TRL 107 - Supply Chain Management Credits: 3
- ELECT - Elective - Credits: 3
- SOC SCI - Social Science Elective - 3 Credits
- BUS 216 - Organizational Leadership Credits: 3

Spring II (13 Credits)

- TRL 130 - Production and Operations Management Credits: 3
- TRL 230 - Product Lifecycle Management Credits: 3
- HUM - Humanities Elective - Credits: 3
- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Apply a systems approach to managing the product lifecycle from its inception through disposal, including design, manufacture, warehousing and distribution.
- Formulate strategies to efficiently manage the activities involved in physically moving raw materials, inventory, and finished goods from the point of origin to point of use or consumption.
- Translate product and service requirements into facilities, procedures, and operating organizations.
- Assess the impact of supply chain activities on the financial and managerial aspects of organizations.

Transportation Logistics and Management, AAS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- ECO 222 - Economics-Macro (SS) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- PSC 105 - General Physical Science with Lab (SL) Credits: 4
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Program Requirements

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

Program Electives
Please see Academic Advisor for elective selection.

- ELECT - Elective - 1 Credit

Select 6 Credits from the Following:

- ACC 205 - Business Spreadsheet Applications Credits: 3
- BUS 131 - Principles of Management Credits: 3
- BUS 191 - Introduction to Finance Credits: 3
- BUS 216 - Organizational Leadership Credits: 3
- BUS 241 - Effective Teams and Workgroups Credits: 3
- BUS 280 - Strategic Planning Concepts Credits: 3
- ECO 221 - Economics-Micro (SS) Credits: 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.

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- TRL 101 - Introduction to Logistics Credits: 3
- BUS 108 - Principles of Purchasing Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4

Spring I (12 Credits)

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- TRL 130 - Production and Operations Management Credits: 3
- EGL 211 - Technical Writing Credits: 3
- TRL - Program Elective - 3 Credits

Fall II (17 Credits)

- ECO 222 - Economics-Macro (SS) Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- TRL 107 - Supply Chain Management Credits: 3
- PSC 105 - General Physical Science with Lab (SL) Credits: 4
- TRL - Program Elective - 3 Credits
- ELECT - Elective - 1 Credit

Spring II (15 Credits)

- TRL 230 - Product Lifecycle Management Credits: 3
- BUS 231 - Management of Human Resources Credits: 3
- BUS 187 - Business Ethics Credits: 3
- ACC 101 - Accounting I Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**

- SPH 141 - Public Speaking (H) Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Discuss transportation management issues from a system-level perspective.
- Compare and evaluate transportation systems.
- Apply basic computational, statistical, and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information.
- Evaluate transportation problems and effectively develop and present actionable solutions.

Certificate

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

- ACC 101 - Accounting I Credits: 3
- ACC 102 - Accounting II Credits: 3
- ACC 205 - Business Spreadsheet Applications Credits: 3

Required Courses Elective - Select 9 Credits

Please see Academic Advisor for elective selection.

- ACC - Accounting Electives - Credits: 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.

Hospitality Management Certificate

Award: Certificate
Degree Code: HMNC (Hospitality Management - 12 Credits)

Program Description

This certificate is designed to develop the necessary skills and knowledge for entering the hospitality workforce particularity related to leadership and management in the hospitality field. This certificate will also 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.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Program Requirements

- BUS 131 - Principles of Management Credits: 3
- BUS 193 - Introduction to Hospitality Management Credits: 3
- BUS 216 - Organizational Leadership Credits: 3
- BUS 231 - Management of Human Resources Credits: 3

Program Learning Outcomes

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

- Formulate strategies to lead and manage organizations in the hospitality industry
- Explain the economic, technical, legal, and sociocultural environments of a specific company in the hospitality industry
- Explain the basic functions, roles, and responsibilities of management in the different areas of the hospitality industry.

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

- ACC 101 - Accounting I Credits: 3
- ACC 102 - Accounting II Credits: 3
- BUS 131 - Principles of Management Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- BUS 216 - Organizational Leadership Credits: 3
- BUS 231 - Management of Human Resources Credits: 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 Certificate

Award: Certificate
Degree Code: BCMA
Number of Credits: 22

Program Description

The 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

- BUS 103 - Introduction to Business Credits: 3
- BUS 187 - Business Ethics Credits: 3
- BUS 207 - Introduction to Public Relations Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- BUS 242 - Advertising Credits: 3
- BUS 243 - Personal Selling Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2

Program Outcomes

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

- Employ strategic marketing skills, including customer segmentation, market planning, and competitive analysis to respond to organizational marketing challenges.
- Effectively communicate value propositions and brand definitions in multiple media formats in the forms of advertising, personal selling and public relations.
- Analyze a target market and develop product, pricing, promotion, and placement strategies to meet customer demands and organizational profit targets.

Public Relations Certificate

Award: Certificate
Degree Code: PREC
Number of Credits: 15

Required Courses

- BUS 207 - Introduction to Public Relations Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- VCP 144 - Web Design I - Design Fundamentals Credits: 3
  Program Electives - Select 3 Credits:
  - EGL 211 Technical Writing - Credits: 3
  - EGL 214 Introduction to Journalism - Credits: 3

Program Outcomes

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

- Employ strategic marketing skills, including customer segmentation, market planning, and competitive analysis to respond to organizational marketing challenges.
- Effectively communicate value propositions and brand definitions in multiple media formats in the forms of advertising, personal selling and public relations.
- Apply appropriate theories to analyze and modify communication.

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

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

Communication Studies

Associate of Arts

Communication Studies, AA

Award: Associate of Arts
Degree Code: CMST
Number of Credits: 60

Program Description

Cecil College's Associate of Arts in Communication Studies provides the first two years of study towards a Bachelors in Communication Studies. This degree offers a strong foundation in communication theory and practice. Students who complete a Communication Studies degree may transfer into a Communication Studies program at a four-year institution, or they may pursue careers in business, education, law, communications, publishing, or any profession that requires communication skills.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Business, education, law, communications, publishing, or any profession that requires communication skills.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3

General Education Requirement Electives - Select 25 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Electives (H) - 6 Credits
- HST - History Elective (H) - 3 Credits
- MAT - Math Elective (M) - 3 Credits
- SCI - Science Electives(S/SL) - 7 Credits
- SOC SCI - Social Science Electives (SS) - 6 Credits

Program Requirements

- COM 101 - Introduction to Communication Studies (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

Program Requirement Electives - Select 20 Credits

Please see Academic Advisor for elective selection.

- ELECT - Electives - 8 Credits

Communication Studies Electives

Select 12 credits from the following:

- ART 101 - Fundamentals of Design I (H) Credits: 3
- ART 181 - Introduction to Movie Making (H) Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- BUS 187 - Business Ethics Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- EGL 211 - Technical Writing Credits: 3
- EGL 214 - Introduction to Journalism Credits: 3
- MUC 128 - Introduction to Audio Technology (I) Credits: 3
- PHI 201 - Ethics - Contemporary Moral Issues (H) Credits: 3
- PHI 270 - Ethical Issues in Healthcare (H) Credits: 3
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3
- SPH 201 - Social Media Communications Credits: 3
- VCP 101 - Photography I Credits: 4
- VCP 111 - Studio Photography I Credits: 4
- VCP 116 - Digital Imaging I Credits: 2
- VCP 136 - Multimedia Production I Credits: 4
- VCP 210 - Video Production I Credits: 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.

Fall I (15 Credits)

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3
- MAT - Math Elective - 3 Credits
- ELECT - Elective - 3 Credits

Spring I (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3
- HEA - Health Elective - 3 Credits
- SCI - Science with Lab - 4 Credits
- ELECT - Elective - 3 Credits

Fall II (15 Credits)

- COM 101 - Introduction to Communication Studies (H) Credits: 3
- ART - Art Elective - 3 Credits
- HIST - History Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits
- ELECT - Elective - 3 Credits

Spring II (14 Credits)

- HUM - Humanities Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits
- SCI - Science Elective - 3 Credits

- ELECT - Elective - 3 Credits
- ELECT - Elective - 2 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Apply the theories of communication to interpersonal, organizational and public communication.
- Use their knowledge of subject position in order to communicate more effectively and negotiate difference.
- Use critical thinking in order to structure and deliver messaging in interpersonal, organizational and public settings.
- Show familiarity with, and be able to conduct, basic communication research.
- Create persuasive arguments.

Computer Technology and Cybersecurity

Associate of Applied Science

Computer Science - Programming, AAS

Award: Associate of Applied Science
Degree Code: CSPR
Number of Credits: 60

Program Description

This program introduces students to the various technology domains, including operating systems, networking, data, security and programming. Problem solving and proper algorithm design are emphasized. Students will gain an understanding of abstracted layers and data structures.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- CSC 110 - Ethics in Information Technology Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

General Education Requirement Electives - Select 11 Credits

Please see Academic Advisor for elective selection.

- MAT - Math Elective (M) - 4 Credits
- SCI - Science Elective with Lab (S/SL) - 4 Credits
- SOC SCI - Social Science Elective (SS) - 3 Credits

Program Requirements

- CSC 103 - Survey of Operating Systems Credits: 3
- CSC 106 - Introduction to Programming Logic Credits: 3
- CSC 109 - Introduction to Programming Credits: 3
- CSC 140 - Introduction to Networking Credits: 3
- CSC 182 - Web Application Development Credits: 3
- CSC 203 - Seminar in Information Systems Credits: 1
- CSC 205 - Computer Science I Credits: 3
- EGL 211 - Technical Writing Credits: 3
- VCP 144 - Web Design I - Design Fundamentals Credits: 3

Program Requirement Electives - Select 12 Credits

Please see Academic Advisor for elective selection.

- CSC - Computer Science Electives - 12 Credits

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.

Fall I (16 Credits)

- CSC 103 - Survey of Operating Systems Credits: 3
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- CSC 106 - Introduction to Programming Logic Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- MAT - Math Elective - 4 Credits

Spring I (16 Credits)

- CSC 109 - Introduction to Programming Credits: 3
- CSC 140 - Introduction to Networking Credits: 3
- CSC 205 - Computer Science I Credits: 3
- EGL 211 - Technical Writing Credits: 3
- SCI - Lab Science Elective - 4 Credits

Fall II (15 Credits)

- VCP 144 - Web Design I - Design Fundamentals Credits: 3
- CSC - Computer Science Elective - 3 Credits
- CSC - Computer Science Elective - 3 Credits
- CSC - Computer Science Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits

Spring II (13 Credits)

- CSC 182 - Web Application Development Credits: 3
- CSC 203 - Seminar in Information Systems Credits: 1
- CSC 110 - Ethics in Information Technology Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3
- CSC - Computer Science Elective - 3 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Analyze problems and develop algorithms.
- Design modular software using object oriented programming principles.
- Explain the benefits of specific data structures, abstraction, recursion and modular design.
- Understand legal and ethical issues associated with computing.
- Create applications in compiled and interpreted programming languages.
- Understand the fundamentals of operating systems and networks.
- Create technical documentation.

Cybersecurity, AAS

Award: Associate of Applied Science
Degree Code: CYAS
Number of Credits: 60

Program Description

The Cyber Security program prepares students to enter the workforce or transfer to a four-year institution for continued study in computer cyber security. Cyber security 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 cyber security 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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3

General Education Requirement Electives - Select 14 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Elective (H) - 3 Credits [1]
- MAT - Math Elective (M) - 4 credits
- BIO - Biology Science Elective with Lab (SL) - 4 Credits *or*
- PHY - Physics Science Elective with Lab (SL) - 4 Credits
- SOC SCI - Social Science Elective (SS) - 3 Credits [2]

Program Requirements

- CSC 109 - Introduction to Programming Credits: 3
- CSC 110 - Ethics in Information Technology Credits: 3
- CSC 140 - Introduction to Networking Credits: 3 [3]
- CSC 141 - Information Security Fundamentals Credits: 3 [3]
- CSC 151 - Introduction to Computer Forensics and Investigations Credits: 3 [3]
- CSC 225 - Tactical Perimeter Defense Credits: 3
- CSC 235 - Strategic Infrastructure Security Credits: 3
- CSC 266 - Routing and Switching I Credits: 4 [3]

Program Requirement Electives - Select 9 Credits

Please see Academic Advisor for elective selection.

- CSC - Computer Science Electives - 9 Credits

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.

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- CSC 109 - Introduction to Programming Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- BIO - Biology Science Elective with Lab Credits: 4 **or**
- PHY - Physics Science Elective with Lab Credits: 4

Spring I (16 Credits)

- CSC 110 - Ethics in Information Technology Credits: 3
- CSC 140 - Introduction to Networking Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- SOC SCI - Social Science Elective (SS) Credits: 3
- MAT - Math Elective (M) Credits 4

Fall II (15 Credits)

- CSC 141 - Information Security Fundamentals Credits: 3
- CSC 151 - Introduction to Computer Forensics and Investigations Credits: 3
- ART/HUM - Arts and Humanities Elective - 3 Credits
- CSC - Computer Science Elective Credits: 3
- CSC 266 - Routing and Switching I Credits: 4

Spring II (13 Credits)

- CSC 225 - Tactical Perimeter Defense Credits: 3
- CSC 235 - Strategic Infrastructure Security Credits: 3
- CSC - Computer Science Elective Credits:3
- CSC - Computer Science Elective Credits:3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Selection may not include EGL designation.
[2] Social Science Elective must be a course designation other than PSY.
[3] Certification option courses.

Associate of Science

Computer Science, AS

Award: Associate of Science
Degree Code: ASCC
Number of Credits: 60

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
- SPH 121 - Interpersonal Communications (H) Credits: 3

General Education Requirement Electives - Select 17 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Electives (H) - 3 Credits [1]
- SCI - BIO, ENV, CHM, PSC OR PHY (S/SL) - 8 Credits *
- SOC SCI - Social Science Electives (SS) - 6 Credits [2]

* - Transfers to BS program requires 2 semesters of the same science discipline, BA programs allow sciences to be in same or different disciplines

Program Requirements

- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- CSC 109 - Introduction to Programming Credits: 3
- CSC 205 - Computer Science I Credits: 3
- CSC 218 - Computer Science II Credits: 4
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 236 - Discrete Structures (M) Credits: 3
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4

Program Requirement Electives - 2 credits

- PHE or CSC Electives - 2 credits

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.

Fall I (14 Credits)

- CSC 109 - Introduction to Programming Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
- SCI- BIO, ENV, CHM, PSC or PHY (S/SL) - 4 credits

Spring I (14 Credits)

- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- EGL 102 - Composition & Literature (H) Credits: 3
- SOC SCI - Social Science Elective - 3 Credits
- SCI- BIO, ENV, CHM, PSC or PHY (S/SL) - 4 credits

Fall II (13 Credits)

- CSC 205 - Computer Science I Credits: 3
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 236 - Discrete Structures (M) Credits: 3
- ART/HUM - Arts and Humanities Elective - 3 credits

Spring II (16 Credits)

- CSC 218 - Computer Science II Credits: 4
- SPH 121 - Interpersonal Communications (H) Credits: 3
- PHE or CSC Elective - 2 credits
- SOC SCI elective (SS) - 3 credits
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Selection may not include EGL designation.
[2] Courses must be from two different disciplines.

Certificate

Cybersecurity Certificate

Award: Certificate
Degree Code: CYCT
Number of Credits: 28

Program Description

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

Required Courses

- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- CSC 109 - Introduction to Programming Credits: 3
- CSC 140 - Introduction to Networking Credits: 3
- CSC 141 - Information Security Fundamentals Credits: 3
- CSC 151 - Introduction to Computer Forensics and Investigations Credits: 3
- CSC 156 - Windows Server Credits: 3
- CSC 225 - Tactical Perimeter Defense Credits: 3
- CSC 235 - Strategic Infrastructure Security Credits: 3
- CSC 266 - Routing and Switching I Credits: 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
- Recognize 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
- Apply 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

Programming Certificate

Award: Certificate
Degree Code: CCPS
Number of Credits: 24

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

- CSC 103 - Survey of Operating Systems Credits: 3
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- CSC 106 - Introduction to Programming Logic Credits: 3
- CSC 109 - Introduction to Programming Credits: 3
- CSC 182 - Web Application Development Credits: 3
- VCP 144 - Web Design I - Design Fundamentals Credits: 3

Electives - Select 6 Credits

Please see Academic Advisor for elective selection.

- CSC - Computer Science Electives - 6 Credits

Program Outcomes

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

- Analyze problems and develop algorithms
- Describe object oriented programming concepts
- Create applications in compiled and interpreted programming languages
- Apply the fundamentals of operating systems and networks
- Create technical documentation

Engineering

Associate of Science

Engineering with Areas of Concentration, AS

Award: Associate of Science
Degree Code: CNEE (Mechanical/Aerospace/Civil 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 Credits

Program Description

The Associate of Science Engineering Program offers a selection of engineering and other science courses for students wishing to pursue a program of study in engineering with concentrations in aerospace, chemical, civil, computer, mechanical, 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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Aerospace/Mechanical/Civil 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.

Required Courses

General Education and Program Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4 [2]
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
- PHE 101 - Introduction to Engineering Design Credits: 3

General Education and Program Requirement Electives - Select 9 Credits
Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Electives (H) - 3 Credits[1]
- SOC SCI - Social Science Electives (SS) - 6 Credits [3]

Areas of Concentration

Aerospace/Mechanical/Civil Engineering Concentration

Requirements (20 Credits)

- PHE 211 - Statics Credits: 3
- PHE 212 - Dynamics Credits: 3
- PHE 213 - Mechanics of Materials Credits: 3
- PHE 221 - Thermodynamics Credits: 3

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1

Chemical Engineering Concentration

Requirements (19 Credits)

- CHM 203 - Organic Chemistry I with Lab Credits: 4
- CHM 204 - Organic Chemistry II with Lab Credits: 4
- PHE 211 - Statics Credits: 3

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1

Computer Engineering Concentration

Requirements (18 Credits)

- CSC 205 - Computer Science I Credits: 3
- MAT 236 - Discrete Structures (M) Credits: 3
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- PHE 225 - Digital Electronics and Instrumentation Credits: 4
- PHE 285 - Principles of Electric Circuits with Lab Credits: 4

Engineering Science Concentration

Requirements (19 Credits)

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1 **or**
- PHE 225 - Digital Electronics and Instrumentation Credits: 4
- CSC 205 - Computer Science I Credits: 3 **or**
- PHE 211 - Statics Credits: 3

Concentration Electives - Select 12 Credits

Please see Academic Advisor for elective selection.

- ELECT - Engineering/Computer Science/Math/Science/Business Electives - 12 Credits (Must include courses from at least two different disciplines)

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/Mechanical/Civil Engineering Concentration

This recommended sequence is for students who are placed into MAT 191 - Precalculus. *If student is placed into MAT 201 - Calculus I (or higher), the student will take Fall I: MAT 201 - Calculus I and PHE 101, Spring I: MAT 202 - Calculus II, Fall II: MAT 203 - Multivariable Calculus and Social Science Elective (3 credits), and Spring II: MAT/PHY/PHE/CSC/CHM Elective (4 credits)*

Fall I (17 Credits)

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
  SOC SCI - Social Science Elective Credits: 3
  Arts and Humanities Elective (H) Credits: 3

Spring I (15 Credits)

- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4

Fall II (17 Credits)

- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- PHE 101 - Introduction to Engineering Design Credits: 3
- PHE 221 - Thermodynamics Credits: 3
- PHE 211 - Statics Credits: 3

Spring II (16 Credits)

- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
- PHE 212 - Dynamics Credits: 3
- PHE 213 - Mechanics of Materials Credits: 3
  SOC SCI - Social Science Elective Credits: 3

Chemical Engineering Concentration

This recommended sequence is for students who are placed into MAT 191 - Precalculus. *If student is placed into MAT 201 - Calculus I (or higher), the student will take Fall I: MAT 201 - Calculus I, PHE 101, and Free Elective (1 credit), Spring I: MAT 202 - Calculus II and Social Science Elective (3), Fall II: MAT 203 - Multivariable Calculus, and Spring II: Arts and Humanities Elective (3 credits) and MAT/PHY/PHE/CSC/CHM Elective (3 credits).*

Fall I (14 Credits)

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1

- EGL 101 - College Composition (E) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
  ARTS/HUM - Arts and Humanities Elective (H) Credits: 3

Spring I (18 Credits)

- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHE 101 - Introduction to Engineering Design Credits: 3

Fall II (18 Credits)

- CHM 203 - Organic Chemistry I with Lab Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- PHE 211 - Statics Credits: 3
  SOC SCI - Social Science Elective Credits: 3

Spring II (14 Credits)

- CHM 204 - Organic Chemistry II with Lab Credits: 4
- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
  SOC SCI - Social Science Elective Credits: 3

Computer Engineering Concentration

This recommended sequence is for students who are placed into MAT 191 - Precalculus. *If student is placed into MAT 201 - Calculus I (or higher), the student will take Fall I: MAT 201 - Calculus I and PHE 101, Spring I: MAT 202 - Calculus II, Arts and Humanities Elective (3 credits), and a Free Elective (1 Credit), Fall II: MAT 203 - Multivariable Calculus, and Spring II: Social Science Elective (3 Credits) and MAT/PHY/PHE/CSC/CHM Elective (4 credits).*

Fall I (16 Credits)

- CSC 109 - Introduction to Programming Credits: 3 **or**
- CSC 205 - Computer Science I Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
  SOC SCI - Social Science Elective Credits: 3
  ARTS/HUM - Arts and Humanities Elective (H) Credits: 3

Spring I (17 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHE 101 - Introduction to Engineering Design Credits: 3
  SOC SCI - Social Science Elective Credits: 3

Fall II (16 Credits)

- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- PHE 225 - Digital Electronics and Instrumentation Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4

Spring II (14 Credits)

- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 236 - Discrete Structures (M) Credits: 3
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
- PHE 285 - Principles of Electric Circuits with Lab Credits: 4

Engineering Science Concentration

This recommended sequence is for students who are placed into MAT 191 - Precalculus. *If student is placed into MAT 201 - Calculus I (or higher), the student will take Fall I: MAT 201 - Calculus I and PHE 101, Spring I: MAT 202 - Calculus II and a Social Science Elective (3 Credits), Fall II: MAT 203 - Multivariable Calculus, and Spring II: MAT/PHY/PHE/CSC/CHM Elective (4 credits)*

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
  SOC SCI - Social Science Elective Credits: 3
  SOC SCI - Social Science Elective Credits: 3
  ARTS/HUM - Arts and Humanities Elective (H) Credits: 3

Spring I (17 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHE 101 - Introduction to Engineering Design Credits: 3
  Elective - Engineering, Math, Science, Computer Science, or Business Credits: 3

Fall II (15 Credits)

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1 **or**
  PHE 225 - Digital Electronics and Instrumentation Credits: 4
- CSC 109 - Introduction to Programming Credits: 3 *or*
  CSC 205 - Computer Science I Credits: 3
  PHE 211 - Statics Credits: 3
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4

Spring II (16 Credits)

- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
  Elective - Engineering, Math, Science, Computer Science, or Business Credits: 3
  Elective - Engineering, Math, Science, Computer Science, or Business Credits: 3
  Elective - Engineering, Math, Science, Computer Science, or Business Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Apply the engineering design process including the design, completion, analysis and data interpretation
- Function on multidisciplinary teams
- Identify the professional and ethical responsibilities of engineers
- 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/Mechanical/Civil Engineering

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

- Describe the kinetics concerning force and acceleration, work and energy, impulse and momentum for a particle and a rigid body
- Apply the rules of equilibrium of a particle and a rigid body the application of force vectors
- Discuss the basic concepts of thermodynamics
- Explain the various mechanical properties of materials

Additional Outcomes - Area of Concentration in Chemical Engineering

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

- Define and differentiate between the principles of chemical kinetics and equilibrium
- Explain the processes 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:

- Describe the elements and processes of programming problem solving
- Analyze the uses of selection and repetition structures
- Construct one and two dimensional arrays
- Analyze and design synchronous sequential circuits

Note

[1] Selection may not include EGL designation.

[2] Students placed in MAT 201 or higher math may replace MAT 191 with MAT, PHY, PHE, CSC, or CHM elective(s); students *must* satisfy the four credit requirement.

[3] Courses must be from two different disciplines.

Associate of Science in Engineering

Electrical Engineering, ASE

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.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

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

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4 [2]
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4

General Education Requirement Electives - Select 9 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Elective (H) - 3 Credits [1]
- SOC SCI - Social Science Elective (SS) - 6 Credits [3]

Program Requirements

- CSC 205 - Computer Science I Credits: 3
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
- PHE 101 - Introduction to Engineering Design Credits: 3
- PHE 225 - Digital Electronics and Instrumentation Credits: 4
- PHE 285 - Principles of Electric Circuits with Lab Credits: 4
- PHY 219 - General Calculus Physics III with Lab (SL) Credits: 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.

Fall I (14 Credits)

- MAT 191 - Precalculus (M) Credits: 4
- PHE 101 - Introduction to Engineering Design Credits: 3
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- EGL 101 - College Composition (E) Credits: 3

Spring I (14 Credits)

- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- EGL 102 - Composition & Literature (H) Credits: 3
- SOC SCI - Social Science Elective - 3 Credits

Summer (4 Credits)

- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4

Fall II (18 Credits)

- PHE 225 - Digital Electronics and Instrumentation Credits: 4
- CSC 205 - Computer Science I Credits: 3
- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Spring II (14 Credits)

- MAT 246 - Introduction to Differential Equations (M) Credits: 3
- PHE 285 - Principles of Electric Circuits with Lab Credits: 4
- PHY 219 - General Calculus Physics III with Lab (SL) Credits: 4
- SOC SCI - Social Science Elective - 3 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Selection may not include EGL designation.
[2] Students placed in MAT 201 or higher Math may replace MAT 191 with MAT, PHY, PHE, CSC or CHM elective(s); students *must* satisfy the four credit requirement.
[3] Courses must be from two different disciplines.

Certificate

Manufacturing Technician Certificate

Award: Certificate
Degree Code: MANT
Number of Credits: 17

Program Description

This certificate provides the beginning knowledge and skill set to work in the field of manufacturing. Final coursework includes a work experience course with the application of acquired skills and knowledge. With this certificate a student may advance to an engineering degree.

Required Courses

- EGL 101 - College Composition (E) Credits: 3
- MAT 109 - Technical Math Credits: 1
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PHE 290 - College Based Experience- PHE Credits: 3
- PHE 120 - AutoCAD Fundamentals for Engineers Credits: 3

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3 *or*
- CSC 104 - Computer Science Fundamentals (I) Credits: 3

Program Outcomes

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

- Communicate in an effective and professional manner in writing
- Apply basic mathematical analysis techniques
- Use basic computers skills including knowledge of CADD, drafting and programming.

Pre-Engineering Certificate

Award: Certificate
Degree Code: ENGP
Number of Credits: 32

Program Description

This certificate provides a basis for further study in various engineering fields. The Pre-Engineering Certificate provides a course of study designed to meet the needs of students who plan to study and transfer to a college or a university that grants Associate or Baccalaureate Degrees in a variety of engineering programs.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Required Courses

- CHM 103 - General Chemistry I (S) Credits: 3
- CHM 113 - General Chemistry I Lab Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- Art/Humanities Elective (H) - Credits: 3
- Behavioral and Social Science Electives (SS) - Credits: 6

- MAT 191 - Precalculus (M) Credits: 4 *or*
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4 *or*
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4

Program Outcomes

Demonstrate the entry level knowledge of math, physics, chemistry, and communication skills and abilities associated with many disciplines within the field of engineering. See specific courses as listed above for Student Learning Outcomes.

General Studies and Social Sciences

Associate of Arts

English, AA

Award: Associate of Arts
Degree Code: EGLD
Number of Credits: 60

Program Description
Cecil College's Associate of Arts in English provides the first two years of study towards a major in English. This concentration offers a strong foundation in literary studies and cultural literacy, requiring extensive practice of critical reading, writing, analysis, and interpretation. Students who complete an English major may transition into an English major at a four-year institution, and from there, may transition into advanced study in literature, literacy, rhetoric, or related fields; or they may pursue careers in business, education, law, communications, publishing, or any profession that requires sophisticated reading, writing, and analytical skills.

Transfer Information
Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities
Creative writer, technical writer, journalist, publisher, editor, teacher, researcher, media, and other related areas.

Required Courses
General Education Requirements
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3

General Education Requirement Electives - 22-23 Credits
Please see Academic Advisor for elective selection.
- ARTS/HUM - Arts and Humanities Electives (H) - 6 Credits [1]
- MAT - Math Elective (M) - 3-4 Credits [2]
- SCI - Science Electives with Lab (S/SL) - 7 Credits [3]
- SOC SCI - Social Science Electives (SS) - 6 Credits [4]

Program Requirements
- EGL 203 - British Lit. to 18th c. (H) Credits: 3
- EGL 204 - British Lit. 18th c. to Present (H) Credits: 3
- EGL 205 - American Lit. to 1865 (H) Credits: 3
- EGL 206 - American Lit. 1865 to Present (H) Credits: 3
- EGL 210 - Topics in World Literature (H) Credits: 3
- EGL 214 - Introduction to Journalism Credits: 3 **or**
- EGL 215 - Introduction to Creative Writing (H) Credits: 3

Program Requirement Electives - 13-14 Credits
Please see Academic Advisor for elective selection.
- HST - History Elective (H) - 3 Credits
- ELECT - General Education Electives (SS, H, or I) - 10-11 Credits [5]

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.

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MAT - Math Elective - 3 Credits
- HST - History Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits
- SCI - Science Elective with Lab - 4 Credits

Spring I (15 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- SOC SCI - Social Science Elective - 3 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits
- SCI - Science Elective - 3 Credits
- ELECT - General Education Elective - 3 Credits

Fall II (15 Credits)

- EGL 203 - British Lit. to 18th c. (H) Credits: 3
- EGL 205 - American Lit. to 1865 (H) Credits: 3
- EGL 210 - Topics in World Literature (H) Credits: 3
- ELECT - General Education Elective - 3 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Spring II (14 Credits)

- EGL 204 - British Lit. 18th c. to Present (H) Credits: 3
- EGL 206 - American Lit. 1865 to Present (H) Credits: 3
- EGL 214 - Introduction to Journalism Credits: 3 **or**
- EGL 215 - Introduction to Creative Writing (H) Credits: 3
- ELECT - General Education Elective - 2 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Identify and evaluate the writers, genres, periods, and critical theories of American, British, and World Literatures, including the works of historically underrepresented people.
- Critically analyze the cultural, historical, and social significance of literary and historical works through effective written and oral communications.
- Employ current research techniques and resources to place students' original ideas in dialog with discipline experts.
- Write clear, informed, persuasive, and stylistically adept prose for varying audiences and purposes, in both print and multimedia forms.

Note

[1] One course must have an ART designation; the other course must be from a discipline other than ART.
[2] Recommended Math electives: MAT 191 - Precalculus (M), MAT 123 - Finite Math (M), MAT 127 - Introduction to Statistics (M).
[3] 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.
[4] Courses must be from two different disciplines.
[5] Recommended General Education electives: ANT 101 - Cultural Anthropology (SS); GEO 102 - Cultural Geography (SS); HUM 110 - Introduction to Gender Studies (H), MUC 122 - Music Appreciation (H); MUC 151-Film Music (I); PHI 101 - Introduction to Philosophy (H); PHI 205 - Philosophy of Religion (H); POS 101 - Introduction to Political Science (SS); RUS 101 - Introductory Russian I (H); SPN 101 - Introductory Spanish I (H); THE 161-Introduction to Theatre (H).

General Studies, AA

Award: Associate of Arts
Degree Code: GSAA
Number of Credits: 60

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Required Courses
General Education Requirements
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3 [2]
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

General Education Requirement Electives - Select 28 Credits
Please see Academic Advisor for elective selection.
- ARTS/HUM - Arts and Humanities Electives (H) - 6 Credits [1]
- HST - History Elective (H) - 3 Credits
- MAT - Math Elective (M) - 3 Credits
- SCI - Science Electives (One with Lab) (S/SL) - 7 Credits [3]
- SOC SCI - Social Science Electives (SS) - 6 Credits [4]
- HEA - Health Elective - 3 Credits

Program Requirements - Select 17 Credits
The additional required courses for this program are selected in consultation with an academic advisor and total 17 credits.

Recommended Sequence
This degree can be completed both online and on campus. 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.

Online
The following is a recommended sequence of courses for completing this program online as a part-time or full-time student.

Four Years (Part-Time)

Fall I (9 Credits)
- ANT 101 - Cultural Anthropology (SS) Credits: 3

- EGL 101 - College Composition (E) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3 **or**
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3 *or*
- PHI 101 - Introduction to Philosophy (H) Credits: 3 *or*
- PHI 110 - Introduction to Ethics (H) Credits: 3 *or*
- PHI 201 - Ethics - Contemporary Moral Issues (H) Credits: 3

Spring I (7 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4

Summer I (3 Credits)

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3 **or**
- CSC 104 - Computer Science Fundamentals (I) Credits: 3

Fall II (6 Credits)

- BUS 103 - Introduction to Business Credits: 3 **or**
- PBH 104 - Introduction to Public Health Credits: 3 **or**
- SOC 102 - Social Problems (SS) Credits: 3 **or**
- SOC 103 - Marriage and the Family (SS) Credits: 3 **or**
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3
- MUC 122 - Music Appreciation (H) Credits: 3 **or**
- MUC 135 - History of Rock (H) Credits: 3
- ELECT - Program Elective - 3 Credits

Spring II (6 Credits)

- PHI 101 - Introduction to Philosophy (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3

Summer II (3 Credits)

- HST 101 - Western Civilization I (to 1715) (H) Credits: 3

Fall III (3 Credits)

- ART 178 - Art Appreciation (H) Credits: 3 **or**
- ART 180 - Basic Photography (H) Credits: 3

Spring III (6 Credits)

- PED 104 - Introduction to Walking for Fitness (ACT) Credits: 1
- PED 204 - Advanced Walking for Fitness (ACT) Credits: 1
- AST 103 - Principles of Astronomy (SL) Credits: 4 **or**
- PSC 105 - General Physical Science with Lab (SL) Credits: 4

Summer III (3 Credits)

- PSY 101 - Introduction to Psychology (SS) Credits: 3

Fall IV (6 Credits)

- BIO 101 - General Biology (S) Credits: 3 **or**
- AGR 103 - Introduction to Agriculture (I), (S) Credits: 3 **or**
- ENV 106 - Introduction to Environmental Science (I), (S) Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3 **or**

Spring IV (6 Credits)

- BUS 207 - Introduction to Public Relations Credits: 3 **or**
- BUS 212 - Principles of Marketing Credits: 3 **or**

- BUS 216 - Organizational Leadership Credits: 3 **or**
- ECO 222 - Economics-Macro (SS) Credits: 3
- CSC 110 - Ethics in Information Technology Credits: 3 **or**
- PHI 201 - Ethics - Contemporary Moral Issues (H) Credits: 3 **or**
- BUS 187 - Business Ethics Credits: 3

Summer IV (3 Credits)

- HEA 130 - Healthful Living I (I) Credits: 3 [†]

Two Years (Full-Time)

Fall I (18 Credits)

- EGL 101 - College Composition (E) Credits: 3
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3 *or*
- PHI 101 - Introduction to Philosophy (H) Credits: 3 *or*
- PHI 110 - Introduction to Ethics (H) Credits: 3 *or*
- PHI 201 - Ethics - Contemporary Moral Issues (H) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- HST 101 - Western Civilization I (to 1715) (H) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3 **or**
- ANT 101 - Cultural Anthropology (SS) Credits: 3
- MUC 122 - Music Appreciation (H) Credits: 3 *or*
- MUC 135 - History of Rock (H) Credits: 3

Spring I (15 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PHI 101 - Introduction to Philosophy (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3 *or*
- CSC 104 - Computer Science Fundamentals (I) Credits: 3

Fall II (15 Credits)

- BIO 101 - General Biology (S) Credits: 3 **or**
- AGR 103 - Introduction to Agriculture (I), (S) Credits: 3 **or**
- ENV 106 - Introduction to Environmental Science (I), (S) Credits: 3
- HEA 130 - Healthful Living I (I) Credits: 3 [1]
- HST 201 - United States History I (H) Credits: 3 **or**
- HST 202 - United States History II (H) Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3 **or**
- BUS 103 - Introduction to Business Credits: 3 **or**
- PBH 104 - Introduction to Public Health Credits: 3 **or**
- SOC 102 - Social Problems (SS) Credits: 3 or
- SOC 103 - Marriage and the Family (SS) Credits: 3 **or**
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3

Spring II (6 Credits)

- PED 104 - Introduction to Walking for Fitness (ACT) Credits: 1
- PED 204 - Advanced Walking for Fitness (ACT) Credits: 1
- AST 103 - Principles of Astronomy (SL) Credits: 4 **or**
- PSC 105 - General Physical Science with Lab (SL) Credits: 4
- BUS 207 - Introduction to Public Relations Credits: 3 **or**
- BUS 212 - Principles of Marketing Credits: 3 **or**

- BUS 216 - Organizational Leadership Credits: 3 **or**
- ECO 222 - Economics-Macro (SS) Credits: 3
- CSC 110 - Ethics in Information Technology Credits: 3 *or*
- PHI 201 - Ethics - Contemporary Moral Issues (H) Credits: 3 *or*
- BUS 187 - Business Ethics Credits: 3
- ART 178 - Art Appreciation (H) Credits: 3 **or**
- ART 180 - Basic Photography (H) Credits: 3

On Campus

The following is a recommended sequence of courses for completing this program as a full- time student.

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MAT - Math Elective - 3 Credits
- HEA - Health Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3 *or*
- PHI 101 - Introduction to Philosophy (H) Credits: 3 *or*
- PHI 110 - Introduction to Ethics (H) Credits: 3 *or*
- PHI 201 - Ethics - Contemporary Moral Issues (H) Credits: 3

- CSC 104 - Computer Science Fundamentals (I) Credits: 3 **or**
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3

Spring I (17 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3
- SCI - Science Elective/Science Elective with Lab - 4 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits
- ELECT - Program Elective - 1 Credit

Fall II (15 Credits)

- ELECT - Program Elective - 3 Credits
- ELECT - Program Elective - 3 Credits
- ELECT - Program Elective - 3 Credits
- SCI - Science Elective/Science Elective with Lab - 3 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Spring II (12 Credits)

- ELECT - Program Elective - 3 Credits
- ELECT - Program Elective - 3 Credits
- ELECT - Program Elective - 3 Credits
- HST - History Elective - 3 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

† If taken during the fall or spring, may substitute HEA 136, HEA 173, or HEA 174.
[1] One course must have an ARTS designation; the other course must be from a humanities discipline other than ARTS.
[2] Early College Academy (ECA) students, or students who transfer 12 or more college credits from another institution, may substitute PHI 101 or an ethics course.
[3] Courses must have two different designations from any of the following: AST, BIO, CHM, ENV, PSC, or PHY. At least one of the courses must include a lab.
[4] Courses must be from two different disciplines.

Psychology, AA

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, with a focus on expanding students' general knowledge of psychological theory while also enhancing skills of scientific inquiry and critical thinking. Specific course work will focus on student ethical awareness and social integrity, communication skills across diverse presentation modalities, and application of psychological related theory to professional development. 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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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

Required Courses

General Education Requirements
Select two of the following:

- ANT 101 Cultural Anthropology (SS) Credits: 3
- SOC 105 Perspectives in Human Diversity (SS) Credits: 3
- GEO 102 Cultural Geography (SS) Credits: 3

Required courses:

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4

- BIO 130 - Principles of Biology I (S) Credits: 3 **and**
- BIO 131 - Principles of Biology I Lab Credits: 1 **or**
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- BIO 132 - Principles of Biology II (S) Credits: 3 **and**
- BIO 133 - Principles of Biology II Lab Credits: 1 **or**
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1
- HST 201 - United States History I (H) Credits: 3 **or**
- HST 202 - United States History II (H) Credits: 3

Program Requirements

- PSY 101 - Introduction to Psychology (SS) Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3
- PSY 227 - Introduction to Abnormal Psychology Credits: 3

- PSY 228 - The Helping Relationship: Introduction to Theory and Technique Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3

- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3
  *SPH 141 Recommended

Program Electives

Please see Academic Advisor for elective selection.

- ELECT - Elective - 6 Credits
  - Two elective courses should be chosen based on personal or career interests or the requirements of the institution to which transfer is planned
- Select two from the following courses - 6 Credits
  - PSY 203 - Child Growth and Development Credits: 3
  - PSY 207 - Educational Psychology Credits: 3
  - PSY 223 - Biological Psychology Credits: 3
  - PSY 224 - Introduction to Social Psychology Credits: 3
  - SOC 102 - Social Problems (SS) Credits: 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.

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- SPH 141 - Public Speaking (H) Credits: 3

Spring I (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3

- BIO 130 - Principles of Biology I (S) Credits: 3 **and**
- BIO 131 - Principles of Biology I Lab Credits: 1 **or**
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1

- ANT 101 - Cultural Anthropology (SS) Credits: 3 *or*
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3 **or**
- GEO 102 - Cultural Geography (SS) Credits: 3

Fall II (16 Credits)

- PSY 227 - Introduction to Abnormal Psychology Credits: 3
- ELECT - Elective - Credits: 3

- BIO 132 - Principles of Biology II (S) Credits: 3 **and**
- BIO 133 - Principles of Biology II Lab Credits: 1 **or**
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1

- HST 201 - United States History I (H) Credits: 3 **or**
- HST 202 - United States History II (H) Credits: 3

- PSY 203 - Child Growth and Development Credits: 3 *or*
- PSY 207 - Educational Psychology Credits: 3 **or**
- SOC 102 - Social Problems (SS) Credits: 3 **or**
- PSY 223 - Biological Psychology Credits: 3 *or*
- PSY 224 - Introduction to Social Psychology Credits: 3

Spring II (12 Credits)

- PSY 228 - The Helping Relationship: Introduction to Theory and Technique Credits: 3
- ELECT - Elective - Credits: 3

- ANT 101 - Cultural Anthropology (SS) Credits: 3 **or**
- GEO 102 - Cultural Geography (SS) Credits: 3 **or**
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3

- PSY 203 - Child Growth and Development Credits: 3 **or**
- PSY 207 - Educational Psychology Credits: 3 **or**
- SOC 102 - Social Problems (SS) Credits: 3 **or**
- PSY 223 - Biological Psychology Credits: 3 *or*
- PSY 224 - Introduction to Social Psychology Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Goal 1: General Knowledge in Psychology
    - Through the application of theory and concepts to simple psychological problems, students should demonstrate a basic knowledge of key terms, theoretical frameworks and historical milestones in the field.
        - 1.1 Describe key concepts, principles, and overarching themes in psychology
        - 1.2 Develop a working knowledge of psychology's content domains
        - 1.3 Describe applications of psychology
- Goal 2: Scientific Inquiry and Critical Thinking
    - The use of the scientific method as it applies to understanding complex problems within the field is essential. Students will be exposed to concepts of research methodology and critical behavioral analysis. Using research in the field, students will learn basic skills information literacy, research design, and formation of hypotheses and conclusions.
        - 2.1 Use scientific reasoning to interpret psychological phenomena
        - 2.2 Demonstrate psychology information literacy
        - 2.3 Engage in innovative and integrative thinking and problem solving
        - 2.4 Interpret, design, and conduct basic psychological research
        - 2.5 Incorporate sociocultural factors in scientific inquiry
- Goal 3: Ethical and Social Responsibility in a Diverse World
    - Students will learn basic skills of how to approach personal and professional interactions with ethical awareness and social integrity. Ethical standards for behavior in the field will be discussed. A specific focus on the impact of social-cultural variables will be provided to support increased diversity.
        - 3.1 Apply ethical standards to evaluate psychological science and practice
        - 3.2 Build and enhance interpersonal relationships
        - 3.3 Adopt values that build community at local, national, and global levels
- Goal 4: Communication (ALL)
    - Students will demonstrate increased abilities to clearly present their ideas, both through written, oral and interpersonal communication. Given that this is a skill present through all the courses, a developmental approach will be taken. Students in entry level 101 courses will be required to demonstrate basic writing skills and adequate use of APA format in the course. As students progress in the psychology sequence they will be required to

demonstrate an ability to write for different purposes and give effective oral presentations to classmates.
        - 4.1 Demonstrate effective writing for different purposes
        - 4.2 Exhibit effective presentation skills for different purposes
        - 4.3 Interact effectively with others
        - 4.4 Use APA format effectively
- Goal 5: Professional Development (PSY 227; PSY 228)
    - The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. In addition, career professionals can be enlisted to support occupational planning and pursuit.
        - 5.1 Apply psychological content and skills to career goals
        - 5.2 Exhibit self-efficacy and self-regulation
        - 5.3 Refine project-management skills
        - 5.4 Enhance teamwork capacity
        - 5.5 Develop meaningful professional direction for life after graduation.

Health Professions

Associate of Applied Science

Paramedic, AAS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Required Courses

General Education and Program Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 211 - Technical Writing Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3

- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1 **or**
- BIO 130 - Principles of Biology I (S) Credits: 3 **and**
- BIO 131 - Principles of Biology I Lab Credits: 1
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1

- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1

General Education and Program Requirements - Select 1 Credits

Please see Academic Advisor for elective selection.

- ELECT - Elective - 1 Credit

Requirement of Major (28 Credits)

- Paramedic - Preparatory Knowledge - 5 Credits (Fall)
- Paramedic - Patient Assessment - 3 Credits (Fall)
- Paramedic - Traumatic Emergencies - 5 Credits (Spring)
- Paramedic - Medical Emergencies - 5 Credits (Fall)

- Paramedic - Special Considerations - 4 Credits (Spring)
- Paramedic - Operations - 3 Credits (Spring)
- Paramedic - Clinical /Field Requirements - 3 Credits (Summer)

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.

Fall I (13 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3

Spring I (10 Credits)

- EGL 211 - Technical Writing Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 *and*
- BIO 111 - General Biology Lab Credits: 1 *or*
- BIO 130 - Principles of Biology I (S) Credits: 3 *and*
- BIO 131 - Principles of Biology I Lab Credits: 1

Fall II (5 Credits)

- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 *and*
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- ELECT - Elective Credits: 1

Spring II (4 Credits)

- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1 *and*
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Physical Therapist Assistant, AAS

Award: Associate of Applied Science
Degree Code: PTTA
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 Licensing 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), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: (703) 706-3245; email: accreditation@apta.org; website: 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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Physical Therapist Assistants work in hospitals, privately owned physical therapy practices, home health, schools, and rehab units.

Required Courses

General Education Requirements

- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4 [1]
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

Program Requirements

- PTA 102 - Clinical Kinesiology and Biomechanics Credits: 4
- PTA 103 - Clinical Skills for the Physical Therapist Assistant Credits: 3
- PTA 104 - Fundamentals of PT Practice I Credits: 2
- PTA 205 - Therapeutic Interventions Credits: 5
- PTA 211 - Fundamentals of PT Practice II Credits: 2
- PTA 213 - Fundamentals of PT Practice III Credits: 2
- PTA 220 - Clinical Orthopedics Credits: 4
- PTA 222 - Clinical Neurosciences Credits: 3
- PTA 224 - Clinical Cardiopulmonary and Integumentary Issues Credits: 3

- PTA 228 - Special Topics in Physical Therapy Credits: 3
- PTA 230 - Clinical Practice I Credits: 3
- PTA 232 - Clinical Practice II Credits: 6
- PTA 234 - Clinical Practice III Credits: 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.

Spring I (9 Credits)

- PTA 102 - Clinical Kinesiology and Biomechanics Credits: 4
- PTA 103 - Clinical Skills for the Physical Therapist Assistant Credits: 3
- PTA 104 - Fundamentals of PT Practice I Credits: 2

Summer I (7 Credits)

- PTA 205 - Therapeutic Interventions Credits: 5
- PTA 211 - Fundamentals of PT Practice II Credits: 2

Fall I (16 Credits)

- PTA 220 - Clinical Orthopedics Credits: 4
- PTA 222 - Clinical Neurosciences Credits: 3
- PTA 224 - Clinical Cardiopulmonary and Integumentary Issues Credits: 3
- PTA 228 - Special Topics in Physical Therapy Credits: 3
- PTA 230 - Clinical Practice I Credits: 3

Spring II (14 Credits)

- PTA 213 - Fundamentals of PT Practice III Credits: 2
- PTA 232 - Clinical Practice II Credits: 6
- PTA 234 - Clinical Practice III Credits: 6

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Implement the concepts of anatomy and physiology of the human body in developing a treatment plan for a given patient scenario.
- Use critical thinking/clinical reasoning to apply the best action to a specific patient presentation and/or disease process.
- Use critical thinking/clinical reasoning to choose and/or execute the best intervention for a given patient scenario.
- Demonstrate professional and ethical behaviors required of a healthcare professional.
- Demonstrate competence in performing the clinical skills included in the Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level.

Note

[1] Any 4 credit General Education Mathematics will be accepted.

Associate of Science

Exercise Sciences, AS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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.

Required Courses

General Education Requirements

- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- HEA 130 - Healthful Living I (I) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 *or*
- BIO 130 - Principles of Biology I (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1 **or**
- BIO 131 - Principles of Biology I Lab Credits: 1
- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4

General Education Requirement Electives - Select 3 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities (H) - 3 Credits [1]

Program Requirements

- BUS 103 - Introduction to Business Credits: 3
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- BIO 203 - Nutrition Credits: 3
- FWS 110 - Fundamentals of Personal Training I Credits: 3
- FWS 120 - Fundamentals of Personal Training II Credits: 3

- FWS 111 - Fundamentals of Personal Training I Lab Credits: 1
- FWS 121 - Fundamentals of Personal Training II Lab Credits: 1
- FWS 130 - Essentials of Fitness Assessments Credits: 3
- FWS 135 - Physiology of Exercise Credits: 3
- FWS 180 - Fitness Prescription for Special Populations Credits: 3

Program Requirement Electives - Select 3 Credits
Please see Academic Advisor for elective selection.

- ELECT - Program Elective - 3 Credits [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 or an academic advisor for individual degree planning.

Fall I (17 Credits)

- EGL 101 - College Composition (E) Credits: 3
- HEA 130 - Healthful Living I (I) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 **or**
- BIO 130 - Principles of Biology I (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1 **or**
- BIO 131 - Principles of Biology I Lab Credits: 1
- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4

Spring I (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- ARTS/HUM - Arts and Humanities Elective - 3 Credits
- ELECT - Program Elective - 3 Credits

Fall II (14 Credits)

- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- BUS 103 - Introduction to Business Credits: 3
- FWS 110 - Fundamentals of Personal Training I Credits: 3
- FWS 111 - Fundamentals of Personal Training I Lab Credits: 1
- FWS 130 - Essentials of Fitness Assessments Credits: 3

Spring II (13 Credits)

- BIO 203 - Nutrition Credits: 3
- FWS 120 - Fundamentals of Personal Training II Credits: 3
- FWS 121 - Fundamentals of Personal Training II Lab Credits: 1
- FWS 135 - Physiology of Exercise Credits: 3
- FWS 180 - Fitness Prescription for Special Populations Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Recommend SPH 141, Public Speaking; selection may not include EGL designation.
[2] Suggested program electives are PED 135, PED 180, PED 282, HEA 174, HCD 120, and HCD 270.

Healthcare Sciences, AS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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.

Required Courses

General Education Requirements
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3

- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

General Education Requirement Electives - Select 3 Credits
Please see Academic Advisor for elective selection.
- MAT - Math Elective (M) - 3 Credits [1]

Program Requirements
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- HCD 120 - Medical Terminology Credits: 3
- HEA 130 - Healthful Living I (I) Credits: 3

- HCD 150 - Social Media in the Health Care Setting Credits: 3 **or**
- HCD 270 - Ethical Issues in Healthcare (H) Credits: 3

Program Requirement Electives - Select 16 Credits
Please see Academic Advisor for elective selection.

- ELECT - Math, Science, Healthcare or Business Elective - 3 Credits [2]
- ELECT - Healthcare Science Portfolio Review and/or Credential Assessment - 12 Credits

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.

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- HCD 120 - Medical Terminology Credits: 3
- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Spring I (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- HEA 130 - Healthful Living I (I) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- MAT - Math Elective - 3 Credits

Fall II (13 Credits)

- PSY 201 - Human Growth and Development (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 *and*
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- HCD 150 - Social Media in the Health Care Setting Credits: 3 **or**
- HCD 270 - Ethical Issues in Healthcare (H) Credits: 3

Spring II (15 Credits)

- ELECT - Healthcare Science Portfolio Review and/or Credential Assessment - 12 Credits
- ELECT - Math, Science, Healthcare or Business Elective - 3 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Any general education Mathematics, level 121 or higher, will be accepted.
[2] Suggested Math, Science or Business Electives:

- MAT 127 - Introduction to Statistics (M) Credits: 4
- BIO 200 - Microbiology (S) Credits: 3

- BIO 203 - Nutrition Credits: 3
- BIO 210 - Microbiology Lab Credits: 1
- CHM 103 - General Chemistry I (S) Credits: 3
- CHM 113 - General Chemistry I Lab Credits: 1
- ENV 106 - Introduction to Environmental Science (I), (S) Credits: 3
- ENV 116 - Introduction to Environmental Science Lab Credits: 1
- PHY 103 - Physics Today with Lab (SL) Credits: 4
- PHY 181 - Introductory College Physics I with Lab (SL) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- ACC 101 - Accounting I Credits: 3
- ACC 102 - Accounting II Credits: 3
- ACC 103 - QuickBooks® Credits: 3
- BUS 108 - Principles of Purchasing Credits: 3

Nursing, AS

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, Inc. (3390 Peachtree Road NE, Suite 1400 Atlanta, Georgia 30326). 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. The computer literacy requirement will be met throughout the course work of the nursing program.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Nursing care in doctors' offices, hospital settings, private nursing/home health care, and administrative industries such as insurance companies and state agencies.

Required Courses

General Education and Program Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- NUR 101 - Concepts and Processes in Nursing Credits: 2
- NUR 104 - Nursing Fundamentals Theory Credits: 5
- NUR 105 - Care of Adult and Aging Clients Credits: 4
- NUR 114 - Clinical Lab I: Nursing Fundamentals Credits: 2
- NUR 115 - Clinical Lab II: Medical/Surgical Settings Credits: 4
- NUR 201 - Care of Childbearing/Childrearing Families Credits: 4
- NUR 204 - Care of Clients with Complex Stressors Credits: 4
- NUR 208 - Professional Issues in Nursing Credits: 3
- NUR 211 - Clinical Lab III-Care of Childbearing/Childrearing Families Credits: 4
- NUR 214 - Clinical Lab IV: Medical/Surgical/Psychiatric Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO 200 - Microbiology (S) Credits: 3 **and**
- BIO 210 - Microbiology Lab Credits: 1
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 *and*

- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1

General Education and Program Requirement Electives - Select 3 Credits
Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Elective (H) - 3 Credits [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 or an academic advisor for individual degree planning.

Full-Time Status

Summer I (7 Credits)

- EGL 101 - College Composition (E) Credits: 3
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1

Fall I (16 Credits)

- PSY 101 - Introduction to Psychology (SS) Credits: 3
- NUR 101 - Concepts and Processes in Nursing Credits: 2
- NUR 104 - Nursing Fundamentals Theory Credits: 5
- NUR 114 - Clinical Lab I: Nursing Fundamentals Credits: 2
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1

Spring I (16 Credits)

- NUR 105 - Care of Adult and Aging Clients Credits: 4
- NUR 115 - Clinical Lab II: Medical/Surgical Settings Credits: 4
- MAT 127 - Introduction to Statistics (M) Credits: 4
- BIO 200 - Microbiology (S) Credits: 3 **and**
- BIO 210 - Microbiology Lab Credits: 1

Fall II (14 Credits)

- NUR 201 - Care of Childbearing/Childrearing Families Credits: 4
- NUR 211 - Clinical Lab III-Care of Childbearing/Childrearing Families Credits: 4
- PSY 201 - Human Growth and Development (SS) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3

Spring II (17 Credits)

- NUR 204 - Care of Clients with Complex Stressors Credits: 4
- NUR 208 - Professional Issues in Nursing Credits: 3
- NUR 214 - Clinical Lab IV: Medical/Surgical/Psychiatric Credits: 4
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Part-Time Status

Summer I (3 Credits)

- EGL 101 - College Composition (E) Credits: 3

Fall I (14 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1

Spring I (14 Credits)

- PSY 201 - Human Growth and Development (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- BIO 200 - Microbiology (S) Credits: 3 **and**
- BIO 210 - Microbiology Lab Credits: 1

Fall II (9 Credits)

- NUR 101 - Concepts and Processes in Nursing Credits: 2
- NUR 104 - Nursing Fundamentals Theory Credits: 5
- NUR 114 - Clinical Lab I: Nursing Fundamentals Credits: 2

Spring II (11 Credits)

- NUR 105 - Care of Adult and Aging Clients Credits: 4
- NUR 115 - Clinical Lab II: Medical/Surgical Settings Credits: 4
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Fall III (8 Credits)

- NUR 201 - Care of Childbearing/Childrearing Families Credits: 4
- NUR 211 - Clinical Lab III-Care of Childbearing/Childrearing Families Credits: 4

Spring III (11 Credits)

- NUR 204 - Care of Clients with Complex Stressors Credits: 4
- NUR 208 - Professional Issues in Nursing Credits: 3
- NUR 214 - Clinical Lab IV: Medical/Surgical/Psychiatric Credits: 4

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Selection may not include EGL designation.

Public Health with Areas of Concentration, AS

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)
Degree Code: CNBH (Behavioral Health 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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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.

Required Courses

General Education and Program Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 211 - Technical Writing Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- PBH 104 - Introduction to Public Health Credits: 3
- PBH 110 - Introduction to Epidemiology Credits: 3
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3

- BIO 101 - General Biology (S) Credits: 3 *and*
- BIO 111 - General Biology Lab Credits: 1

- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1

- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- SPH 141 - Public Speaking (H) Credits: 3

- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 *and*
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1

General Education and Program Requirement Electives - Select 3 Credits
Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Electives (H) - 3 Credits

Area of Concentration

Behavioral Health Concentration (17 Credits)

- COU 104 - Medical Aspects of Chemical Dependency
- COU 213 - Ethics in Addictions Counseling
- PSY 201 - Human Growth and Development (SS)
- SWK 203 - Substance Abuse Experiential Lab
- SWK 204 - Basic Interviewing Skills

Concentration Electives

- ELECT - Program Electives Credits: 2

Environmental Public Health Concentration (17 Credits)

- PBH 220 - Environmental Health Credits: 3
- PBH 270 - Public Health Capstone Credits: 3

- BIO 222 - Genetics Credits: 3 **and**
- BIO 232 - Genetics Lab Credits: 1
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1

Concentration Electives - Select 3 Credits
Please see Academic Advisor for elective selection.

- ELECT - Healthcare, Public Health, or Science Electives - 3 Credits [1]

Health Navigator Concentration (17 Credits)

- HCD 120 - Medical Terminology Credits: 3
- HCD 270 - Ethical Issues in Healthcare (H) Credits: 3
- PBH 120 - The US Healthcare System Credits: 3
- PBH 208 - Health Education Credits: 3

Concentration Electives - Select 5 Credits
Please see Academic Advisor for elective selection.

- ELECT - Healthcare, Public Health, or Science Electives - 5 Credits [1]

Public Health Generalist Concentration (17 Credits)

- PBH 218 - Health Administration Credits: 3
- PBH 220 - Environmental Health Credits: 3
- PBH 270 - Public Health Capstone Credits: 3
- PSY 201 - Human Growth and Development (SS) Credits: 3

Concentration Electives - Select 5 Credits
Please see Academic Advisor for elective selection.

- ELECT - Healthcare, Public Health, or Science Electives - 5 Credits [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 or an academic advisor for individual degree planning.

Fall I (14 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1

Spring I (16 Credits)

- EGL 211 - Technical Writing Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Fall II (13 Credits)

- PBH 104 - Introduction to Public Health Credits: 3
- PBH 110 - Introduction to Epidemiology Credits: 3
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1

Spring II (17 Credits)

- ELECT - Concentration Electives - 17 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Suggested electives are BIO 200/BIO 210, HCD 270, PBH 120, PBH 208, PBH 218, PBH 220

Certificate

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
Students must test higher than Math 093 in order to register for this certificate program.

- EGL 101 - College Composition (E) Credits: 3
- HCD 120 - Medical Terminology Credits: 3
- HCD 270 - Ethical Issues in Healthcare (H) Credits: 3
- HEA 130 - Healthful Living I (I) Credits: 3
- PBH 104 - Introduction to Public Health Credits: 3
- PBH 120 - The US Healthcare System Credits: 3
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 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.

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.

Health Sciences Certificate

Award: Certificate
Degree Code: HSCT
Number of Credits: 30

Program Description

This certificate is designed to provide a basis for further study in the health sciences field. The Health Sciences Certificate provides a course of study designed to meet the needs of students who plan to study and transfer to a college or a university that grants an Associate or Baccalaureate Degree in various areas of Health Sciences.

Required Courses

- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- HCD 120 - Medical Terminology Credits: 3

Required Course Electives

Please see an academic advisor for elective selection

- ARTS/HUM - Arts and Humanities Electives (H) - 3 Credits
- SOC SCI - Social Science Electives (SS)[1] - 3 Credits
- MAT - Math Elective (Select from MAT 121, MAT 127 or higher level Math Course) - 4 Credits
- Electives - 6 credits

[1] Sociology or Psychology

Program Outcomes

- Demonstrate the entry level knowledge, and written and verbal communication skills and abilities associated with many disciplines within the field of health care.
- Be prepared to transfer to an entry-level health care discipline associate degree program.

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
- BIO 123 - Foundations of Nutrition (S) Credits: 3
- BUS 103 - Introduction to Business Credits: 3
- HEA 130 - Healthful Living I (I) Credits: 3
- FWS 110 - Fundamentals of Personal Training I Credits: 3
- FWS 111 - Fundamentals of Personal Training I Lab Credits: 1
- FWS 120 - Fundamentals of Personal Training II Credits: 3
- FWS 121 - Fundamentals of Personal Training II Lab Credits: 1
- FWS 130 - Essentials of Fitness Assessments Credits: 3

Program Outcomes
Upon successful completion of this program, students will be able to:
- Identify core concepts from the fields of health, biology and the behavioral sciences and explain their impact on fitness and human health.
- Demonstrate professional competence in leading individual and group exercise sessions in a variety of dynamic environments.
- Create, design, and implement safe and effective exercise prescriptions to improve health and performance
- Perform fitness testing and interpret results correctly based on current industry standards (NASM, ACE, NCSA, ACSM)
- Locate, interpret, and evaluate health and fitness information for its reliability and accuracy.

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.

Required Courses

- EGL 101 - College Composition (E) Credits: 3
- LPN 201 - Care of Childrearing/Childbearing Families Credits: 2
- LPN 205 - Advanced Medical-Surgical and Psychiatric Theory, LPN Credits: 2
- LPN 206 - Professional, Legal, and Ethical Issues in Nursing, LPN Credits: 1
- LPN 211 - Clinical Lab III: Care of Childrearing/Childbearing Families Credits: 1
- LPN 215 - Clinical Lab IV: Medical/Surgical/Psychiatric Credits: 1
- NUR 101 - Concepts and Processes in Nursing Credits: 2
- NUR 104 - Nursing Fundamentals Theory Credits: 5
- NUR 105 - Care of Adult and Aging Clients Credits: 4
- NUR 114 - Clinical Lab I: Nursing Fundamentals Credits: 2
- NUR 115 - Clinical Lab II: Medical/Surgical Settings Credits: 4

- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1

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

- EGL 101 - College Composition (E) Credits: 3
- HCD 270 - Ethical Issues in Healthcare (H) Credits: 3
- PBH 104 - Introduction to Public Health Credits: 3
- PBH 110 - Introduction to Epidemiology Credits: 3
- PBH 120 - The US Healthcare System Credits: 3
- PBH 218 - Health Administration Credits: 3
- PBH 220 - Environmental Health Credits: 3

- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1

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.

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 here.

Law, Public Safety, and Human Services

Associate of Arts

Paralegal Studies, AA

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

Students can transfer to a four-year college or university to complete a Bachelor's program in Paralegal Studies or Legal Studies to expand on their career opportunities in this field.[1] Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

General Education Requirement Electives - Select 14 Credits

Please see Academic Advisor for elective selection.

- HST - History Elective (H) - 3 Credits [2]
- MAT - Math Elective (M) - 4 Credits
- SCI - Science Electives (S/SL) - 7 Credits [3]

Program Requirements

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3 **or**
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- CRJ 101 - Introduction to the Criminal Justice System Credits: 3
- CRJ 133 - Forensic Tech in Crime Scene Investigation Credits: 3
- CRJ 201 - Criminal Investigation Credits: 3
- CRJ 205 - Criminal Law Credits: 3
- CRJ 214 - Delinquency and Juvenile Justice Credits: 3
- EGL 211 - Technical Writing Credits: 3
- POS 101 - Introduction to Political Science (SS) Credits: 3

- POS 201 - American Government (SS) Credits: 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.

Fall I (16 Credits)

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3 **or**
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- CRJ 101 - Introduction to the Criminal Justice System Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3

Spring I (17 Credits)

- CRJ 133 - Forensic Tech in Crime Scene Investigation Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
  HST - History Elective (H) Credits: 3
  MAT - Math Elective (M) Credits: 4
  SCI - Lab Science Elective Credits: 4

Fall II (15 Credits)

- CRJ 201 - Criminal Investigation Credits: 3
- CRJ 214 - Delinquency and Juvenile Justice Credits: 3
- EGL 211 - Technical Writing Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- SPH 141 - Public Speaking (H) Credits: 3
- SCI - Science Elective - 3 Credits

Spring II (12 Credits)

- CRJ 205 - Criminal Law Credits: 3
- POS 101 - Introduction to Political Science (SS) Credits: 3
- POS 201 - American Government (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- 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.
- Apply the professional skills necessary for a career in the legal field, including oral and written communication and technology skills.

Note

[1] Cecil College has articulation agreements with Widener Delaware Law School and Wilmington University. Students who plan to transfer to Widener or Wilmington can take PHI 101 - Introduction to Philosophy (H) at Cecil College. Students who plan to transfer to Widener Delaware Law School can take CRJ 221 - Criminology. Students who plan to transfer to Wilmington University can take BUS 210 - Business Law.
[2] Choose two from the following: HST 101 - Western Civilization I (to 1715) (H), HST 102 - Western Civilization II (H), HST 201 - United States History I (H), or HST 202 - United States History II (H).
[3] One science elective must include a lab.

Social Work, AA

Award: Associate of Arts
Degree Code: ASWR
Number of Credits: 60

Program Description
The Associate of Arts in Social Work degree provides skills required for an entry-level position as a social work assistant and human services assistant. The program provides students with a foundation in competency-based education as outlined by the Council on Social Work Education and combines theory including the historical development of social work with contemporary practice through classroom, on-line, and experiential labs and field experiences. 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.
Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities
Public welfare, criminal justice and corrections, school social work, child welfare, gerontology, health care, community agencies, and research and education.

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

General Education Requirements
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- HST 101 - Western Civilization I (to 1715) (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3

- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1
- BIO 123 - Foundations of Nutrition (S) Credits: 3 **or**
- BIO 203 - Nutrition Credits: 3

General Education Requirement Electives - Select 4 Credits
Please see Academic Advisor for elective selection.
- SCI - Lab Science Elective (SL) - 4 Credits

Program Requirements
- ANT 101 - Cultural Anthropology (SS) Credits: 3
- COU 104 - Medical Aspects of Chemical Dependency Credits: 3
- COU 213 - Ethics in Addictions Counseling Credits: 3
- HST 102 - Western Civilization II (H) Credits: 3
- SOC 102 - Social Problems (SS) Credits: 3
- SOC 103 - Marriage and the Family (SS) Credits: 3
- SWK 200 - Introduction to Social Work (SS) Credits: 3
- SWK 204 - Basic Interviewing Skills Credits: 3

- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Program Requirement Electives - Select 1 Credits
Please see Academic Advisor for elective selection.

- ELECT - Elective - 1 Credit
- EGL - English Elective - 3 Credits

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:

- ANT 101 - Cultural Anthropology (SS) Credits: 3
- HST 102 - Western Civilization II (H) Credits: 3

- EGL 203 - British Lit. to 18th c. (H) Credits: 3 **or**
- EGL 204 - British Lit. 18th c. to Present (H) Credits: 3 **or**
- EGL 205 - American Lit. to 1865 (H) Credits: 3 **or**
- EGL 206 - American Lit. 1865 to Present (H) Credits: 3 **or**
- EGL 209 - Introduction to African American Literature (H) **or**
- EGL 210 - Topics in World Literature (H) Credits: 3

Optional Program Offerings Elective - Select 1 Credit

Please see Academic Advisor for elective selection.

- ELECT - Elective - 1 Credit

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.

Fall I (13 Credits)

- BIO 101 - General Biology (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- SPH 141 - Public Speaking (H) Credits: 3

Spring I (15 Credits)

- ANT 101 - Cultural Anthropology (SS) Credits: 3
- COU 104 - Medical Aspects of Chemical Dependency Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO 123 - Foundations of Nutrition (S) Credits: 3 *or*
- BIO 203 - Nutrition Credits: 3

Fall II (17 Credits)

- COU 213 - Ethics in Addictions Counseling Credits: 3
- HST 101 - Western Civilization I (to 1715) (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- SWK 200 - Introduction to Social Work (SS) Credits: 3

- SCI ELECT - Science Elective with Lab (S/SL) Credits: 4

Spring II (15 Credits)

- HST 102 - Western Civilization II (H) Credits: 3
- SWK 204 - Basic Interviewing Skills Credits: 3
- SOC 102 - Social Problems (SS) Credits: 3
- SOC 105 - Perspectives in Human Diversity (SS) Credits: 3
- EGL ELECT - English Elective Credits: 3

Program Learning Outcomes

Upon successful completion of the Associate of Arts in Social Work degree, students will be prepared to meet basic competencies in the following areas:

- Demonstrate Ethical and Professional Behavior.
- Engage in Practice-informed Research and Research-informed Practice.
- Assess Individuals, Families, Groups, Organizations, and Communities.
- Intervene with Individuals, Families, Groups, Organizations, and Communities

Associate of Applied Science

Criminal Justice, AAS

Award: Associate of Applied Science
Degree Code: CRJU
Number of Credits: 60

Program Description

The Criminal Justice Program at Cecil College is structured around the study of crime, deviance and forensics. The Criminal Justice curriculum will prepare and empower students to be critical thinkers and responsible citizens, and to analyze criminal and social behavior from a deeper perspective. Criminal Justice majors gain the skills and the depth of knowledge that enable them to understand, interpret and explain a wide range of criminal behavior. The Criminal Justice program provides students with an opportunity to pursue studies leading to careers within the field or four-year degree programs.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Career opportunities in Criminal Justice may include law enforcement, court systems, corrections, criminal investigation, detective services, forensics, and security services.

Required Courses

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

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- HST 202 - United States History II (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3
- SPN 101 - Introductory Spanish I (H) Credits: 3

General Education Requirement Electives - Select 4 Credits

Please see Academic Advisor for elective selection.

- BIO - Biology Science Elective with Lab (S/SL) - 4 Credits *or*
- CHM - Chemistry Science Elective with Lab (S/SL) - 4 Credits *or*
- PHY - Physics Science Elective with Lab (S/SL) - 4 Credits

Program Requirements

- CRJ 101 - Introduction to the Criminal Justice System Credits: 3
- CRJ 111 - Police and Society Credits: 3
- CRJ 133 - Forensic Tech in Crime Scene Investigation Credits: 3
- CRJ 201 - Criminal Investigation Credits: 3
- CRJ 205 - Criminal Law Credits: 3
- CRJ 208 - Ethics in Criminal Justice Credits: 3
- CRJ 214 - Delinquency and Juvenile Justice Credits: 3
- CRJ 221 - Criminology Credits: 3
- CRJ 230 - Professional Issues in Criminal Justice Credits: 3
- CRJ 299 - Cooperative Education Experience in Criminal Justice Credits: 3

- EGL 211 - Technical Writing Credits: 3

Program Elective - Choose One

- PED 104 - Introduction to Walking for Fitness (ACT) Credits: 1 *or*
- PED 106 - Running for Fun and Fitness (ACT) Credits: 1 *or*
- PED 169 - T'ai Chi Ch'uan (ACT) Credits: 1 **or**
- PED 196 - Tennis I (ACT) Credits: 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 or an academic advisor for individual degree planning.

Fall I (13 Credits)

- EGL 101 - College Composition (E) Credits: 3
- CRJ 101 - Introduction to the Criminal Justice System Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

- PED 104 - Introduction to Walking for Fitness (ACT) Credits: 1 *or*
- PED 106 - Running for Fun and Fitness (ACT) Credits: 1 *or*
- PED 169 - T'ai Chi Ch'uan (ACT) Credits: 1 *or*
- PED 196 - Tennis I (ACT) Credits: 1

Spring I (15 Credits)

- EGL 211 - Technical Writing Credits: 3
- CRJ 133 - Forensic Tech in Crime Scene Investigation Credits: 3
- CRJ 205 - Criminal Law Credits: 3
- CRJ 221 - Criminology Credits: 3
- CRJ 111 - Police and Society Credits: 3

Fall II (16 Credits)

- MAT 127 - Introduction to Statistics (M) Credits: 4
- CRJ 214 - Delinquency and Juvenile Justice Credits: 3
- SPN 101 - Introductory Spanish I (H) Credits: 3
- CRJ 230 - Professional Issues in Criminal Justice Credits: 3
- HST 202 - United States History II (H) Credits: 3

Spring II (16 Credits)

- CRJ 201 - Criminal Investigation Credits: 3
- CRJ 208 - Ethics in Criminal Justice Credits: 3
- CRJ 299 - Cooperative Education Experience in Criminal Justice Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO - Biology Science Elective with Lab - 4 Credits *or*
- CHM - Chemistry Science Elective with Lab - 4 Credits *or*
- PHY - Physics Science Elective with Lab - 4 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Critically evaluate theoretical perspective to explain the nature of crime and apply criminological theories to specific types of crime- to understand how and why crime happens.

- Critically evaluate laws and court decisions about crime and criminal behavior.
- Understand, articulate and evaluate how various factors (social, personal, historical, economic,) influence human behavior and its impact on policies and laws within the Criminal Justice System.
- Explain the organization and administration of the criminal justice system
- Explain the role of research in criminal justice
- Explain and analyze the Criminal Justice Process, the role of discretion among criminal justice actors, and evaluate best practices.
- Analyze how ethical principles and ethical codes of conduct apply to criminal justice professionals.
- Communicate effectively both orally and in writing, demonstrate basic knowledge of information technology as applied to criminal justice research and practice.

Fire Science Technology, AAS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities
Firefighting, disaster planning, emergency services, fire inspection, fire investigation, and fire safety.

Required Courses

General Education and Program Requirements
- EGL 101 - College Composition (E) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 **or**
- BIO 130 - Principles of Biology I (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1 **or**
- BIO 131 - Principles of Biology I Lab Credits: 1
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Required Occupational Courses Offered by Maryland Fire and Rescue Institute
- EMT 106 - Emergency Medical Technician-Basics Credits: 7
- FIR 101 - Firefighter I Credits: 3
- FIR 110 - Fire Department Safety Officer Credits: 2
- FIR 114 - Aerial Operator Credits: 1
- FIR 129 - Incident Safety Officer Credits: 1
- FIR 130 - Emergency Vehicle Operator Credits: 2
- FIR 200 - Hazardous Materials Technician Credits: 2
- FIR 201 - Firefighter II Credits: 2
- FIR 202 - Truck Company Fireground Operations Credits: 1
- FIR 203 - Fire Officer I Credits: 2
- FIR 204 - Fire Inspector Credits: 4
- FIR 206 - Firefighter Safety and Survival Credits: 1
- FIR 207 - Fireground Operations Credits: 1

- FIR 209 - Rescue Technician Operations Credits: 1
- FIR 210 - Rescue Technician Extrication Credits: 1

Required Occupational Courses Offered by Maryland Fire and Rescue Institute

Electives - Select 1 Credit

Please see Academic Advisor for elective selection.

- ELECT - Elective - 1 Credit

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.

Fall I (14 Credits)

- EGL 101 - College Composition (E) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- BIO 101 - General Biology (S) Credits: 3 **or**
- BIO 130 - Principles of Biology I (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1 **or**
- BIO 131 - Principles of Biology I Lab Credits: 1

Spring I (11 Credits)

- SOC 101 - Introduction to Sociology (SS) Credits: 3
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3 **and**
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3
- ELECT - Elective

Fall II (4 Credits)

- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3 **and**
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Certificate

Corrections Management Certificate

Award: Certificate
Degree Code: CORC
Number of Credits: 21

Program Description:

The Corrections Management Certificate program is designed to prepare students to work in entry-level positions and also serves those already working in the field who wish to update their skills. The program provides critical information regarding the scope and nature of correctional officer duties, interactions with the various agencies and other branches of government, the various cultures and norms within society, interviewing skills, ethical considerations within public safety, communication skills, and crisis intervention and prevention knowledge.

Required Courses

- COR 101 - Career Paths in Corrections Credits: 3
- COR 102 - Defensive Tactics Credits: 3
- COR 103 - Drugs and Crime Credits: 3
- COR 104 - Inmate Manipulation Credits: 3
- COR 105 - Report Writing in Corrections Credits: 3
- CRJ 101 - Introduction to the Criminal Justice System Credits: 3
- CRJ 208 - Ethics in Criminal Justice Credits: 3

Program Outcomes

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

- Manage and administer the proper care, supervision, and rehabilitation of diverse offender populations within a variety of correctional settings, including probation and parole.
- Employ written and verbal communication skills in the corrections environment through the induction, documentation, supervision, and counseling processes with offender populations and working with coworkers.
- Evaluate the importance of ethical behavior in the corrections profession.
- Evaluate and apply legal procedures for the security, custody, and control of diverse offender populations in a variety of correctional settings, including probation and parole.

Performing Arts

Associate of Applied Science

Music with Areas of Concentration, AAS

Award: Associate of Applied Science
Degree Code: CNAR (Audio Technology Concentration) - 60 Credits
Degree Code: CNMR (Music Concentration) - 60 Credits
Degree Code: CNMU (Music Education Concentration) - 60 Credits
Degree Code: CNVR (Voice 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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Education, performance, composing and arranging, conducting, music therapy, recording industry, and communications.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- MUC 128 - Introduction to Audio Technology (I) Credits: 3

- MUC 122 - Music Appreciation (H) Credits: 3 **or**
- MUC 135 - History of Rock (H) Credits: 3 **or**
- MUC 104 - Guitar Fundamentals (H) Credits: 3 **or**
- MUC 143 - Music Fundamentals (H) Credits: 3

General Education Requirement Electives - Select 11 Credits

Please see Academic Advisor for elective selection.

- MAT Math Elective [M] - 4 Credits [1]
- SCI - Science Elective with Lab [S/SL] - 4 Credits [1]
- SOC SCI - Social Science Elective [SS] - 3 Credits

Program Requirements

- MUC 102 - Piano Class I Credits: 1
- MUC 114 - Piano Class II Credits: 1
- MUC 110 - Music Theory I Credits: 4
- MUC 111 - Music Theory II Credits: 4
- MUC 210 - Music Theory III Credits: 4
- MUC 211 - Music Theory & Musicianship IV Credits: 4

Areas of Concentration

Audio Technology Concentration

Requirements (22 Credits)

- MUC 228 - Recording Techniques Credits: 3
- MUC 229 - Introduction to Digital Audio Workstations Credits: 3

Concentration Electives - Select 16 Credits
Please see Academic Advisor for elective selection.

- MUC - Ensemble Electives - 8 Credits [2]
- MUL - Music Lesson Electives - 8 Credits [3]

Music Concentration

Requirements (22 Credits)

Concentration Electives - Select 22 Credits
Please see Academic Advisor for elective selection.

- MUC - Ensemble Electives - 8 Credits [2]
- MUL - Music Lesson Electives - 8 Credits [3]

Choose 6 Credits from the following:

- MUC - Music Elective **or**
- MUL - Music Elective **or**
- EDU - Education Elective

Music Education Concentration

Requirements (22 Credits)

- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3
- PSY 207 - Educational Psychology Credits: 3

Concentration Electives - Select 12 Credits
Please see Academic Advisor for elective selection.

- MUC - Ensemble Electives - 8 Credits [2]
- MUL - Music Lesson Electives - 4 Credits [3]

Voice Concentration

Requirements (22 Credits)

- MUC 124 - Chamber Choir I Credits: 2
- MUC 125 - Chamber Choir II Credits: 2
- MUC 224 - Chamber Choir III Credits: 2
- MUC 225 - Chamber Choir IV Credits: 2
- MUL 113 - Voice Lessons I Credits: 1
- MUL 114 - Voice Lessons II Credits: 1
- MUL 115 - Voice Lessons III Credits: 1
- MUL 116 - Voice Lessons IV Credits: 1
- MUL 213 - Voice Lessons V Credits: 1
- MUL 214 - Voice Lessons VI Credits: 1
- MUL 215 - Voice Lessons VII Credits: 1

- MUL 216 - Voice Lessons VIII Credits: 1
- MUC 263 - Diction for Singers I (Eng./Ital.) Credits: 2
- MUC 264 - Diction for Singers II (Fr./Ger.) Credits: 2

Concentration Electives - Select 2 Credits
Please see Academic Advisor for elective selection.

- MUC - Music Elective - 2 Credits **or**
- MUL - Music Elective - 2 Credits

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.

Fall I (14 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MUC 102 - Piano Class I Credits: 1
- MUC 110 - Music Theory I Credits: 4
- MUC 122 - Music Appreciation (H) Credits: 3 **or**
- MUC 135 - History of Rock (H) Credits: 3 **or**
- MUC 104 - Guitar Fundamentals **or**
- MUC 143 - Music Fundamentals (H) Credits: 3 **or**
- ELECT - Concentration Elective - 3 Credits

Spring I (12 Credits)

- MUC 128 - Introduction to Audio Technology (I) Credits: 3
- MUC 114 - Piano Class II Credits: 1
- MUC 111 - Music Theory II Credits: 4
- MAT - Math Elective - 4 Credits

Fall II (17 Credits)

- MUC 210 - Music Theory III Credits: 4
- SCI - Science Elective with Lab - 4 Credits
- ELECT - Concentration Electives - 10 Credits

Spring II (17 Credits)

- MUC 211 - Music Theory & Musicianship IV Credits: 4
- SOC SCI - Social Science Elective - 3 Credits
- ELECT - Concentration Electives - 10 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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 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.

Additional Outcomes - Area of Concentration in Voice

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

- Demonstrate knowledge of vocal repertoire.

Note

[1] It is recommended that Music Education majors take Intro to Statistics, and Biology with Lab or Physical Science with Lab.

[2] 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.

[3] 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.

Associate of Fine Arts

Performing Arts with Areas of Concentration, AFA

Award: Associate of Fine Arts
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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities
Performance, education, administration, and production.

Required Courses

General Education Requirements
- EGL 101 - College Composition (E) Credits: 3
- MUC 128 - Introduction to Audio Technology (I) Credits: 3

- MUC 122 - Music Appreciation (H) Credits: 3 **or**
- MUC 135 - History of Rock (H) Credits: 3 **or**
- MUC 143 - Music Fundamentals (H) Credits: 3

General Education Requirement Electives - Select 11 Credits
Please see Academic Advisor for elective selection.
- MAT - Math Elective [M] - 4 Credits
- SCI - Science Elective with Lab [S/SL] - 4 Credits
- SOC SCI - Social Science Elective [SS] - 3 Credits

Program Requirements
- Electives - Select 10 Credits
- Associate of Fine Arts Concentration Requirements and Electives (See Concentrations Below) - Select 30 Credits[1]

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.

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.
HUM/MUC/MUL/THE Electives - Select 30 Credits

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.

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MUC 122 - Music Appreciation (H) Credits: 3 **or**
- MUC 135 - History of Rock (H) Credits: 3 **or**
- MUC 143 - Music Fundamentals (H) Credits: 3
- ELECT - 10 credits

Spring I (15 Credits)

- MUC 128 - Introduction to Audio Technology (I) Credits: 3
- MAT - Math Elective - 4 Credits
- ELECT - Performing Arts Electives - 8 Credits

Fall II (15 Credits)

- SCI - Science Elective with Lab - 4 Credits
- SOC SCI - Social Science Elective - 3 Credits
- ELECT - Performing Arts Elective - 8 Credits

Spring II (14 Credits)

- ELECT - Performing Arts Elective - 14 Credits

Program Learning Outcomes

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

- Demonstrate an understanding of performing arts styles
- Perform proficiently at an intermediate level
- Identify historical time periods as they relate to the performing arts
- Analyze and interpret major performance works

Additional Outcomes - Area of Concentration in Live Arts

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

- Recognize various genres of theatre and music
- Differentiate various playwrights and composers
- Identify historical time periods as they relate to music and theatre
- Perform music and theatre at an intermediate level

Note

[1] 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.
[2] Electives include Chamber Choir, Chamber Ensemble, Band/Orchestra, or other approved electives.
[3] Electives include individual lessons in voice, piano, string instruments, woodwind instruments, brass instruments, percussion/drums, guitar, classical guitar, jazz guitar, or other approved elective.

Certificate

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

- MUC 128 - Introduction to Audio Technology (I) Credits: 3
- MUC 143 - Music Fundamentals (H) Credits: 3
- MUC 228 - Recording Techniques Credits: 3
- MUC 229 - Introduction to Digital Audio Workstations Credits: 3

Required Courses Electives - Select 2 Credits

Please see Academic Advisor for elective selection.

- MUL - Music Lesson Elective - Credits: 2 [1]

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.

Note

[1] 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

- MUC 110 - Music Theory I Credits: 4
- MUC 111 - Music Theory II Credits: 4
- MUC 102 - Piano Class I Credits: 1

Required Course Electives - Select 6 Credits

Please see Academic Advisor for elective selection.

- MUL - Music Lesson Electives - 2 Credits [1]
- MUC - Ensemble Electives - 4 Credits [2]

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.

Note

[1] 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.

[2] 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.

Sciences and Mathematics

Associate of Applied Science

Agricultural Sciences with Areas of Concentration, AAS

Award: Associate of Applied Science
Degree Code: AGSC (Agriculture Concentration) - 60 Credits
Degree Code: AGSB (Agribusiness Concentration) - 60 Credits

Program Description

The Associate of Applied Science Agricultural Sciences provides a course of study designed to meet the needs of students who plan to work in various fields of agriculture or to transfer to a college or a university that grants a Baccalaureate Degree in various areas of Agriculture.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Agriculture and Forestry.

Required Courses

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

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- SOC SCI - Social Science Elective (SS) - Credits: 3
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 *and*
- BIO 111 - General Biology Lab Credits: 1
- CHM 103 - General Chemistry I (S) Credits: 3 *and*
- CHM 113 - General Chemistry I Lab Credits: 1
- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Program Requirements

- AGR 103 - Introduction to Agriculture (I), (S) Credits: 3
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- GIS 101 - Geographic Information System (I) Credits: 3
- ENV - Environmental Elective - Credits 4 [1]
- BIO 103 - Introduction to Zoology (S) Credits: 3 *and*
- BIO 113 - Introduction to Zoology Lab Credits: 1 *or*
- BIO 104 - Botany: An Intro to Horticulture (S) Credits: 3 *and*
- BIO 114 - Botany: Intro to Horticulture Lab Credits: 1 *or*
- BIO 200 - Microbiology (S) Credits: 3 *and*
- BIO 210 - Microbiology Lab Credits: 1

- CHM 104 - General Chemistry II (S) Credits: 3 *and*
- CHM 114 - General Chemistry II Lab Credits: 1

- EGL 102 - Composition & Literature (H) Credits: 3 *or*
- EGL 211 - Technical Writing Credits: 3

Areas of Concentration

Agriculture Concentration

- Horticulture and/or Equine Science Electives - Credits: 12

Agribusiness Concentration

- ACC 101 Accounting I Credits: 3
- ECO 222 Economics-Macro Credits: 3
- BUS 212 Principles of Marketing Credits: 3
- BUS 190 - Introduction to Entrepreneurship Credits: 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.

Agriculture Concentration

Fall I (14 Credits)

- AGR 103 - Introduction to Agriculture (I), (S) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 *and*
- BIO 111 - General Biology Lab Credits: 1
- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4

Spring I (16 Credits)

- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3
- CHM 103 - General Chemistry I (S) Credits: 3 *and*
- CHM 113 - General Chemistry I Lab Credits: 1
- EGL 102 - Composition & Literature (H) Credits: 3 *or*
- EGL 211 - Technical Writing Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- SPH 141 - Public Speaking (H) Credits: 3
- SOC SCI - Social Science Elective - Credits: 3

Fall II (16 Credits)

- BIO 103 - Introduction to Zoology (S) Credits: 3 **(Course offered spring semester only)** *and*
- BIO 113 - Introduction to Zoology Lab Credits: 1 *(Course offered spring semester only) or*
- BIO 104 - Botany: An Intro to Horticulture (S) Credits: 3 *and*
- BIO 114 - Botany: Intro to Horticulture Lab Credits: 1 *or*
- BIO 200 - Microbiology (S) Credits: 3 **and**
- BIO 210 - Microbiology Lab Credits: 1 *or*
- BIO 232 - Genetics Lab Credits: 1 *and*
- BIO 222 - Genetics Credits: 3
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- GIS 101 - Geographic Information System (I) Credits: 3
- ELECT - HCS or EQS Electives - Credits: 6

Spring II (14 Credits)

- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1
- ENV - ENV Electives - Credits: 4

- ELECT - HCS and/or EQS Electives - Credits: 6

Agribusiness Concentration

Fall I (14 Credits)

- AGR 103 - Introduction to Agriculture (I), (S) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 *and*
- BIO 111 - General Biology Lab Credits: 1
- MAT 191 - Precalculus (M) Credits: 4 **or**
- MAT 127 - Introduction to Statistics (M) Credits: 4

Spring I (16 Credits)

- CHM 103 - General Chemistry I (S) Credits: 3 *and*
- CHM 113 - General Chemistry I Lab Credits: 1
- EGL 102 - Composition & Literature (H) Credits: 3 *or*
- EGL 211 - Technical Writing Credits: 3
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- SPH 141 - Public Speaking (H) Credits: 3
- SOC SCI - Social Science Elective - Credits: 3

Fall II (16 Credits)

- ACC 101 - Accounting I Credits: 3
- BIO 103 - Introduction to Zoology (S) Credits: 3 **(Course offered spring semester only) and**
- BIO 113 - Introduction to Zoology Lab Credits: 1 **(Course offered spring semester only) or**
- BIO 104 - Botany: An Intro to Horticulture (S) Credits: 3 **and**
- BIO 114 - Botany: Intro to Horticulture Lab Credits: 1 **or**
- BIO 200 - Microbiology (S) Credits: 3 **and**
- BIO 210 - Microbiology Lab Credits: 1 *or*
- BIO 222 - Genetics Credits: 3 *and*
- BIO 232 - Genetics Lab Credits: 1
- BUS 190 - Introduction to Entrepreneurship Credits: 3
- CSC 104 - Computer Science Fundamentals (I) Credits: 3
- GIS 101 - Geographic Information System (I) Credits: 3

Spring II (14 Credits)

- ECO 222 - Economics-Macro (SS) Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1
- ENV - Environmental Science Electives - Credits: 4

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Demonstrate effective written and oral communication skills.
- Demonstrate an understanding of ecological factors that affect global and local environments.
- Apply basic computational, statistical and quantitative reasoning skills in collecting, analyzing and interpreting numerical data.
- Demonstrate knowledge of tools and technology in agricultural fields.
- Apply critical thinking skills to problems involving the environment and communities served.

Note

[1] Agribusiness students may take an HCS or EQS course.

Bioproduction, AAS

Award: Associate of Applied Science
Degree Code: BIOP
Number of Credits: 60

Program Description

This program offers an introduction to the field of Bioprocessing. This exciting new field harnesses cellular processes to create vital industrial and medical products. Students will be introduced to the requisite skills and knowledge for either a transfer to a four-year program or entry-level positions in the industry.

Job Prospects: Bioprocessing Specialist, Bioprocessing Engineer.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Bioprocessing Specialist or Bioprocessing Engineer.

General Education Requirements

- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3
- BIO 130 - Principles of Biology I (S) Credits: 3 **and**
- BIO 131 - Principles of Biology I Lab Credits: 1

General Education Electives

- SOC SCI - Social Science Elective (SS) - 3 Credits

Program Requirements

- BIO 132 - Principles of Biology II (S) Credits: 3 **and**
- BIO 133 - Principles of Biology II Lab Credits: 1
- BIO 200 - Microbiology (S) Credits: 3 **and**
- BIO 210 - Microbiology Lab Credits: 1
- BIP 101 - Introduction to Biotechnology (SL) Credits: 4
- BIP 102 - Biotechnology Laboratory Techniques (SL) Credits: 4
- BIP 201 - Introduction to Bioprocessing (SL) Credits: 4
- BIP 202 - College Based Work Experience-BIP Credits: 3
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1

Program Requirement Electives

- MAT/SCI/ENG - Math/Science/Engineering (M/S/SL) Electives - 3 credits

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.

Fall I (15 credits)

- CIS 101 - Introduction to Computer Concepts (I) Credits: 3
- BIP 101 - Introduction to Biotechnology (SL) Credits: 4
- BIO 200 - Microbiology (S) Credits: 3 *and*
- BIO 210 - Microbiology Lab Credits: 1
- BIO 130 - Principles of Biology I (S) Credits: 3 *and*
- BIO 131 - Principles of Biology I Lab Credits: 1

Spring I (15 credits)

- BIO 132 - Principles of Biology II (S) Credits: 3 *and*
- BIO 133 - Principles of Biology II Lab Credits: 1
- BIP 102 - Biotechnology Laboratory Techniques (SL) Credits: 4
- MAT 127 - Introduction to Statistics (M) Credits: 4
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3

Fall II (14 credits)

- BIP 201 - Introduction to Bioprocessing (SL) Credits: 4
- EGL 101 - College Composition (E) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3
- CHM 103 - General Chemistry I (S) Credits: 3 *and*
- CHM 113 - General Chemistry I Lab Credits: 1

Spring II (16 credits)

- BIP 202 - College Based Work Experience-BIP Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- CHM 104 - General Chemistry II (S) Credits: 3 *and*
- CHM 114 - General Chemistry II Lab Credits: 1
- Social Science Elective - 3 credits
- Math, Science or Engineering Elective - 2 credits

Program Learning Outcomes

- Demonstrate competency with appropriate laboratory instruments and techniques
- Using critical thinking, be able to evaluate the validity of data
- Recognize, design, and produce a report on a research project
- Perform upstream and downstream processing for the production of biological products

Associate of Science

Biological Sciences with Areas of Concentration, AS

Award: Associate of Science
Degree Code: CNBB (Biology Concentration) - 60 Credits
Degree Code: CNBE (Environmental Science Concentration) - 60 Credits
Degree Code: CNBO (Biomedical Science Concentration) - 60 Credits

Program Description

The Associate of Science Biological Sciences provides a course of study for students with concentrations in either Biology, Environmental Science, or Biomedical 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 Science, Environmental Science, or Health Sciences.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Biologist, dentistry, communication outreach with government agencies, educator, field consultant, laboratory researcher, medical laboratory scientist, respiratory therapy, medicine, pharmacy, research and development, teaching, testing, and universities and non-profit organizations.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- ART/HUM - Arts and Humanities Elective (H) - Credits: 6
- MAT - Math Elective (M) (Select from MAT 127 or higher-number Math) - Credits: 4
- SOC SCI - Social Science Electives (SS) - Credits: 6

- BIO 130 - Principles of Biology I (S) Credits: 3 **and**
- BIO 131 - Principles of Biology I Lab Credits: 1
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

Program Requirements

- BIO 132 - Principles of Biology II (S) Credits: 3 **and**
- BIO 133 - Principles of Biology II Lab Credits: 1
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1

Areas of Concentration

Biology Concentration Requirements (19 Credits)

- CHM 203 - Organic Chemistry I with Lab Credits: 4
- CHM 204 - Organic Chemistry II with Lab Credits: 4
- MAT - Math Electives (M) (Select from MAT 191, MAT 127, MAT 128, MAT 201, MAT 202, or MAT 203) [3] - Credits: 8
- BIO/ENV - Biology or Environmental Electives (S/SL) (Excluding BIO 101/111) - Credits: 3

Environmental Science Concentration Requirements (19 Credits)

- ECO 222 - Economics-Macro (SS) Credits: 3
- GEO 101 - Physical Geography (SS) Credits: 3
- BIO/CHM/PSC - Biology, Chemistry, or Physical Science Electives (S/SL) (Excluding BIO 101/111, CHM 107 and BIO 135)- Credits: 9
- ENV 106 - Introduction to Environmental Science (I), (S) Credits: 3
- ENV 116 - Introduction to Environmental Science Lab Credits: 1

Biomedical Science Concentration (19 Credits)

- BIO 200 - Microbiology (S) Credits: 3 *or*
- BIO 222 - Genetics Credits: 3 [4]
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- CHM 203 - Organic Chemistry I with Lab Credits: 4
- CHM 204 - Organic Chemistry II with Lab Credits: 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.

Fall I (17 Credits)

- EGL 101 - College Composition (E) Credits: 3
- BIO 130 - Principles of Biology I (S) Credits: 3 **and**
- BIO 131 - Principles of Biology I Lab Credits: 1
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- ELECT - Concentration Electives - Credits: 6

Spring I (15 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- BIO 132 - Principles of Biology II (S) Credits: 3 **and**
- BIO 133 - Principles of Biology II Lab Credits: 1
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1
- MAT Math - Elective (Select from MAT 127 or higher) - Credits: 4

Fall II (15 Credits)

- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3
- SOC SCI - Social Science Elective -Credits: 3
- ELECT - Concentration Electives - Credits: 9

Spring II (13 Credits)

- SOC SCI - Social Science Elective - 3 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits
- ELECT - Concentration Electives - 4 Credits

Program Learning Outcomes

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

- Accurately select, identify, and describe appropriate/relevant principles of biology
- Display accurate, relevant data measurements and analysis
- Effectively use both oral and written media
- Use critical thinking and the scientific method in design and execution of scientific experimentation
- Use appropriate laboratory instrumentation and technology in a professional, skilled manner

Additional Outcomes

Additional Outcomes - Area of Concentration in Biology

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

- Describe the importance of biological sciences in regards to the environment and society.
- Identify and explain the fundamental concepts in biology: molecular, cellular, organismal, ecological, and evolutionary biology.

Additional Outcomes - Area of Concentration in Environmental Science

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

- Explain the breadth and interdisciplinary nature of environmental issues.
- Characterize and analyze human impacts on the environment.
- Integrate facts, concepts, and methods from multiple disciplines and apply to environmental problems.

Additional Outcomes - Area of Concentration in Biomedical Science

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

- Effectively use aseptic techniques in a laboratory environment.
- Identify anatomical structures and describe the role they play in human physiology.
- Explain the interdisciplinary application of science to human health issues.

Note

[1] Selection must be from two different disciplines.
[2] PSY 101 and SOC 101 recommended.
[3] Student should work with an advisor and consider their transfer choices when selecting the appropriate math courses.
[4] It is recommended that students who plan to transfer to 4-year institutions take BIO 210 (Microbiology Lab) or take BIO 232 (Genetics Lab) in addition to BIO 200 or BIO 222. Students should work with an advisor and consider their transfer choices when selecting either Microbiology or Genetics.
[5]Students may not take BIO 101,BIO 111, BIO 135 as BIO electives nor CHM 107 as a CHM elective. Students should work with an advisor and consider their transfer choices when selecting science electives.

Chemistry, AS

Award: Associate of Science
Degree Code: ASCH
Number of Credits: 60

Program Description

The chemistry program provides a strong foundation in the principles and practices of modern chemistry by emphasizing fundamental topics in chemistry-related STEM courses. This program gives students the discipline and hands-on experience of testing theories in the laboratory. Chemists are the people who transform the everyday materials around us into amazing things including research and development of pharmaceuticals, materials, policies and regulations, personal care products, and much more. This program prepares students for admission into a chemistry or related science baccalaureate program, pre-medical/dental program, pharmacy school or secondary teaching.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Research and development, analysis and testing, forensics, consulting, and quality control.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4 [1]

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1

- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1

- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3

General Education Requirement Electives - Select 9 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Elective [H] - 3 Credits
- SOC SCI - Social Science Electives [SS] - 6 Credits [2]

Program Requirements

- CHM 203 - Organic Chemistry I with Lab Credits: 4
- CHM 204 - Organic Chemistry II with Lab Credits: 4
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- CSC 109 - Introduction to Programming Credits: 3 **or**
- PHE 180 - Introduction to MATLAB Credits: 3

Program Requirement Electives - Select 3 Credits

Please see Academic Advisor for elective selection.

- ELECT - Electives - 3 Credits [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.

Fall I (14 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- CSC 109 - Introduction to Programming Credits: 3 **or**
- PHE 180 - Introduction to MATLAB Credits: 3

Spring I (14 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Fall II (14 Credits)

- CHM 203 - Organic Chemistry I with Lab Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- SPH 121 - Interpersonal Communications (H) Credits: 3 **or**
- SPH 141 - Public Speaking (H) Credits: 3
- SOC SCI - Social Science Elective - 3 Credits

Spring II (18 Credits)

- CHM 204 - Organic Chemistry II with Lab Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- ELECT - Electives - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Students placed in MAT 201 or higher Math may replace MAT 191 with MAT, PHY, PHE, CSC or CHM elective(s); students *must* satisfy the four credit requirement.
[2] Courses must be from two different disciplines.
[3] Students interested in medical or health professions should choose Principles of Biology I (BIO 130).

Data Science, AS

Award: Associate of Science
Degree Code: DSAD (Data Science - 60 Credits)

Program Description
The Data Science program offers students an introduction to the field of data science, including the processing, manipulation, analysis, interpretation, and ethical use of data. Specifically, this program focuses on the mathematical and computer science-related aspects of the field. Students will be positioned to transfer to a four-year program or entry-level positions in the industry.

Transfer Information
Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

General Education Requirements
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- SPH 121 - Interpersonal Communications (H) Credits: 3 *or*
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3
- SCI - Science Electives with Lab - Credits: 7
- SOC SCI - Social and Behavioral Science Electives - Credits: 6
- GEN ED - General Education Electives - Credits: 4

Program Requirements
- DSC 201 - Data Science I Credits: 3
- CSC 105 - Geographic Information System (I) Credits: 3
- CSC 109 - Introduction to Programming Credits: 3
- CSC 110 - Ethics in Information Technology Credits: 3
- CSC 230 - Advanced Programming in Python Credits: 3
- MAT 128 - Introduction to Statistics II (M) Credits: 4
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 236 - Discrete Structures (M) Credits: 3

Program Learning Goals
Upon successful completion of this program, students will be able to:
- Apply mathematical and statistical principles to analyze data.
- Utilize relevant software to manipulate and analyze data.
- Interpret and communicate results obtained from data analysis.
- Discuss the ethical collection and use of data.

Recommended Sequence
This recommended sequence is for students who are placed into MAT 191 - Precalculus. *If student is placed into MAT 201 - Calculus I (or higher), the student will take Fall I: Free Elective (1 credit), Spring I: MAT 201 - Calculus I, Fall II: MAT 202 - Calculus II, and Spring II: Free Elective (3 credits).*

Fall 1 (13 Credits)
- CSC 109 - Introduction to Programming
- EGL 101 - College Composition (E)
- MAT 127 - Introduction to Statistics (M)
- SPH 121 - Interpersonal Communications (H) or HUM 101 - Introduction to Critical Inquiry (H)

Spring I (15 Credits)

- EGL 102 - Composition & Literature (H)
- MAT 128 - Introduction to Statistics II (M)
- MAT 191 - Precalculus (M)
- SCI - Science Elective with Lab- Credits: 4

Fall II (16 Credits)

- CSC 230 - Advanced Programming in Python
- CSC 110 - Ethics in Information Technology
- MAT 201 - Calculus I with Analytic Geometry (M)
- SCI - Science Elective - Credits 3
- SOC SCI - Social and Behavioral Science Elective - Credits: 3

Spring II (16 Credits)

- CSC 105 - Geographic Information System (I)
- DSC 201 - Data Science I
- MAT 202 - Calculus II with Analytic Geometry (M)
- MAT 236 - Discrete Structures (M)
- SOC SCI - Social and Behavioral Science Elective - Credits: 3

Mathematics, AS

Award: Associate of Science
Degree Code: ASMA
Number of Credits: 60

Program Description
The Associate of Science Mathematics 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. The computer literacy requirement will be met throughout the course work in the degree program.

Transfer Information
Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities
Actuary, applied mathematician, educator, statistician, computer programming, financial analyst, and economist.

Required Courses

General Education Requirements
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4

General Education Requirement Electives - Select 17 Credits
Please see Academic Advisor for elective selection.
- ARTS/HUM - Arts and Humanities Electives [H] - 6 Credits [1]
- SOC SCI - Social Science Electives [SS] 6 Credits [2]
- ELECT - Electives - 5 Credits [3]

Program Requirements
- CSC 109 - Introduction to Programming Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 236 - Discrete Structures (M) Credits: 3
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- MAT 246 - Introduction to Differential Equations (M) Credits: 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.

This recommended sequence is for students who place into MAT 191 - Precalculus. *For students who place into MAT 201 or higher, Fall I: Student will take MAT 201 - Calculus I, Spring I: Student will take MAT 202 - Calculus II, Fall II: MAT 203 - Multivariable Calculus, Spring II: five credits of free electives.*

Fall I (16 Credits)

- CSC 109 - Introduction to Programming Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- HUM 101 - Introduction to Critical Inquiry (H) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
- SOC SCI - Social Science Elective - 3 Credits

Spring I (15 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- MAT 127 - Introduction to Statistics (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4

Fall II (15 Credits)

- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- ELECT - General Electives - 3 Credits

Spring II (15 Credits)

- MAT 236 - Discrete Structures (M) Credits: 3
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
- SOC SCI - Social Science Elective - 3 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits
- ARTS/HUM - Arts and Humanities Elective - 3 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and be able to:

- Apply basic statistical concepts in real-life situations.
- Communicate mathematics in written and oral form.
- Use appropriate technology to investigate and solve mathematical problems.
- Correctly apply techniques of algebra and calculus to solve problems.
- Apply mathematical techniques to solve application problems.
- Work with abstract mathematics to verify identities and prove results.

Note

[1] Selection may not include EGL designation.
[2] Courses must be from two different disciplines.
[3] Students placed below MAT 201 will need to use 4 credits to complete MAT 191 as a prerequisite to MAT 201. Students placed in MAT 201 may take any electives

Physics, AS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Astronomer, computer programmer, physicist, teaching, research and development, and engineering.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4 [2]
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4

General Education Requirement Electives - Select 9 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Electives [H] - 3 Credits [1]
- SOC SCI - Social Science Electives [SS] - 6 Credits [3]

Program Requirements

- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
- PHY 219 - General Calculus Physics III with Lab (SL) Credits: 4

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1

Program Requirement Electives - Select 6 Credits

Please see Academic Advisor for elective selection.

- CSC - Computer Science Elective - 3 Credits [4] **or**
- PHE - Engineering Elective - 3 Credits [4]
- ELECT - Elective - 3 Credits [5]

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.
This recommended sequence is for students who are placed into MAT 191 - Precalculus. *If student is placed into MAT 201 - Calculus I (or higher), the student will take Fall I: MAT 201- Calculus I, Spring I: MAT 202 - Calculus II, Fall II: MAT 203 - Multivariable Calculus, and Spring II: Free Electives (5 credits)*

Fall I (14 Credits)

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
  ARTS/HUM - Arts and Humanities Elective (H) Credits: 3

Spring I (14 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
  SOC SCI - Social Science Elective (SS) Credits: 3

Fall II (15 Credits)

- CSC 109 - Introduction to Programming Credits: 3
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4

Spring II (13 Credits)

- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 246 - Introduction to Differential Equations (M) Credits: 3
- PHY 219 - General Calculus Physics III with Lab (SL) Credits: 4
  Chemistry/Computer Science/Engineering Elective Credits: 3
  SOC SCI - Social Science Elective Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Note

[1] Selection may not include EGL designation.
[2] Students placed in MAT 201 or higher may replace MAT 191with CSC, MAT, PHE, SCI elective(s).
[3] Courses must be from two different disciplines.
[4] 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, PHE 285.
[5] Depending on transfer institution, and in consultation with an academic advisor, a Computer Science, Engineering, Math, or Science elective will be recommended.

Certificate

Biological Laboratory Skills Certificate

Award: Certificate
Degree Code: BOLS
Number of Credits: 18

Program Description

This certificate will provide students skills needed for an entry level position in industrial or research labs in such fields as biotechnology, bioproduction, or biopharmaceuticals. It also provides an introductory pathway to a two-year degree or further in Biological studies.

Program Requirements

- EGL 101 - College Composition (E) Credits: 3
- BLS 101 - Biological Laboratory Skills (SL) Credits: 3
- BIO 200 - Microbiology (S) Credits: 3
- BIO 210 - Microbiology Lab Credits: 1
- BIO 130 - Principles of Biology I (S) Credits: 3
- BIO 131 - Principles of Biology I Lab Credits: 1

- MAT 127 - Introduction to Statistics (M) Credits: 4 **or**
- MAT 191 - Precalculus (M) Credits: 4

Program Learning Goals

Upon successful completion of this program, students will be able to:
• Demonstrate safe practices in a laboratory setting
• Utilize laboratory equipment efficiently and effectively
• Provide basic writing and analytical skills support in a scientific laboratory

Data Science Certificate

Award: Certificate

Degree Code: DSCT (Data Science - 27 Credits)

Program Description

The Data Science program offers students an introduction to the field of data science, including the processing, manipulation, analysis, interpretation, and ethical use of data. Specifically, this program focuses on the mathematical and computer science-related aspects of the field

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Program Requirements

- DSC 201 - Data Science I Credits: 3

- CSC 230 - Advanced Programming in Python Credits: 3
- CSC 105 - Geographic Information System (I) Credits: 3
- CSC 109 - Introduction to Programming Credits: 3
- CSC 110 - Ethics in Information Technology Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- MAT 128 - Introduction to Statistics II (M) Credits: 4
- MAT 125 - Applied Calculus (M) Credits: 4 **or**
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4

Program Learning Outcomes

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

- Apply mathematical and statistical principles to analyze data.
- Utilize relevant software to manipulate and analyze data.
- Interpret and communicate results obtained from data analysis.
- Discuss the ethical collection and use of data.

Equine Studies - Management Certificate

Award: Certificate
Degree Code: ESMC
Number of Credits: 12

Program Description

This certificate explores a broad based perspective on the equine industry and the operation of equine enterprises.

Required Courses

- BUS 103 - Introduction to Business Credits: 3
- EQS 138 - Introduction to Equine Care and Handling Credits: 3
- EQS 247 - Equine Business and Facilities Management Credits: 3

- EQS 145 - Equine Health Maintenance Credits: 3 **or**
- EQS 148 - Equine Anatomy and Physiology Credits: 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

Equine Studies Certificate

Award: Certificate
Degree Code: ESTC
Number of Credits: 20

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.

Required Courses

- EQS 138 - Introduction to Equine Care and Handling Credits: 3
- EQS 144 - Equine Nutrition and Feeding Credits: 3
- EQS 145 - Equine Health Maintenance Credits: 3
- EQS 146 - Introductory Equine Field Study Credits: 2
- EQS 148 - Equine Anatomy and Physiology Credits: 3
- EQS 242 - Equine Reproduction, Evaluation, and Selection Credits: 3
- EQS 248 - Equine Pathology Credits: 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
- Describe 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
- Explain conformation and selection of horses

Horticultural Science Certificate

Award: Certificate
Degree Code: HTSC
Number of Credits: 19

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

- BIO 104 - Botany: An Intro to Horticulture (S) Credits: 3 **and**
- BIO 114 - Botany: Intro to Horticulture Lab Credits: 1

- EGL 101 - College Composition (E) Credits: 3
- HCS 162 - Woody Plants Credits: 3
- HCS 163 - Herbaceous Plants Credits: 3
- Choose two from the following, Credits: 6
    - HCS 152 Soil Science Credits: 3
    - HCS 153 Landscaping Construction and Maintenance Credits: 3
    - HCS 154 Botanical Garden Studies Credits: 3

Program Outcomes

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

- Explain the classification, structure, reproduction, and propagation of plants.
- Evaluate 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.
- Describe the composition, fertility, and biology of soil.
- Use tools and technology for evaluating the nutrient content of the soil and identify organic and inorganic supplements for amending soil structure.

Pre-Veterinary Technician Certificate

Award: Certificate
Degree Code: VETC
Number of Credits: 34 Credits

Program Description

This certificate is designed to provide a basis for further study in the veterinary technician field. The Veterinary Technician Certificate provides a course of study designed to meet the needs of students who plan to study and transfer to a college or a university that grants an Associate or Baccalaureate Degree in Veterinary Medicine Technology.

Program Requirements

- BIO 130 - Principles of Biology I (S) Credits: 3
- BIO 131 - Principles of Biology I Lab Credits: 1
- BIO 132 - Principles of Biology II (S) Credits: 3
- BIO 133 - Principles of Biology II Lab Credits: 1
- BIO 200 - Microbiology (S) Credits: 3
- BIO 210 - Microbiology Lab Credits: 1
- BIO 208 - Human Anatomy and Physiology I (S) Credits: 3
- BIO 218 - Human Anatomy and Physiology I Lab Credits: 1
- BIO 209 - Human Anatomy and Physiology II (S) Credits: 3
- BIO 219 - Human Anatomy and Physiology II Lab Credits: 1
- BIO 213 - College Based Work Experience- BIO Credits: 3
- CHM 103 - General Chemistry I (S) Credits: 3
- CHM 113 - General Chemistry I Lab Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- Math Elective (Select from MAT 127, MAT 191 or higher level Math Course) (M) - Credits: 4

Teacher Education

Associate of Arts

Secondary Education, AA

Award: Associate of Arts
Degree Code: EDSE
Number of Credits: 60

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 Education. To earn the AA degree, students must graduate with either a cumulative 3.0 GPA; or a cumulative GPA between 2.75-2.99 and present qualifying scores on the basic skills assessment for teacher licensure as established by the State Superintendent of Schools and as approved by the State Board of Education[1]. The computer literacy requirement will be met throughout the course work in the degree program.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Middle and high school teacher (subject specific, such as math, science or English), tutoring, counseling, librarian, research, and curriculum and textbook review.

Required Courses

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

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1
- HST 101 - Western Civilization I (to 1715) (H) Credits: 3 **or**
- HST 201 - United States History I (H) Credits: 3

General Education Requirement Electives - Select 7 Credits

Please see Academic Advisor for elective selection.

- AST or CHM or ENV - Science Elective [S/SL] - 4 Credits
- SOC SCI - Social Science Elective [SS] - 3 Credits [2]

Program Requirements

- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3 [3]
- PSY 207 - Educational Psychology Credits: 3

Program Requirement Electives - Select 20 Credits

Please see Academic Advisor for elective selection.

- ELECT - Discipline Electives - 12 Credits [4]

- ELECT - Electives - 8 Credits [5]

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.

Fall I (14 Credits)

- BIO 101 - General Biology (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1
- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3

Spring I (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- SPH 141 - Public Speaking (H) Credits: 3
- ELECT - Discipline Elective
- HST 101 - Western Civilization I (to 1715) (H) Credits: 3 **or**
- HST 202 - United States History II (H) Credits: 3

Fall II (14 Credits)

- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3
- ELECT - Discipline Elective
- ELECT - Electives
- Social Science Elective (SS)- Credits: 3

Spring II (16 Credits)

- PSY 207 - Educational Psychology Credits: 3
- ELECT - Discipline Elective
- ELECT - Electives
- AST/CHM/ENV- Science Elective Credits: 4

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Explain the policies, issues, trends, research and historical events in the field of education.
• Recognize the psychological, cognitive, emotional, and physical characteristics of developing children, with specific consideration to students with disabilities.
• Summarize the inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
• Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of children.

Note

[1] 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.
[2] Social Science Elective must be a course designation other than PSY.
[3] The 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.
[4] Students should meet with an advisor to select electives that relate to their intended area of concentration as a secondary level teacher.
[5] Students should meet with an advisor to select courses designated for transfer.

Associate of Arts in Teaching

Early Childhood Education, AAT

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 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 Education. To earn the AAT degree, students must graduate with either a cumulative 3.0 GPA; or a cumulative GPA between 2.75-2.99 and present qualifying scores on the basic skills assessment for teacher licensure as established by the State Superintendent of Schools and as approved by the State Board of Education[1].
The computer literacy requirement will be met throughout the course work in the degree program.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSC 105 - General Physical Science with Lab (SL) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- PSY 203 - Child Growth and Development Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3 [2]

- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1
- HST 201 - United States History I (H) Credits: 3 **or**
- HST 202 - United States History II (H) Credits: 3

Program Requirements

ART Elective - Art Elective (H) Credits: 3

- EDU 131 - Principles of Early Childhood Credits: 3
- EDU 132 - Early Childhood Curriculum and Methods Credits: 3
- EDU 202 - Principles of Early Childhood-Field Experience Credits: 1
- EDU 210 - Processes and Acquisition of Reading Credits: 3
- EDU 250 - Classroom Management Credits: 3 [2]
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3 [3]
- MAT 133 - Mathematical Concepts and Structures I Credits: 4
- MAT 134 - Mathematical Concepts and Structures II Credits: 4
- PSY 207 - Educational Psychology Credits: 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.

Fall I (14 Credits)

- BIO 101 - General Biology (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1
- EDU 131 - Principles of Early Childhood Credits: 3
- EDU 202 - Principles of Early Childhood-Field Experience Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3

Spring I (16 Credits)

- EDU 132 - Early Childhood Curriculum and Methods Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 133 - Mathematical Concepts and Structures I Credits: 4
- PSY 203 - Child Growth and Development Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

Fall II (15 Credits)

- MAT 127 - Introduction to Statistics (M) Credits: 4
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3
- MAT 134 - Mathematical Concepts and Structures II Credits: 4
- PSC 105 - General Physical Science with Lab (SL) Credits: 4

Spring II (15 Credits)

- PSY 207 - Educational Psychology Credits: 3
- ART ELECT - Art Elective Credits: 3
- EDU 210 - Processes and Acquisition of Reading Credits: 3
- EDU 250 - Classroom Management Credits: 3
- HST 201 - United States History I (H) Credits: 3 **or**
- HST 202 - United States History II (H) Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Explain the policies, issues, trends, research and historical events in the field of education.
• Recognize the psychological, cognitive, emotional, and physical characteristics of developing children, with specific consideration to students with disabilities.
• Summarize the inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
• Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of children.

Note

[1] 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.
[2] Students should consult with their advisor regarding course transfer.
[3]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, AAT

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 Education. To earn the AAT degree, students must graduate with either a cumulative 3.0 GPA; or a cumulative GPA between 2.75-2.99 and present qualifying scores on the basic skills assessment for teacher licensure as established by the State Superintendent of Schools and as approved by the State Board of Education[1].
The computer literacy requirement will be met throughout the course work in the degree program.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Elementary teacher, reading specialist, resource teacher, and camp director.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- GEO 101 - Physical Geography (SS) Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- PSC 105 - General Physical Science with Lab (SL) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- PSY 203 - Child Growth and Development Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1
- HST 201 - United States History I (H) Credits: 3 **or**
- HST 202 - United States History II (H) Credits: 3

Program Requirements

ART Elective - Art Elective (H) Credits: 3

- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- EDU 210 - Processes and Acquisition of Reading Credits: 3
- EDU 250 - Classroom Management Credits: 3 [2]
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3 [3]
- MAT 133 - Mathematical Concepts and Structures I Credits: 4
- MAT 134 - Mathematical Concepts and Structures II Credits: 4
- PSY 207 - Educational Psychology Credits: 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.

Fall I (14 Credits)

- EGL 101 - College Composition (E) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- BIO 101 - General Biology (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1

Spring I (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- GEO 101 - Physical Geography (SS) Credits: 3
- MAT 133 - Mathematical Concepts and Structures I Credits: 4
- PSY 203 - Child Growth and Development Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

Fall II (15 Credits)

- EDU 210 - Processes and Acquisition of Reading Credits: 3
- MAT 127 - Introduction to Statistics (M) Credits: 4
- MAT 134 - Mathematical Concepts and Structures II Credits: 4
- PSC 105 - General Physical Science with Lab (SL) Credits: 4

Spring II (16 Credits)

- PSY 207 - Educational Psychology Credits: 3
- ART ELECT - Art Elective Credits: 3
- EDU 250 - Classroom Management Credits: 3
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3

- HST 201 - United States History I (H) Credits: 3 **or**
- HST 202 - United States History II (H) Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Explain the policies, issues, trends, research and historical events in the field of education.
• Recognize the psychological, cognitive, emotional, and physical characteristics of developing children, with specific consideration to students with disabilities.
• Summarize the inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
• Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of children.

Note

[1] 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.
[2] Students should consult with their advisor regarding course transfer.
[3]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 with Areas of Concentration, AAT

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 Education. To earn the AAT degree, students must graduate with either a cumulative 3.0 GPA; or a cumulative GPA between 2.75-2.99 and present qualifying scores on the basic skills assessment for teacher licensure as established by the State Superintendent of Schools and as approved by the State Board of Education[1].
The computer literacy requirement will be met throughout the course work in the degree program.

Transfer Information

Cecil College has the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Middle and high school teacher (subject specific, such as math, science or English), tutoring, counseling, librarian, research, and curriculum and textbook review.

Required Courses

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

General Education and Program Requirements

- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3 [2]
- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- PSY 207 - Educational Psychology Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

- HST 101 - Western Civilization I (to 1715) (H) Credits: 3 **or**
- HST 201 - United States History I (H) Credits: 3

General Education and Program Requirement Electives - Select 3 Credits

Please see Academic Advisor for elective selection.

- SOC SCI - Social Science Elective [SS] - 3 Credits [3]

Area of Concentration

Chemistry Concentration Requirements

- CHM 203 - Organic Chemistry I with Lab Credits: 4
- CHM 204 - Organic Chemistry II with Lab Credits: 4
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4

- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4

- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1

English Concentration Requirements

- EGL 205 - American Lit. to 1865 (H) Credits: 3
- EGL 206 - American Lit. 1865 to Present (H) Credits: 3
- BIO 101 - General Biology (S) Credits: 3 **and**
- BIO 111 - General Biology Lab Credits: 1
- EGL 203 - British Lit. to 18th c. (H) Credits: 3 **or**
- EGL 204 - British Lit. 18th c. to Present (H) Credits: 3

English Concentration Requirement Electives - Select 19 Credits

Please see Academic Advisor for elective selection.

- ART - Art Elective - 3 Credits
- HUM - Humanities Elective [H] - 3 Credits [4]
- EGL - English Elective [H] - 3 Credits [5]
- ELECT - Discipline Elective - 3 Credits [6]
- MAT - Math Elective [M] - 4 Credits [7]
- AST/CHM or ENV - Astronomy, Chemistry, or Environmental Science Elective [S] - 3 Credits [8]

Mathematics Concentration Requirements

- MAT 191 - Precalculus (M) Credits: 4 [9]
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4

Mathematics Concentration Requirement Electives - Select 4 Credits

Please see Academic Advisor for elective selection.

- BIO - Biology Elective with Lab [S/SL] - 4 Credits **or**
- CHM - Chemistry Elective with Lab [S/SL] - 4 Credits

Physics Concentration Requirements

- MAT 191 - Precalculus (M) Credits: 4 [9]
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- MAT 203 - Multivariable Calculus (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- PHY 219 - General Calculus Physics III with Lab (SL) Credits: 4
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 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 or an academic advisor for individual degree planning.

Chemistry Concentration Recommended Sequence

Fall I (15 Credits)

- EGL 101 - College Composition (E) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1

Spring I (16 Credits)

- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- CHM 104 - General Chemistry II (S) Credits: 3 **and**
- CHM 114 - General Chemistry II Lab Credits: 1

Fall II (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- CHM 203 - Organic Chemistry I with Lab Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3
- HST 101 - Western Civilization I (to 1715) (H) Credits: 3 **or**
- HST 201 - United States History I (H) Credits: 3

Spring II (13 Credits)

- CHM 204 - Organic Chemistry II with Lab Credits: 4
- PSY 207 - Educational Psychology Credits: 3
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3
- SOC SCI - Social Science Elective - 3 Credits

English Concentration Recommended Sequence

Fall I (14 Credits)

- BIO 101 - General Biology (S) Credits: 3
- BIO 111 - General Biology Lab Credits: 1
- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- PSY 101 - Introduction to Psychology (SS) Credits: 3

Spring I (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- PSY 207 - Educational Psychology Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3
- SOC SCI - Social Science Elective - Credits: 3
- MAT - Math Elective - Credits: 4

Fall II (14 Credits)

- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3
- EGL 205 - American Lit. to 1865 (H) Credits: 3
- HUM - Humanities Elective - Credits: 3
- ART - Art Elective - Credits: 3

- HST 101 - Western Civilization I (to 1715) (H) Credits: 3 **or**
- HST 201 - United States History I (H) Credits: 3

Spring II (15 Credits)
- EGL 204 - British Lit. 18th c. to Present (H) Credits: 3
- EGL 206 - American Lit. 1865 to Present (H) Credits: 3
- EGL - English Elective - 3 Credits
- AST/CHM/ENV - Science Elective - Credits: 4
- ELECT - Electives - Credits: 3

Mathematics Concentration Recommended Sequence

Fall I (14 Credits)
- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- EGL 101 - College Composition (E) Credits: 3
- MAT 191 - Precalculus (M) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3

Spring I (15 Credits)
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4
- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- BIO or CHM Elective - Biology or Chemistry Science Elective (S/SL) - Credits 4

Fall II (17 Credits)
- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- PSY 207 - Educational Psychology Credits: 3
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

Spring II (14 Credits)
- MAT 203 - Multivariable Calculus (M) Credits: 4
- MAT 240 - Introduction to Linear Algebra (M) Credits: 4
- SOC SCI - Social Science Elective - Credits: 3

- HST 101 - Western Civilization I (to 1715) (H) Credits: 3 **or**
- HST 201 - United States History I (H) Credits: 3

Physics Concentration Recommended Sequence

Fall I (15 Credits)
- EGL 101 - College Composition (E) Credits: 3
- EDU 101 - Foundations of Education Credits: 3
- EDU 102 - Foundations of Education - Field Experience Credits: 1
- MAT 191 - Precalculus (M) Credits: 4
- CHM 103 - General Chemistry I (S) Credits: 3 **and**
- CHM 113 - General Chemistry I Lab Credits: 1

Spring I (17 Credits)
- EGL 102 - Composition & Literature (H) Credits: 3
- MAT 201 - Calculus I with Analytic Geometry (M) Credits: 4

- PHY 217 - General Calculus Physics I with Lab (SL) Credits: 4
- PSY 101 - Introduction to Psychology (SS) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

Fall II (14 Credits)

- MAT 202 - Calculus II with Analytic Geometry (M) Credits: 4
- PHY 218 - General Calculus Physics II with Lab (SL) Credits: 4
- EDU 251 - Introduction to Exceptional Children and Youth Credits: 3
- HST 101 - Western Civilization I (to 1715) (H) Credits: 3 **or**
- HST 201 - United States History I (H) Credits: 3

Spring II (14 Credits)

- MAT 203 - Multivariable Calculus (M) Credits: 4
- PHY 219 - General Calculus Physics III with Lab (SL) Credits: 4
- PSY 207 - Educational Psychology Credits: 3
- SOC SCI - Social Science Elective - Credits: 3

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
• Explain the policies, issues, trends, research and historical events in the field of education.
• Recognize the psychological, cognitive, emotional, and physical characteristics of developing children, with specific consideration to students with disabilities.
• Summarize the inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
• Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of children.

Note

[1] 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.
[2] 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.
[3] Social Science elective must be a course designation other than PSY.
[4] Arts and Humanities elective must be a course designation other than EGL.
[5] Students should select one English elective from the following: EGL 209 , EGL 210, EGL 214, EGL 215, EGL 260 .
[6] Students should select electives that relate to their intended area of concentration as a secondary level teacher.
[7] Introduction to Statistics (MAT 127) is recommended.
[8] Students should select one Science elective from the following: AST 103, CHM 103, CHM 104, CHM 109, ENV 106, ENV 150.
[9] Students placed in MAT 201 or higher Math may replace MAT 191 with MAT, PHY, PHE, CSC or CHM elective(s) - student must satisfy the four credit requirement.

Certificate

Early Childhood Education Certificate

Award: Certificate
Degree Code: ECHC
Number of Credits: 16

Program Description

The Early Childhood Education Certificate program is designed to prepare students to work in a variety of child care settings with children from infancy through age eight. This certificate includes the Maryland State Department of Education (MSDE) 90-hour certification coursework requirement for child care teachers and directors. Students have the option to continue their studies and earn an Associate of Arts in Teaching (AAT) degree in Early Childhood Education.

Required Courses

- EDU 131 - Principles of Early Childhood Credits: 3
- EDU 132 - Early Childhood Curriculum and Methods Credits: 3
- EDU 202 - Principles of Early Childhood-Field Experience Credits: 1
- EDU 210 - Processes and Acquisition of Reading Credits: 3
- EDU 250 - Classroom Management Credits: 3
- PSY 203 - Child Growth and Development Credits: 3

Program Outcomes

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

- Explain the policies, issues, trends, research, and historical events in the field of early childhood education.
- Recognize the psychological, cognitive, emotional, and physical characteristics of developing children.
- Summarize the inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners.
- Construct learning opportunities that support individual students' development and acquisition of knowledge using the major concepts, principles, theories, and research related to development of young children.

Visual Communications

Associate of Applied Science

Digital Commerce, AAS

Award: Associate of Applied Science
Degree Code: DIGC
Number of Credits: 60

Program Description

This program is designed for students seeking initial employment, career advancement, and/or transfer to four-year programs and equips students with basic accounting, marketing, web design, and multimedia skills required to succeed in e-commerce. Students can explore a variety of aspects of the new digital commerce environment, such as: digital marketing analytics, search engine optimization, social media marketing, and 3D Printing. Students will develop the skills and knowledge to create, distribute, manage, promote and price products and services in an online 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 (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

E-commerce, Social Media, Multimedia, and Web Design

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3
- SCI - Science Elective with Lab (S/SL) - Credits: 4
- GEN ED - General Education Elective - Credits: 3
- ART/HUM - Arts and Humanities Elective (H) - Credits: 3
- MAT - Math Elective (M) - Credits: 3
- SOC SCI - Social Science Elective (SS) - Credits: 3

Program Requirements

- BUS 103 - Introduction to Business Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 144 - Web Design I - Design Fundamentals Credits: 3
- VCP 244 - Web Development Credits: 3

- BUS 190 - Introduction to Entrepreneurship Credits: 3 *or*
- BUS 212 - Principles of Marketing Credits: 3 **or**
- SPH 201 - Social Media Communications Credits: 3

- VCP 101 - Photography I Credits: 4 **or**

- VCP 210 - Video Production I Credits: 4

- VCP 136 - Multimedia Production I Credits: 4 **or**
- VCP 118 - Digital Imaging III Credits: 4

- VCP 279 - Professional Portfolio Production Credits: 4 **or**
- VCP 289 - Internship I Credits: 4

Program Electives

Select 10 credits from the following:

- ACC 101 - Accounting I Credits: 3
- ACC 103 - QuickBooks® Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- ART 180 - Basic Photography (H) Credits: 3
- ART 181 - Introduction to Movie Making (H) Credits: 3
- BUS 131 - Principles of Management Credits: 3
- BUS 216 - Organizational Leadership Credits: 3
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 212 - Video Production II Credits: 4

Recommended Sequence

Fall I (16 Credits)

- BUS 103 - Introduction to Business Credits: 3
- EGL 101 - College Composition (E) Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- ART/HUM - Arts and Humanities Elective (H) Credits: 3
- MAT - Math Elective (M) Credits: 3

Spring I (15 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- SCI - Science Elective with Lab (S/SL) Credits: 4
- VCP 101 - Photography I Credits: 4 *or*
- VCP 210 - Video Production I Credits: 4
- VCP 136 - Multimedia Production I Credits: 4 *or*
- VCP 118 - Digital Imaging III Credits: 4

Fall II (15 Credits)

- VCP 144 - Web Design I - Design Fundamentals Credits: 3
- GEN ED - General Education Elective Credits: 3
- SOC SCI - Social Science Elective (SS) Credits: 3
- BUS 190 - Introduction to Entrepreneurship Credits: 3 *or*
- BUS 212 - Principles of Marketing Credits: 3 *or*
- SPH 201 - Social Media Communications Credits: 3
  Select 3-4 credits from:
- ACC 101 - Accounting I Credits: 3 *or*
- ACC 103 - QuickBooks® Credits: 3 *or*
- ART 180 - Basic Photography (H) Credits: 3 *or*
- ART 181 - Introduction to Movie Making (H) Credits: 3 *or*
- ART 183 - Digital Illustration I Credits: 4 *or*
- BUS 131 - Principles of Management Credits: 3 *or*

- BUS 216 - Organizational Leadership Credits: 3 *or*
- VCP 119 - Digital Imaging IV Credits: 4 *or*
- VCP 212 - Video Production II Credits: 4 *or*

Spring II (14 Credits)

- VCP 244 - Web Development Credits: 3
- VCP 279 - Professional Portfolio Production Credits: 4 *or*
- VCP 289 - Internship I Credits: 4
  Select 3-4 credits from:
- ACC 101 - Accounting I Credits: 3 *or*
- ACC 103 - QuickBooks® Credits: 3 *or*
- ART 180 - Basic Photography (H) Credits: 3 *or*
- ART 181 - Introduction to Movie Making (H) Credits: 3 *or*
- ART 183 - Digital Illustration I Credits: 4 *or*
- BUS 131 - Principles of Management Credits: 3 *or*
- BUS 216 - Organizational Leadership Credits: 3 *or*
- VCP 119 - Digital Imaging IV Credits: 4 *or*
- VCP 162 - Mobile Application Design Credits: 4 **or**
- VCP 212 - Video Production II Credits: 4

Program Outcomes

- Model effective problem-solving as applied to digital commerce problems.
- Utilize industry standard hardware and software to produce content that is appropriate for digital commerce and to record business transactions including sales, receivables, payables, and payroll.
- Solve issues related to the digital commerce marketplace.
- Produce a strong portfolio of work that illustrates marketable digital commerce skills.

Simulation Design and Gaming, AAS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

Career Opportunities

Software engineer, graphics programmer, 2D/3D artist, game developer, animator in government agencies, computer consulting firms, advertising firms, and gaming/gambling industries.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3

General Education Requirement Electives - Select 16-17 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Elective [H] - 3 Credits
- GEN ED - General Education Elective - 3 Credits
- MAT - Math Elective [M] - 3-4 Credits
- SCI - Lab Science Elective [S/SL] - 4 Credits
- SOC SCI - Social Science Elective [SS] - 3 Credits

Program Requirements

- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 136 - Multimedia Production I Credits: 4
- VCP 151 - Introduction To Game Design Credits: 4
- VCP 218 - Introduction to 3D Modeling and Animation Credits: 4
- EGL 211 - Technical Writing Credits: 3
- VCP 219 - 3D Character Creation Credits: 4 **or**
- VCP 225 - 3D Character Rigging and Animation Credits: 4
- VCP 279 - Professional Portfolio Production Credits: 4 **or**
- VCP 289 - Internship I Credits: 4

Program Electives

Please see Academic Advisor for elective selection.
Select 11 credits from the following:

- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 130 - Drawing I (H) Credits: 3
- ART 180 - Basic Photography (H) Credits: 3
- ART 181 - Introduction to Movie Making (H) Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- ART 230 - Drawing II (H) Credits: 3
- ART 231 - Portrait Drawing Credits: 3
- ART 232 - Figure Drawing Credits: 3
- VCP 101 - Photography I Credits: 4
- VCP 118 - Digital Imaging III Credits: 4
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 210 - Video Production I Credits: 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.

Fall I (17 Credits)

- EGL 101 - College Composition (E) Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- ART/VCP - Program Elective - 4 Credits
- GEN ED - General Education Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits

Spring I (13 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- ARTS/HUM - Arts and Humanities Elective - 3 Credits
- MAT - Math Elective - 3 Credits
- ART/VCP - Program Elective - 4 Credits

Fall II (15 Credits)

- VCP 136 - Multimedia Production I Credits: 4
- VCP 218 - Introduction to 3D Modeling and Animation Credits: 4
- EGL 211 - Technical Writing Credits: 3
- SCI - Lab Science Elective - 4 Credits

Spring II (15 Credits)

- VCP 151 - Introduction To Game Design Credits: 4
- VCP 279 - Professional Portfolio Production Credits: 4 **or**
- VCP 289 - Internship I Credits: 4
- ART/VCP - Program Electives - 7 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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.

Visual Communications with Areas of Concentration, AAS

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 the following transfer agreements: https://www.cecil.edu/student-resources/advising-transfer/transfer-agreements. Additionally, transfer information is available at the ARTSYS website (The Articulation System of Maryland). Contact your advisor for detailed information.

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.

Required Courses

General Education Requirements

- EGL 101 - College Composition (E) Credits: 3
- EGL 102 - Composition & Literature (H) Credits: 3

General Education Requirement Electives - 16 Credits

Please see Academic Advisor for elective selection.

- ARTS/HUM - Arts and Humanities Electives (H) - 3 Credits
- GEN ED - General Education Elective - 3 Credits
- MAT - Math Elective (M) - 3 Credits
- SCI - Lab Science Elective (SL) - 4 Credits
- SOC SCI - Social Science Elective (SS) - 3 Credits

Program Requirements

- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2

- VCP 279 - Professional Portfolio Production Credits: 4 **or**
- VCP 289 - Internship I Credits: 4

Areas of Concentration

Communications Concentration Requirements (30 Credits)

- VCP 101 - Photography I Credits: 4
- VCP 210 - Video Production I Credits: 4

Communications Concentration Electives

Please see Academic Advisor for elective selection.

Select 22 credits from the following:

- ART 101 - Fundamentals of Design I (H) Credits: 3
- ART 105 - Illustration, Materials, and Techniques Credits: 3
- ART 110 - Color (H) Credits: 3
- ART 130 - Drawing I (H) Credits: 3
- ART 140 - Painting I (H) Credits: 3
- ART 181 - Introduction to Movie Making (H) Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- BUS 103 - Introduction to Business Credits: 3
- BUS 212 - Principles of Marketing Credits: 3
- EGL 211 - Technical Writing Credits: 3
- MUC 143 - Music Fundamentals (H) Credits: 3
- SPH 121 - Interpersonal Communications (H) Credits: 3
- SPH 141 - Public Speaking (H) Credits: 3

- VCP 110 - Portrait Photography Credits: 4
- VCP 111 - Studio Photography I Credits: 4
- VCP 118 - Digital Imaging III Credits: 4
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 120 - Digital Imaging V Credits: 4
- VCP 136 - Multimedia Production I Credits: 4
- VCP 151 - Introduction To Game Design Credits: 4
- VCP 211 - Studio Photography II Credits: 4
- VCP 212 - Video Production II Credits: 4
- VCP 214 - Video Production III Credits: 4
- VCP 218 - Introduction to 3D Modeling and Animation Credits: 4
- VCP 222 - Photojournalism I Credits: 4
- VCP 224 - Nature and Wildlife Photography Credits: 4
- VCP 230 - Graphic Design Studio Credits: 4
- VCP 233 - Fictional Photography Credits: 4
- VCP 296 - Photography Seminar Credits: 4
- VCP 107 - Aerial Imaging: Drones for Visual Communication Credits: 4

Graphic Design Concentration Requirements (30 Credits)

- VCP 101 - Photography I Credits: 4
- VCP 118 - Digital Imaging III Credits: 4
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 136 - Multimedia Production I Credits: 4
- VCP 144 - Web Design I - Design Fundamentals Credits: 3
- VCP 210 - Video Production I Credits: 4

Graphic Design and Multimedia Concentration Electives - Select 7 Credits

Please see Academic Advisor for elective selection.

- ART/VCP - Art or Visual Communications Elective - 7 Credits

Photography Concentration Requirements (30 Credits)

- VCP 101 - Photography I Credits: 4
- VCP 111 - Studio Photography I Credits: 4
- VCP 118 - Digital Imaging III Credits: 4
- VCP 210 - Video Production I Credits: 4
- VCP 211 - Studio Photography II Credits: 4

Photography Concentration Electives

Please see Academic Advisor for elective selection.

Select 10 credits from the following:

- ART 130 - Drawing I (H) Credits: 3
- ART 230 - Drawing II (H) Credits: 3

- VCP 110 - Portrait Photography Credits: 4
- VCP 140 - Wedding Photography Portfolio Production Credits: 2
- VCP 211 - Studio Photography II Credits: 4
- VCP 212 - Video Production II Credits: 4
- VCP 222 - Photojournalism I Credits: 4
- VCP 224 - Nature and Wildlife Photography Credits: 4
- VCP 233 - Fictional Photography Credits: 4
- VCP 296 - Photography Seminar Credits: 4

Video Production Concentration Requirements (30 Credits)

- VCP 101 - Photography I Credits: 4
- VCP 111 - Studio Photography I Credits: 4
- VCP 210 - Video Production I Credits: 4
- VCP 212 - Video Production II Credits: 4
- VCP 214 - Video Production III Credits: 4

Video Production Concentration Electives

Please see Academic Advisor for elective selection.

Select 7 credits from the following:

- ART 141 - Survey of Art History (H) Credits: 3
- ART 181 - Introduction to Movie Making (H) Credits: 3
- ART 183 - Digital Illustration I Credits: 4
- BUS 212 - Principles of Marketing Credits: 3
- MUC 128 - Introduction to Audio Technology (I) Credits: 3
- VCP 107 - Aerial Imaging: Drones for Visual Communication Credits: 4
- VCP 118 - Digital Imaging III Credits: 4
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 136 - Multimedia Production I Credits: 4
- VCP 211 - Studio Photography II Credits: 4
- VCP 218 - Introduction to 3D Modeling and Animation Credits: 4
- VCP 233 - Fictional Photography Credits: 4

Web Design and Multimedia Concentration Requirements (30 Credits)

- VCP 118 - Digital Imaging III Credits: 4
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 136 - Multimedia Production I Credits: 4
- VCP 144 - Web Design I - Design Fundamentals Credits: 3
- VCP 244 - Web Development Credits: 3

- VCP 101 - Photography I Credits: 4 **or**
- VCP 210 - Video Production I Credits: 4

Web Design and Multimedia Concentration Electives

Please see Academic Advisor for elective selection.

Select 8 credits from the following:

- ART 180 - Basic Photography (H) Credits: 3
- ART 181 - Introduction to Movie Making (H) Credits: 3
- CSC 105 - Geographic Information System (I) Credits: 3
- CSC 109 - Introduction to Programming Credits: 3
- CSC 182 - Web Application Development Credits: 3
- CSC 205 - Computer Science I Credits: 3
- CSC 218 - Computer Science II Credits: 4
- CSC 230 - Advanced Programming in Python Credits: 3
- VCP 111 - Studio Photography I Credits: 4
- VCP 120 - Digital Imaging V Credits: 4
- VCP 222 - Photojournalism I Credits: 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.

Fall I (16 Credits)

- EGL 101 - College Composition (E) Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- ARTS/HUM - Arts and Humanities Elective - 3 Credits
- MAT - Math Elective - 3 Credits
- SOC SCI - Social Science Elective - 3 Credits

Spring I (16 Credits)

- EGL 102 - Composition & Literature (H) Credits: 3
- GEN ED - General Education Elective - 3 Credits
- SCI - Lab Science Elective (S/SL)- 4 Credits
- ELECT - Concentration Elective - 3 Credits
- ELECT - Concentration Elective - 3 Credits

Fall II (16 Credits)

- ELECT - Concentration Electives - 16 Credits

Spring II (12 Credits)

- VCP 279 - Professional Portfolio Production Credits: 4 **or**
- VCP 289 - Internship I Credits: 4
- ELECT - Concentration Electives - 8 Credits

Program Learning Outcomes

Upon successful completion of this program, students will meet the General Education Student Learning Outcomes and 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 Photography

Upon successful completion of this concentration, students will also 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.

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.

Certificate

Digital Commerce Certificate

Award: Certificate
Degree Code: VIDC
Credits: 24

Program Description

This certificate equips students with basic accounting, marketing, web design, and multimedia skills required to succeed in e-commerce. Students can explore a variety of aspects of the new digital commerce environment, such as digital marketing analytics, search engine optimization, social media marketing, and 3D printing. Students acquire tools to create, distribute, manage, promote and price products and services in an online environment.

The certificate program courses can be used in satisfying degree requirements.

Program Requirements

- ACC 103 - QuickBooks® Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 144 - Web Design I - Design Fundamentals Credits: 3
- VCP 244 - Web Development Credits: 3

- VCP 136 - Multimedia Production I Credits: 4 **or**
- VCP 118 - Digital Imaging III Credits: 4

- VCP 101 - Photography I Credits: 4 *or*
- VCP 210 - Video Production I Credits: 4

- BUS 190 - Introduction to Entrepreneurship Credits: 3 **or**
- BUS 212 - Principles of Marketing Credits: 3 **or**
- SPH 201 - Social Media Communications Credits: 3

Program Learning Outcomes

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

- Develop a project for a marketable product or service optimized for the web and making use of social media.
- Utilize industry standard hardware and software to produce content that is viewable on both past and current technology
- Solve issues related to the visual and technical components of publishing web and social media specific content
- Produce a portfolio of work that makes them marketable in the job market.
- Use industry standard software to record business transactions including sales, receivables, payables and payroll.

Graphic Design Certificate

Award: Certificate
Degree Code: VGDC
Number of Credits: 22

Program Description

This certificate prepares students for entry-level employment in print preparation and electronic publishing. Job titles include graphic designer, colorist, scanner operator, digital imager, pre-press technician. The certificate program courses can be used in satisfying degree requirements.

Certificate Requirements

- ART 101 - Fundamentals of Design I (H) Credits: 3 **or**
- ART 180 - Basic Photography (H) Credits: 3

- ART 130 - Drawing I (H) Credits: 3 **or**
- ART 140 - Painting I (H) Credits: 3

- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 118 - Digital Imaging III Credits: 4
- VCP 119 - Digital Imaging IV Credits: 4
- VCP 230 - Graphic Design Studio Credits: 4

Program Outcomes

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

- Use relevant tools and technologies including use of 2D software applications such as photography, print and web authoring programs
- Apply visual elements, design principles, and color theory to graphic designs
- Produce a portfolio demonstrating the ability to solve graphic design problems

Professional Photography Certificate

Award: Certificate
Degree Code: PPHC
Number of Credits: 24

Program Description

This certificate prepares student for initial employment in photography. Job titles include, commercial photographer, portrait photographer, industrial photographer, and photojournalist. The certificate program courses can be used in satisfying degree requirements

Program Requirements

- VCP 211 - Studio Photography II Credits: 4
- VCP 101 - Photography I Credits: 4
- VCP 111 - Studio Photography I Credits: 4
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2

Program Electives

Select 8 Credits from the following:

- VCP 233 - Fictional Photography Credits: 4
- VCP 222 - Photojournalism I Credits: 4
- VCP 110 - Portrait Photography Credits: 4
- VCP 224 - Nature and Wildlife Photography Credits: 4

Program Outcomes

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

- 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
- Utilize industry standard equipment, techniques, and workflows specific to the practice of photography
- Develop a branding identity package and a professional photography portfolio that showcases technical skills and individual vision

Simulation Design and Gaming Certificate

Award: Certificate
Degree Code: SOGC
Number of Credits: 22

Program Description

This certificate provides high quality, hands-on, career education in designing computer and video games for learning, simulations, and gaming. The certificate program courses can be used in satisfying degree requirements.

Required Courses

- VCP 151 - Introduction To Game Design Credits: 4
- VCP 218 - Introduction to 3D Modeling and Animation Credits: 4
- EGL 101 - College Composition (E) Credits: 3
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 136 - Multimedia Production I Credits: 4

- EGL 211 - Technical Writing Credits: 3 *or*

Program Outcomes

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

- Develop a production process to complete consistent quality designs in an appropriate amount of time.
- 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 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.

Video Production Certificate

Award: Certificate
Degree Code: VIPC
Number of Credits: 24

Program Description

This certificate provides high quality, hands-on, career education in television, film, documentary and commercial video production. The program helps students prepare for initial employment and career advancement. The certificate program courses can be used in satisfying degree requirements.

Required Courses

- VCP 101 - Photography I Credits: 4
- VCP 111 - Studio Photography I Credits: 4
- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 210 - Video Production I Credits: 4
- VCP 212 - Video Production II Credits: 4
- VCP 214 - Video Production III Credits: 4

Program Outcomes

Upon successful completion of this certificate, 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
- 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

Web Design and Multimedia Certificate

Award: Certificate
Degree Code: CDMC
Number of Credits: 22

Program Description

This certificate prepares students for entry-level employment in web design and electronic publishing. The certificate program courses can be used in satisfying degree requirements.

Required Courses

- VCP 116 - Digital Imaging I Credits: 2
- VCP 117 - Digital Imaging II Credits: 2
- VCP 118 - Digital Imaging III Credits: 4
- VCP 136 - Multimedia Production I Credits: 4
- VCP 144 - Web Design I - Design Fundamentals Credits: 3
- VCP 244 - Web Development Credits: 3
- VCP 101 - Photography I Credits: 4 ***or***
- VCP 210 - Video Production I Credits: 4

Program Outcomes

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

- Produce an appealing visual product based on project goals and limitations of the web-based medium
- Utilize industry standard hardware and software to produce content that is viewable on both past and current technology
- Develop basic code that is appropriate for web and multimedia presentations
- 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.

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	Behavior and Social Sciences

Accounting

ACC 101 - Accounting I
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

ACC 102 - Accounting II
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(s): ACC 101 (grade of C or higher)

ACC 103 - QuickBooks®
Semester Offered: fall only
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.
Credits: 3
Prerequisite(s): ACC 101

ACC 201 - Accounting III
Semester Offered: Fall Only
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(s): ACC 102

ACC 203 - Tax Accounting
Semester Offered: Fall Only
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(s): BUS 101 (ACC 101)

ACC 204 - Payroll Accounting
Semester Offered: Spring Only
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(s): EGL 093

ACC 205 - Business Spreadsheet Applications
Semester Offered: Fall Only
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(s): BUS 101 (ACC 101)

Agriculture

AGR 103 - Introduction to Agriculture (I), (S)
Semester Offered: Fall Only
Introduction to Agriculture (I), (S) provides an overview of the fields of agriculture study; the history of human society and agriculture, an introduction to the study of plants, animals, soil and technologies used in modern agriculture. Modern issues involving agriculture will also be addressed. 3 credits
Credits: 3

AGR 201 - College Based Work Experience-AGR
This course provides students an opportunity to participate in a supervised work environment with local employers in their area of study. Several programs at Cecil College offer a College Based Work Experience Program (CBWEP). Students who plan to enroll in CBWEP should speak with faculty in their major or contact Career Services for further information.
Credits: 3
Prerequisite(s): GPA of 2.0 and completion of all relevant courses as listed in the program option

Anthropology

ANT 101 - Cultural Anthropology (SS)
Cultural Anthropology 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
Corequisite(s): EGL 093

Art

ART 101 - Fundamentals of Design I (H)
Fundamentals of Design I 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

ART 105 - Illustration, Materials, and Techniques
Semester Offered: Fall Only
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(s): Previous drawing experience

ART 110 - Color (H)
Semester Offered: Fall Only
Color 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

ART 130 - Drawing I (H)
Drawing I (H) introduces students to basic drawing concepts, techniques, materials and the development of observational skills. The course focuses on descriptive value, composition, visual and spatial relationships, linear and aerial perspective, volumetric forms, subject and content using a variety of black and white media. Course includes vocabulary development, critical analysis activities, and reference to historic and contemporary models of drawing. Emphasis is on observational drawing.
Credits: 3

ART 140 - Painting I (H)
Painting I 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

ART 141 - Survey of Art History (H)
Semester Offered: Fall Only
Survey of Art History 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(s): EGL 093

ART 150 - Museum Studies (H)
Semester Offered: Fall Only
Museum Studies (H) explores the historical context of artworks, specific artists, styles and movements in a museum environment. 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

ART 152 - Sculpture I (H)
Semester Offered: Spring Only
Sculpture I 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

ART 160 - Beginning Ceramics (H)
Beginning Ceramics 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

ART 161 - Ceramics/Japanese/Raku
Semester Offered: Fall Only
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

ART 162 - Ceramic/Color Clay
Semester Offered: Spring Only
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

ART 163 - Ceramics/Masks and Self-Portraits
Semester Offered: Spring Only
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

ART 164 - Ceramics/Small Sculpture
Semester Offered: Spring Only
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

ART 165 - Ceramics/Polymer Clay Jewelry
Semester Offered: Spring Only
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

ART 167 - Ceramics/Japanese Raku
Semester Offered: Fall Only
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

ART 178 - Art Appreciation (H)
Art Appreciation introduces the visual arts and elevates cultural enrichment and personal growth. The course begins with an inquiry into the meaning of art and the role of art in society and continues with an examination art's formal qualities. Students learn how to think critically about art through the application of visual principles. A global perspective of art history is presented, and contemporary issues in art are investigated. A museum visit (or virtual museum visit with permission) and responsive research paper are required.
Credits: 3
Prerequisite(s): EGL 093

ART 179 - Surface Design for Ceramics
Semester Offered: Spring Only
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(s): ART 160

ART 180 - Basic Photography (H)
Basic Photography 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

ART 181 - Introduction to Movie Making (H)
Introduction to Movie Making 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

ART 182 - Sculpture II
Sculpture II is a continuation of ART 152 - Sculpture I (H), 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(s): ART 152

ART 183 - Digital Illustration I
Semester Offered: Spring Only
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

ART 194 - Wheel-Thrown Ceramics (H)
Wheel-Thrown Ceramics 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

ART 195 - Integrated Arts
Semester Offered: Spring Only
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(s): EDU 101 or EDU 131

ART 196 - Wheel-Thrown Ceramics II
Semester Offered: Spring Only
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(s): ART 194

ART 201 - Three-Dimensional Design (H)
Three-Dimensional Design 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(s): ART 101

ART 230 - Drawing II (H)
Semester Offered: Spring Only
Drawing II 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(s): ART 130

ART 231 - Portrait Drawing
Semester Offered: Fall Only
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

ART 232 - Figure Drawing
Semester Offered: Spring Only
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

ART 240 - Painting II (H)
Semester Offered: Spring Only
Painting II 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(s): ART 140

ART 242 - Survey of Modern Art History (H)
Semester Offered: Spring Only
Survey of Modern Art History 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(s): EGL 093

ART 260 - Intermediate Ceramics (H)
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(s): ART 160

ART 261 - Advanced Ceramics
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(s): ART 260

ART 291 - Portfolio Production I
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(s): EGL 101

ART 292 - Portfolio Production II
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(s): EGL 101

ART 293 - Professional Portfolio Production
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(s): EGL 101

ART 296 - Wheel-Thrown Ceramics III
Semester Offered: Spring Only
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(s): ART 196

Assessment of Prior Learning

APL 270 - Assessment of Prior Learning: Portfolio Construction
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(s) and Corequisite(s): Documented employment in career area for which assessment is being done and overall GPA of at least 2.0

Astronomy

AST 103 - Principles of Astronomy (SL)
Semester Offered: Fall Only
Principles of Astronomy (SL) provides the basic concepts of the astronomical study of the universe 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
Prerequisite(s): MAT 092 or MAT 097
Corequisite(s): EGL 093

Biology

BIO 101 - General Biology (S)
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(s): MAT 092 or MAT 097
Corequisite(s): EGL 101

BIO 103 - Introduction to Zoology (S)
Semester Offered: Spring Only
Introduction to Zoology (S) will study the animal kingdom, methods of classification, evolution, genetics, comparative anatomy, physiology and behavior of various animal groups.
Credits: 3
Prerequisite(s): MAT 093 or MAT 097
Corequisite(s): BIO 113, EGL 101

BIO 104 - Botany: An Intro to Horticulture (S)
Semester Offered: Fall Only
Botany: Introduction 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
Prerequisite(s): MAT 093 or MAT 095, EGL 093 or placement into college level Math and English
Corequisite(s): BIO 114, EGL 101

BIO 111 - General Biology Lab
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(s): MAT 092 or MAT 097
Corequisite(s): BIO 101

BIO 113 - Introduction to Zoology Lab
Semester Offered: Spring Only
Introduction to Zoology Lab will reinforce and expand on topics covered in the co-requisite course of Introduction to Zoology. This course will include laboratory and field work, including dissections and observations of animal behavior
Credits: 1
Corequisite(s): BIO 103

BIO 114 - Botany: Intro to Horticulture Lab
Semester Offered: Fall Only
Botany: Introduction 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.
Credits: 1
Corequisite(s): BIO 104

BIO 123 - Foundations of Nutrition (S)
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(s): MAT 093 or MAT 096
Corequisite(s): EGL 093, MAT 097

BIO 130 - Principles of Biology I (S)
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
Corequisite(s): EGL 101, MAT 191 or MAT 127

BIO 131 - Principles of Biology I Lab
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(s): BIO 130

BIO 132 - Principles of Biology II (S)
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
Prerequisite(s): BIO 130, BIO 131, MAT 191

BIO 133 - Principles of Biology II Lab
Principles of Biology Lab II 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(s): BIO 132

BIO 135 - Human Biology (S)
Human Biology (S) will survey the structure (anatomy) and function (physiology) of the organ systems in the human body. The overriding theme of this course is keeping the body in balance (homeostasis). The role of socio-economic and racial /ethnic factors in human health will be discussed. This course is not appropriate for students entering a health care program.
Credits: 3
Corequisite(s): EGL 101

BIO 145 - Human Biology Lab
Human Biology Laboratory provides a hands-on approach to learning the basic structure of organs and the primary functions of the major organ systems of the human body. The role of the microbiota will be investigated. Prelabs, models, microscopic material, dissection material, and lab activities will all be used to provide content. This course is not appropriate for students entering a healthcare program.
Credits: 1
Corequisite(s): BIO 135

BIO 200 - Microbiology (S)
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(s): MAT 097
Corequisite(s): EGL 101

BIO 203 - Nutrition
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(s): BIO 101 or BIO 130 or BIO 208

BIO 208 - Human Anatomy and Physiology I (S)
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(s): MAT 097
Corequisite(s): BIO 218, EGL 101

BIO 209 - Human Anatomy and Physiology II (S)
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
Prerequisite(s): BIO 208, BIO 218, and MAT 097

BIO 210 - Microbiology Lab
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(s): BIO 200

BIO 213 - College Based Work Experience- BIO
College Based Work Experience-BIO 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
Credits: 3
Prerequisite(s): GPA of 2.0 and completion of all relevant courses as listed in the program option

BIO 218 - Human Anatomy and Physiology I Lab
Human Anatomy and Physiology I Lab reinforces the topics covered in the lecture course BIO 208 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(s): BIO 208

BIO 219 - Human Anatomy and Physiology II Lab
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(s): BIO 218
Corequisite(s): BIO 209

BIO 222 - Genetics
Semester Offered: Every Other Spring - Odd
Genetics focuses on the areas of transmission, molecular, individual and population genetics. The following topics are emphasized: inheritance patterns; gene expression; gene regulation; biotechnology; genetic basis of disease; developmental genetics; and population genetics. This course provides a foundation for students pursuing advanced studies in biology, molecular biology or biochemistry, biotechnology, and health sciences
Credits: 3
Prerequisite(s): BIO 130 and BIO 131 or BIO 101 and BIO 111
Corequisite(s): BIO 232

BIO 232 - Genetics Lab
Semester Offered: Every Other Spring - Odd
Genetics Lab is a laboratory experience to accompany BIO 222 Genetics lecture. It focuses on application of genetic principles and experimental laboratory approaches to both classical and molecular genetics. Emphasis is on transmission genetics; molecular genetics; population genetics; and comparative proteomics. Student hands-on experience may include 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
Prerequisite(s): BIO 130 and BIO 131 and BIO 101 and BIO 111
Corequisite(s): BIO 222

Biological Laboratory Skills

BLS 101 - Biological Laboratory Skills (SL)
Semester Offered: Spring Only
Biological Laboratory Skills (SL) introduces the student to applicable laboratory skills and theories such as laboratory metrics and conversions, laboratory notebook maintenance, Standard Operating Procedures (S.O.P's) and labelling, laboratory safety, microscopy, pipetting, solution production, centrifugation, spectrophotometry, sterilization, aseptic technique and tissue culture.
Credits: 3
Prerequisite(s): MAT 097 and EGL 093

Biotechnology

BIP 101 - Introduction to Biotechnology (SL)
Semester Offered: Every Other Fall - Even
Introduction to Biotechnology studies the principles and applications of biotechnology. Topics include genes and gene regulation, protein production, and recombinant DNA technologies. These technologies are discussed as they apply to plants and animals, the medical field, forensics, and the environment. The laboratory portion will include biotechnology techniques and experiments designed to reinforce concepts discussed in lecture.
Credits: 4
Corequisite(s): BIO 130, BIO 131, EGL 101, MAT 127 or MAT 191

BIP 102 - Biotechnology Laboratory Techniques (SL)
Semester Offered: Every Other Spring - Odd
Biotechnology Laboratory Techniques (SL) studies the current techniques and applications in biotechnology. Topics include laboratory skills, cell culture, microbiology, DNA structure and analysis, bacterial transformation, plasmid purification, PCR, protein structure and analysis, immunological applications, and research foundations. These techniques and applications are discussed while applying them to research, agriculture, plants, animals, food science, humans and health, forensics, and the environment. The laboratory portion will include biotechnology techniques and applications that reinforce the concepts discussed in lecture.
Credits: 4
Prerequisite(s): BIP 101
Corequisite(s): BIO 132

BIP 201 - Introduction to Bioprocessing (SL)
Semester Offered: Every Other Fall - Even
Introduction to Bioprocessing (SL) introduces the techniques and processes necessary for the production of biological products. Biomanufacturing practices, including both upstream and downstream processing, will be discussed with hands-on application of these concepts. Students will grow bacterial and/or mammalian cells in culture in order to produce purified products in compliance with biomanufacturing industry standards.
Credits: 4
Prerequisite(s): BIP 102

BIP 202 - College Based Work Experience-BIP
Semester Offered: Every Other Spring - Odd
This course provides students an opportunity to participate in a supervised work environment with local employers in their area of study. Several programs at Cecil College offer a College Based Work Experience Program (CBWEP). Students who plan to enroll in CBWEP should speak with faculty in their major or contact Career Services for further information.
Credits: 3
Prerequisite(s): GPA of 2.0 and completion of all relevant courses as listed in the program option.

Business

BUS 103 - Introduction to Business
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

BUS 108 - Principles of Purchasing
Semester Offered: Fall Only
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(s): EGL 093

BUS 131 - Principles of Management
Semester Offered: evening in spring only
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

BUS 187 - Business Ethics
Semester Offered: evening in spring only
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(s): EGL 101

BUS 190 - Introduction to Entrepreneurship
Semester Offered: Spring Only
Introduction to Entrepreneurship introduces students to the process of creating, identifying, evaluating and financing an entrepreneurial venture. Students gain insight into the characteristics, attitudes, habits, and behaviors of successful entrepreneurs. Students learn to craft an idea, good or service into a marketable product.
Credits: 3

BUS 191 - Introduction to Finance
Semester Offered: Fall Only
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(s): MAT 093 or MAT 097

BUS 193 - Introduction to Hospitality Management
Semester Offered: Spring Only
Introduction to Hospitality Management provides an overview of the structure and financial performances of the hospitality industry, food and lodging, resorts, tourism enterprises, attractions, and related operations. Introduces customer service, cultural/economic trends, and career opportunities in the hospitality industry.
Credits: 3

BUS 207 - Introduction to Public Relations
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(s): EGL 093

BUS 210 - Business Law
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(s): EGL 093

BUS 212 - Principles of Marketing
Semester Offered: evening in fall only
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

BUS 216 - Organizational Leadership
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

BUS 231 - Management of Human Resources
Semester Offered: evening in spring only
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

BUS 242 - Advertising
Semester Offered: Fall Only
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(s): BUS 212

BUS 243 - Personal Selling
Semester Offered: Spring Only
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(s): BUS 212

BUS 273 - College Based Work Experience - BUS
College Based Work Experience-BUS provides students an opportunity to participate in a supervised work environment with local employers in their area of study. Several programs at Cecil College offer a College Based Work Experience Program (CBWEP). Students who plan to enroll in CBWEP should speak with faculty in their major or contact Career Services for further information.
Credits: 3

Chemistry

CHM 103 - General Chemistry I (S)
General Chemistry I (S) studies the fundamental principles of chemistry including measurement, atomic structure, stoichiometry, energy relationships, chemical bonding, molecular structure, and gases.
Credits: 3
Corequisite(s): CHM 113, EGL 101, MAT 191 or MAT 127

CHM 104 - General Chemistry II (S)
General Chemistry II 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
Prerequisite(s): CHM 103, CHM 113
Corequisite(s): CHM 114

CHM 107 - Introduction to Chemistry in Society (SL)
Semester Offered: Fall Only
Introduction to Chemistry in Society (SL) is specially designed for non-STEM majors to acquaint them with the fundamental concepts of Chemistry and its relationship to the real world. Chemical principles will be used to explain energy applications, climate, medicine, forensic science, and other interesting topics that affect everyday life by studying measurements, atomic and molecular structure, and chemical reactions.
Credits: 4
Prerequisite(s): EGL 093
Corequisite(s): MAT 097

CHM 109 - Chemistry and Art (SL)
Semester Offered: every other spring only
Chemistry and Art 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(s): MAT 092 or MAT 097
Corequisite(s): EGL 101

CHM 113 - General Chemistry I Lab
General Chemistry I Lab will introduce students to basic chemistry laboratory techniques and procedures such as sample preparation, data collection, gravimetric analysis and titration. Conceptual topics include physical properties, determination of molecular weights, stoichiometry, energy, and gas laws.
Credits: 1
Corequisite(s): CHM 103

CHM 114 - General Chemistry II Lab
General Chemistry II Lab will build upon the basic chemistry laboratory techniques and procedures learned in Chemistry 103. 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
Prerequisite(s): CHM 103, CHM 113
Corequisite(s): CHM 104

CHM 203 - Organic Chemistry I with Lab
Semester Offered: Fall Only
Organic Chemistry I with Laboratory 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
Prerequisite(s): CHM 104, CHM 114

CHM 204 - Organic Chemistry II with Lab
Semester Offered: Spring Only
Organic Chemistry II with Lab is the continuation of CHM 203. Topics include organometallic compounds, carbonyl compounds, carboxylic acids and their derivatives, condensation reactions, amines, aryl halides, and phenols. Special topics include carbohydrates, proteins, and nucleic acids. The laboratory portion is designed to reinforce concepts discussed in lecture and to teach organic chemistry laboratory techniques.
Credits: 4
Prerequisite(s): CHM 203

Communications

COM 101 - Introduction to Communication Studies (H)
Introduction to Communication Studies is a foundation for theories of communication focusing specifically on relational, group, public, and cultural communication contexts. Students will practice written and oral communication skills as informed by communication theory.
Credits: 3
Corequisite(s): EGL 101

COM 103 - Introduction to American Sign Language
Semester Offered: Every Other Spring-Even
Intro to American Sign Language (ASL) explores the basic skills in developing production and comprehension skills in ASL. Students will learn ASL vocabulary, structure, and grammar. Course content also includes the manual alphabet and numbers. Students will develop basic conversational abilities, culturally appropriate behaviors, and learn about the culture and history of the Deaf Community.
Credits: 3

Computer Information Systems

CIS 101 - Introduction to Computer Concepts (I)
Semester Offered: evening in fall only
Introduction to Computer Concepts 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 CIS 105, Keyboarding, at the same time, or prior to, enrolling in this course.
Credits: 3

CIS 105 - Keyboarding
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

Corrections Management

COR 101 - Career Paths in Corrections
Career Paths in Corrections emphasizes student self-reflection and pragmatism in the pursuit of self-fulfillment and professionalism. Students will learn about a multitude of career opportunities available to them within the correctional field and what students can do with an education in corrections and criminal justice.
Credits: 3

COR 102 - Defensive Tactics
Defensive Tactics students will learn to defend themselves, and others, from bodily harm against hostile actions. They will learn the use of reasonable force, avoiding injury, and how to quickly overcome their assailant(s). The course incorporates specialized training methods used to challenge students both physically and mentally.
Credits: 3

COR 103 - Drugs and Crime
Drugs and Crime examines major categories of drugs that are sold and abused in the US. The history of drug use, legislation and enforcement, sociology and psychology of drug abuse and drug prevention/ treatment will be included. This course is designed to introduce students with the concept of basic drug identification, drug violence, street crime, substance abuse, and substance abuse treatment, the drug industry in society, courts, and drug problems within the correctional system.
Credits: 3

COR 104 - Inmate Manipulation
Inmate Manipulation identifies the various tactics inmates and re-entrants use to manipulate staff for their personal gain while incarcerated or under supervision. Participants will identify manipulation tactics using a variety of methods over the course of the semester. Knowing how to apply professionalism and properly report manipulation will help to keep staff from severe consequences.
Credits: 3

COR 105 - Report Writing in Corrections
Report Writing in Corrections will introduce students to the basics of academic research and writing with an emphasis on professional report in the corrections field. Topics will include the "why and how" of corrections report writing and guidance on how to write accurately and concisely at the same time.
Credits: 3

Counseling

COU 101 - Career Development
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

COU 104 - Medical Aspects of Chemical Dependency
Semester Offered: Fall Only
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
Corequisite(s): EGL 101

COU 106 - Theories of Counseling
Semester Offered: Spring Only
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
Prerequisite(s): EGL 101
Corequisite(s): COU 104

COU 107 - Fundamental Counseling Techniques
Semester Offered: Fall Only
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
Corequisite(s): COU 106

COU 108 - Addictions Treatment and Counseling
Semester Offered: Spring Only
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
Prerequisite(s): COU 107

COU 111 - Internship I: Alcohol and Drug Counseling
Semester Offered: Spring Only
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
Prerequisite(s): COU 107

COU 201 - Treatment of Co-Occurring Disorders
Semester Offered: Fall Only
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
Prerequisite(s): COU 108
Corequisite(s): COU 202

COU 202 - Group Counseling Techniques
Semester Offered: Fall Only
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
Prerequisite(s): COU 107
Corequisite(s): COU 201

COU 211 - Internship II: Alcohol and Drug Counseling
Semester Offered: Fall Only
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
Prerequisite(s): COU 111

COU 213 - Ethics in Addictions Counseling
Ethics in Addictions Counseling will introduce students to ethical issues pertinent to Addictions Counseling. 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. Students will review codes of ethics for the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) as well as for the American Counseling Association (ACA) and the National Association of Social Work (NASW). Particular emphasis will be placed on credentialing and regulating agencies; client and counselor rights and responsibilities; confidentiality and its limits; professional relationships; professional boundaries; dual and multiple relationships; boundary crossings; and boundary violations. Specific emphasis is placed on the unique ethical issues faced in addictions counseling, including but not limited to: counselors who are in recovery, and the challenges of working with mandated client populations.
Credits: 3

Computer Science
CSC 103 - Survey of Operating Systems
Semester Offered: Fall Only
Survey of Operating Systems introduces the basic concepts of operating systems such as Windows, Mac OS, Linux, and Android. This course provides a comprehensive overview of multiple operating systems commonly found in the Information Technology field, including the theory behind operating systems. Accordingly, this course will cover the basic functions and design of file systems found in Windows, Mac OS, Linux, and Android operating systems as well as basic network theory and setting up network resources through the multiple versions of software.
Credits: 3

CSC 104 - Computer Science Fundamentals (I)
Semester Offered: Every Semester
Computer Science Fundamentals (I) is 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. This course prepares students for the Comp TIA IT Fundamentals+ certification exam.
Credits: 3

CSC 105 - Geographic Information System (I)
Semester Offered: Every Other Spring - Even
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
Prerequisite(s) and Corequisite(s): CSC 104 or CSC 109

CSC 106 - Introduction to Programming Logic
Semester Offered: Fall Only
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

CSC 109 - Introduction to Programming
Semester Offered: Every Semester
Introduction to Programming covers core concepts and techniques needed to logically plan and develop computer programs, including object oriented programming and modular design. This course uses the Python programming language.
Credits: 3

CSC 110 - Ethics in Information Technology
Semester Offered: Every Semester
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

CSC 130 - Introduction to Linux
Semester Offered: Every Other Spring - Odd
Introduction to Linux provides comprehensive exploration of the Linux operating system, including Linux distributions, installation, file system, administration, BASH shell, X Windows, networking, and security. Course prepares student for CompTIA Linux+ certification exam.
Credits: 3
Corequisite(s): CSC 103

CSC 135 - Client Systems
Semester Offered: Every Other Fall - Odd
Client Systems provides an introduction to the basic concepts of managing and maintaining your computer. 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. This course prepares students for several CompTIA certification exams.
Credits: 4
Corequisite(s): CSC 104

CSC 140 - Introduction to Networking
Semester Offered: Every Semester
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
Prerequisite(s): CSC 104

CSC 141 - Information Security Fundamentals
Semester Offered: Every Semester
Information Security Fundamentals introduces the technologies used and principles involved in creating a secure computer networking environment. Topics will include 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, technologies, and concepts used for providing secure communications channels, secure internetworking devices, and network medium will be discussed.
Students will also learn about intrusion detection systems, firewalls, physical security concepts, security policies, disaster recovery, and computer forensics. Students will understand the daily tasks involved with managing and troubleshooting those network security technologies. This course will prepare the student for the CompTIA Security+ Certification Exam.
Credits: 3
Prerequisite(s): CSC 104
Corequisite(s): CSC 140

CSC 151 - Introduction to Computer Forensics and Investigations
Semester Offered: Fall Only
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

CSC 154 - Windows Client
Semester Offered: Every Other Fall - Even
Windows Client prepares students to develop the skills needed to administer, deploy, and manage the Windows Operating System, desktop/metro. Students will learn how to migrate to Windows. 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
Prerequisite(s) and Corequisite(s): CSC 104

CSC 156 - Windows Server
Semester Offered: Every Other Spring - Even, Face-to-Face only
Windows Server prepares students to administer Microsoft Windows Servers and networks. This course includes topics such as installing, configuring, managing and troubleshooting Windows Server.
Credits: 3
Corequisite(s): CSC 140 or permission of the instructor

CSC 182 - Web Application Development
Semester Offered: Every Other Spring - Even
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(s): VCP 144
Corequisite(s): CSC 109

CSC 203 - Seminar in Information Systems
Semester Offered: Every Other Spring - Even
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

CSC 205 - Computer Science I
Semester Offered: Every Semester
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
Prerequisite(s): CSC 106 and/or CSC 109 or permission of instructor

CSC 206 - Operating Systems Concepts
Semester Offered: Fall Only
Operating Systems Concepts explores the importance of an operating system and its function, along with the different techniques used by the operating system to achieve its function as resource manager. The course also explores how applications interact with the operating system and how the operating system interacts with the computer hardware.
Credits: 3
Prerequisite(s): CSC 104
Corequisite(s): CSC 140

CSC 218 - Computer Science II
Semester Offered: Every Other Spring - Odd
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
Prerequisite(s): CSC 205, MAT 201 or consent of instructor

CSC 225 - Tactical Perimeter Defense
Semester Offered: Spring Only
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).
Credits: 3
Prerequisite(s): CSC 141 or permission of instructor

CSC 230 - Advanced Programming in Python
Semester Offered: Every Other Fall - Odd
Advanced Programming in Python builds upon the basic Python programming skills learned in CSC 109. 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(s): CSC 109

CSC 235 - Strategic Infrastructure Security
Semester Offered: Spring Only
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.
Credits: 3
Prerequisite(s): CSC 225 or permission of instructor

CSC 266 - Routing and Switching I
Semester Offered: Fall Only
Routing and Switching I introduces knowledge and skills related to network fundamentals, LAN switching technologies, routing technologies, infrastructure services, and infrastructure maintenance. This course in conjunction with CSC 267 prepares students for appropriate Cisco Certified Networking exams.
Credits: 4
Prerequisite(s): CSC 140 or permission of the instructor

CSC 267 - Routing and Switching II
Semester Offered: Every Other Spring - Even
Routing and Switching II introduces knowledge and skills related to LAN switching technologies, IPv4 and IPv6 routing technologies, WAN technologies, infrastructure services, and infrastructure maintenance. This course prepares students for appropriate CISCO certifications.
Credits: 4
Prerequisite(s): CSC 266

CSC 273 - College Based Work Experience-CSC
Semester Offered: Spring Only
This course provides students an opportunity to participate in a supervised work environment with local employers in their area of study. Several programs at Cecil College offer a College Based Work Experience Program (CBWEP). Students who plan to enroll in CBWEP should speak with faculty in their major or contact Career Services for further information.
Credits: 1-3
Prerequisite(s): GPA of 2.0 and completion of all relevant courses as listed in the program option
Corequisite(s): Last semester of program and instructor's approval.

Criminal Justice

CRJ 101 - Introduction to the Criminal Justice System
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(s): EGL 093

CRJ 111 - Police and Society
Semester Offered: Fall Only
Police and Society will focus on the history, structure, role, and function of policing, along with emphasizing building relationships between law enforcement and the community they serve. Types of policing and police-community relations will be explored. Students will examine the functions of policing including patrol, order maintenance, investigation and community policing. This course will focus on the contact police officers have with the community and cultural awareness. A number of contemporary police problems will be presented including corruption, discretion, deadly force and minority relations within society.
Credits: 3
Prerequisite(s): CRJ 101

CRJ 133 - Forensic Tech in Crime Scene Investigation
Semester Offered: Spring Only
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(s): CRJ 101

CRJ 201 - Criminal Investigation
Semester Offered: Spring Only
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(s): CRJ 101

CRJ 205 - Criminal Law
Semester Offered: Fall Only
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(s): CRJ 101

CRJ 208 - Ethics in Criminal Justice
Semester Offered: Spring Only
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(s): CRJ 101

CRJ 214 - Delinquency and Juvenile Justice
Semester Offered: Fall Only
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(s): CRJ 101

CRJ 221 - Criminology
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(s): CRJ 101

CRJ 230 - Professional Issues in Criminal Justice
Semester Offered: Fall Only
Professional Issues in Criminal Justice will include an intensive examination of specialized contemporary topics in criminal justice. Uses empirical evidence to provide a contemporary approach to analyzing and evaluating crime and social deviance through a critical theoretical framework or uses empirical evidence to provide a contemporary approach to examining specific areas within criminology. Topics may vary from course to course. May be repeated with different topics for a maximum of 6 credits.
Credits: 3
Prerequisite(s): CRJ 101

CRJ 299 - Cooperative Education Experience in Criminal Justice
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(s): CRJ 101 and CRJ 208

Data Science

DSC 201 - Data Science I
Semester Offered: Spring Only
Data Science I provides a comprehensive overview of the basic methods and tools used for analyzing data. Students will learn how to make decisions using statistical measurements, visualizations, and the results of machine learning algorithms. Assignments will emphasize applicable programming skills and data ethics.
Credits: 3
Prerequisite(s): C or better in MAT 127 and CSC 109

Economics

ECO 221 - Economics-Micro (SS)
Semester Offered: evening in spring only
Economics-Micro 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(s): MAT 092 or MAT 097

ECO 222 - Economics-Macro (SS)
Semester Offered: evening in fall only
Economics-Macro 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(s): MAT 092 or MAT 097

Education

EDU 101 - Foundations of Education
Foundations of Education examines the historical, philosophical, sociological, political, and legal foundations of American education. Emphasis is placed on the structure and organization of schools, roles of classroom teachers, influences on teaching and learning, diversity, and contemporary educational policy and issues.
Credits: 3
Corequisite(s): EDU 102, EGL 101

EDU 102 - Foundations of Education - Field Experience
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(s): EDU 101

EDU 131 - Principles of Early Childhood
Semester Offered: Fall Only
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 child growth and development.
Credits: 3
Corequisite(s): EDU 202

EDU 132 - Early Childhood Curriculum and Methods
Semester Offered: Spring Only
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(s): EDU 131

EDU 202 - Principles of Early Childhood-Field Experience
Semester Offered: Fall Only
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(s): EDU 131

EDU 203 - Early Childhood Curriculum and Methods-Field Experience
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(s): EDU 132

EDU 210 - Processes and Acquisition of Reading
Processes and Acquisition of Reading is designed to assist pre-service and current teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research.
Credits: 3
Prerequisite(s): EDU 101 or EDU 131

EDU 250 - Classroom Management
Semester Offered: Spring Only
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.

Credits: 3
Prerequisite(s): EDU 101 or EDU 131

EDU 251 - Introduction to Exceptional Children and Youth
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(s): EDU 101 or EDU 131
Corequisite(s): EDU 253

EDU 265 - Literacy in the Content Area Part I
Semester Offered: Fall Only
Literacy in the Content Area Part I examines literacy in the present day with an emphasis on the literacy development of adolescent learners. The course content focuses on the interactive nature of the reading process in the content area and examines the use of effective instructional strategies for developing content reading literacy, skills, vocabulary and concepts. Emphasis is placed on the design of instruction that incorporates appropriate methods and materials for developing reading proficiency in the content area with a concentration on meeting the linguistic and cultural characteristics of all students.
Credits: 3

EDU 266 - Literacy in the Content Area Part II
Semester Offered: Spring Only
Literacy in the Content Area Part II addresses teaching students to improve their ability to read and learn from a variety of content texts. It will help teachers and potential teachers in every content area to understand the importance of literacy in their classrooms while meeting the needs of diverse learners and recognizing the impact of technology on literacy development in our society. Students taking the course will study, use, and evaluate a wide range of strategies and approaches to literacy instruction. The focus is on literacy tasks and assessment of those tasks to promote a better understanding of disciplinary content. Teachers will develop professional dispositions for collaboration and leadership in order to work effectively with families, schools, and communities. It is recommended that students have access to a classroom for this course.
Credits: 3

Engineering

PHE 100 - Introduction to Autodesk Inventor
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
Prerequisite(s): EGL 101, MAT 191

PHE 101 - Introduction to Engineering Design
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(s): MAT 201

PHE 111 - Introduction to CADD
Introduction to CADD is to 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

PHE 112 - Intermediate CAD
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(s): PHE 111

PHE 120 - AutoCAD Fundamentals for Engineers
AutoCAD Fundamentals 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
Corequisite(s): EGL 101

PHE 128 - Introduction to Revit Architecture
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
Prerequisite(s): EGL 101, MAT 191

PHE 130 - SolidWorks Fundamentals
Solidworks Fundamentals will introduce students to the use of the 3D solid modeling software, Solidworks; including 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. Previous college level mathematics course recommended.
Credits: 3

PHE 180 - Introduction to MATLAB
Introduction to MATLAB 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
Prerequisite(s): EGL 101, MAT 201

PHE 211 - Statics
Semester Offered: Fall Only
Statics will introduce the study of the equilibrium of rigid bodies under the influence of various loads and forces. Topics include: 2-D and 3-D 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. Vector and scalar methods are used to solve problems.
Credits: 3
Prerequisite(s): MAT 202, PHY 217

PHE 212 - Dynamics
Semester Offered: Spring Only
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(s): PHE 211

PHE 213 - Mechanics of Materials
Semester Offered: Spring Only
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(s): PHE 211

PHE 221 - Thermodynamics
Semester Offered: Fall Only
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, gas power cycles, refrigeration cycles, and the application of thermodynamic principles to energy systems design.
Credits: 3
Prerequisite(s): PHY 218 and PHE 211

PHE 225 - Digital Electronics and Instrumentation
Semester Offered: Fall Only
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
Prerequisite(s): PHY 218

PHE 285 - Principles of Electric Circuits with Lab

Semester Offered: Spring Only
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(s): PHY 208 or PHY 218
Corequisite(s): MAT 246

PHE 290 - College Based Experience- PHE

Semester Offered: Spring Only
College Based Work Experience-PHE 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.
Credits: 3
Prerequisite(s): GPA of 2.0 and completion of all relevant courses as listed in the program option.

English

EGL 083 - Integrated Reading and Writing Lab

Integrated Reading and Writing Lab is a supplemental, entry-level course that offers foundational reading, writing, and study skills to support all students enrolled in EGL 093. Emphasis is placed on the building blocks-words, word groups, sentences, and paragraphs-in academic texts, as well as on the tools for success in the academic environment. In the EGL 083 Lab, students complete a series of modules tailored to their individual skill levels, as well as a series of individual conferences with the instructor.
Students may elect to complete the Lab prior to enrolling in EGL 093, or they may take EGL 083 and 093 simultaneously, but they must successfully complete both EGL 083 and EGL 093 before progressing to EGL 101.
Credits: 1
Prerequisite(s): Placement into EGL 093
Corequisite(s): EGL 093

EGL 093 - Integrated Reading and Writing Level II

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
Prerequisite(s): Appropriate placement scores OR a C or higher in EGL 091 OR C or higher in EGL 090 and EGL 092
Corequisite(s): COL 081 unless the student has previously earned a C or higher in EGL 091

EGL 101 - College Composition (E)

College Composition (E) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven print and digital texts 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 approximately 5,000 words of finished formal writing in three-five assignments, including a persuasive research essay of at least 2,000 words.
Credits: 3
Prerequisite(s): C or higher in COL 081 and EGL 093 OR appropriate score on Cecil College-approved placement metric

EGL 102 - Composition & Literature (H)

Composition & Literature 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(s): EGL 101

EGL 203 - British Lit. to 18th c. (H)

Semester Offered: Every Other Fall - Even
British Lit. to 18th c.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(s): Satisfactory completion of EGL 102

EGL 204 - British Lit. 18th c. to Present (H)
Semester Offered: Every Other Spring - Odd
British Lit. 18th c. to Present 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(s): Satisfactory completion of EGL 102

EGL 205 - American Lit. to 1865 (H)
Semester Offered: Every Other Fall - Odd
American Lit. to 1865 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(s): Satisfactory completion of EGL 102

EGL 206 - American Lit. 1865 to Present (H)
Semester Offered: Every Other Spring - Even
American Lit. 1865 to Present 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(s): Satisfactory completion of EGL 102

EGL 210 - Topics in World Literature (H)
Semester Offered: Every Other Spring - Odd, Alternates with EGL 210
Topics in World Literature (H) 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(s): C or higher in EGL 102

EGL 211 - Technical Writing
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(s): "C" or higher in EGL 101

EGL 214 - Introduction to Journalism
Semester Offered: Every Other Fall - Odd
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(s): EGL 101

EGL 215 - Introduction to Creative Writing (H)
Semester Offered: Spring Only
Introduction to Creative Writing 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(s): EGL 101

Environmental Science

ENV 106 - Introduction to Environmental Science (I), (S)
Introduction to Environmental Science (I), (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
Corequisite(s): EGL 101, ENV 116, MAT 093 or MAT 095 or MAT 097

ENV 116 - Introduction to Environmental Science Lab
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(s): ENV 106

Equine

EQS 137 - Horseback Riding (ACT)
Semester Offered: Spring Only
Horseback Riding 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(s): EQS 139

EQS 138 - Introduction to Equine Care and Handling
Semester Offered: Every Other Fall - Even
Introduction to Equine Care and Handling is designed to provide a basic foundation for working with horses. Using hands-on activities with horses, the lessons teach elements of safety while handling a horse, 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

EQS 144 - Equine Nutrition and Feeding
Semester Offered: Fall Only
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

EQS 145 - Equine Health Maintenance
Semester Offered: Spring Only
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(s): EQS 139

EQS 146 - Introductory Equine Field Study
Semester Offered: Summer Only
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(s): EQS 145

EQS 148 - Equine Anatomy and Physiology
Semester Offered: Every Other Fall - Odd
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(s): EQS 139

EQS 155 - Equine Community Service Experiential Learning
Semester Offered: Every Other Spring - Odd
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

EQS 242 - Equine Reproduction, Evaluation, and Selection
Semester Offered: Every Other Spring - Odd
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(s): EQS 148

EQS 246 - Advanced Equine Field Study
Semester Offered: Every Other Fall - Odd
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 or with industry professionals throughout the area to gain hands-on practical experience in the advanced workings of running a horse business.
Credits: 2
Prerequisite(s): EQS 146

EQS 247 - Equine Business and Facilities Management
Semester Offered: Spring Only
Equine Business and Facilities Management is designed to prepare students for owning and operating an equine facility and/or for employment in the horse industry. Students will design a business plan which will cover elements of farm and land management, stabling and equipment requirements, record keeping, and the skills necessary for owning or becoming employed on a successful horse facility.
Credits: 3
Prerequisite(s): EQS 138

EQS 248 - Equine Pathology
Semester Offered: Every Other Fall - Even
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(s): EQS 148

First Year Experience

FYE 100 - First-Year Experience
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

FWS 110 - Fundamentals of Personal Training I
Semester Offered: Fall Only
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

FWS 111 - Fundamentals of Personal Training I Lab
Semester Offered: Fall Only
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(s): FWS 110

FWS 120 - Fundamentals of Personal Training II
Semester Offered: Spring Only
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
Prerequisite(s): FWS 110, FWS 111
Corequisite(s): FWS 121

FWS 121 - Fundamentals of Personal Training II Lab
Semester Offered: Spring Only
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
Prerequisite(s): FWS 110, FWS 111
Corequisite(s): FWS 120

FWS 130 - Essentials of Fitness Assessments
Semester Offered: Fall Only
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(s): FWS 110

FWS 135 - Physiology of Exercise
Semester Offered: Spring Only
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
Prerequisite(s): BIO 208, BIO 209, BIO 218, BIO 219, EGL 101

FWS 180 - Fitness Prescription for Special Populations
Semester Offered: Spring Only
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
Prerequisite(s): BIO 208, BIO 218, FWS 110, FWS 111
Corequisite(s): BIO 203

Geographic Information Systems

GIS 101 - Geographic Information System (I)
Semester Offered: Every Other Spring - Even
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
Prerequisite(s) and Corequisite(s): CSC 104 or CSC 109

Geography

GEO 101 - Physical Geography (SS)
Physical Geography 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(s): EGL 093

GEO 102 - Cultural Geography (SS)
Cultural Geography 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(s): EGL 093

Health

HEA 130 - Healthful Living I (I)
Healthful Living I investigates the concept of total wellness and the consequences of behavior. By defining wellness techniques and identifying risk factors, students will be able to 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

HEA 136 - Stress Management
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

HEA 140 - Alcoholism & Drug Addiction
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

HEA 173 - Human Sexuality (I)
Semester Offered: Spring Only
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

HEA 174 - Women's Health Issues
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

Healthcare

HCD 120 - Medical Terminology
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(s): EGL 090 or EGL 091

HCD 150 - Social Media in the Health Care Setting
Semester Offered: Fall Only
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
Prerequisite(s): EGL 101

HCD 232 - Introduction to Clinical Pharmacology
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
Prerequisite(s): EGL 101, MAT 092 or MAT 097

HCD 270 - Ethical Issues in Healthcare (H)
Ethical Issues in Healthcare 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(s): EGL 101

History

HST 101 - Western Civilization I (to 1715) (H)
Western Civilization I (to 1715) 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(s): EGL 101

HST 102 - Western Civilization II (H)
Western Civilization II 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(s): EGL 101

HST 110 - World History I (H)
World History I 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(s): EGL 101

HST 111 - World History II (H)
World History II 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(s): EGL 101

HST 135 - History of Rock (I)
Semester Offered: Spring Only
History of Rock 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

HST 141 - Survey of Art History (I)
Survey of Art History 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(s): EGL 093

HST 201 - United States History I (H)
Semester Offered: Fall Only
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(s): EGL 101

HST 202 - United States History II (H)
Semester Offered: Spring Only
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(s): EGL 101

HST 242 - Survey of Modern Art History (H)
Survey of Modern Art History 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(s): EGL 093

Horticulture

HCS 142 - Soils and Fertilizers Lab
Semester Offered: Spring Only
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(s): HCS 152

HCS 152 - Soil Science
Semester Offered: Spring Only
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

HCS 153 - Landscaping Construction and Maintenance
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

HCS 154 - Botanical Garden Studies
Semester Offered: Spring and Summer
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

HCS 162 - Woody Plants
Semester Offered: Spring Only
Woody Plants 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 recommended for the Maryland Certified Professional Horticulturist (CPH) basic exam.
Credits: 3

HCS 163 - Herbaceous Plants
Semester Offered: Fall Only
Herbaceous Plants will focus on the identification and use of herbaceous plants found in our local environment. Perennials and annuals will be covered and will include grasses, groundcovers, wildflowers, ephemerals, 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 recommended for the Maryland Certified Professional Horticulturist (CPH) basic exam.
Credits: 3

HCS 253 - Introduction to Landscape Design
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
Prerequisite(s): HCS 162 or HCS 163

Humanities

HUM 101 - Introduction to Critical Inquiry (H)
Introduction to Critical Inquiry fosters the characteristics of successful academic pursuit: openness, curiosity, creativity, persistence, and metacognition. In the context of a common reader and the students' own academic and career goals, students will practice critical thought, information assimilation, investigation, discussion, collaboration, and qualitative and quantitative analysis as they develop the habits of mind and cultural literacy necessary for college and global citizenship.
Credits: 3
Prerequisite(s): EGL 091 or equivalent
Corequisite(s): MAT 097 and EGL 093

HUM 110 - Introduction to Gender Studies (H)
Introduction to Gender Studies (H) focuses on gender dynamics in politics, culture, contemporary media, and the lived experiences that illustrate the important and changing role gender continues to play in today's society. Historical grounding and intersections between gender and other identities such as race, class, and disability will be discussed. This is an interdisciplinary course featuring readings from history, psychology, literature, sociology, biology, and media studies.
Credits: 3
Prerequisite(s): EGL 101

Licensed Practical Nurse

LPN 201 - Care of Childrearing/Childbearing Families
Semester Offered: Summer Only
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

Prerequisite(s): BIO 209, NUR 105, NUR 115
Corequisite(s): LPN 206, LPN 211

LPN 205 - Advanced Medical-Surgical and Psychiatric Theory, LPN

Semester Offered: Summer Only
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
Prerequisite(s): LPN 201, LPN 211, BIO 209, BIO 219
Corequisite(s): LPN 206, LPN 215

LPN 206 - Professional, Legal, and Ethical Issues in Nursing, LPN

Semester Offered: Summer Only
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
Prerequisite(s): NUR 105, NUR 115, BIO 209, BIO 219
Corequisite(s): LPN 201, LPN 205

LPN 211 - Clinical Lab III: Care of Childrearing/Childbearing Families

Semester Offered: Summer Only
Clinical Lab III: Care of Childrearing/Childbearing Families is the clinical companion to LPN 201. 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
Prerequisite(s): BIO 209, NUR 105, NUR 115
Corequisite(s): LPN 201

LPN 215 - Clinical Lab IV: Medical/Surgical/Psychiatric

Semester Offered: Summer Only
Clinical Lab IV: Medical/Surgical/Psychiatric is the clinical companion to LPN 205. 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
Prerequisite(s): BIO 209, NUR 105, NUR 115
Corequisite(s): LPN 205

Mathematics

MAT 097 - Introductory and Intermediate Algebra

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(s): Grade of C or better in MAT 091 or MAT 096
Corequisite(s): EGL 093

MAT 098 - Advanced Intermediate Algebra

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(s): Grade of C or better in MAT 092 or MAT 095 or MAT 097
Corequisite(s): EGL 093

MAT 109 - Technical Math

Technical Math provides students the math skills necessary for entry-level engineering application in the work setting
Credits: 1

MAT 110 - Topics in Mathematics Literacy (M)

Semester Offered: Spring Only
Topics in Mathematics Literacy (M) introduces students to mathematical topics that are relevant to everyday life. Students will learn about exponential and logarithmic functions, the mathematics of personal finance, logical thinking, probability, and statistical reasoning.
Credits: 3
Prerequisite(s): Grade of C or better in MAT 097

MAT 125 - Applied Calculus (M)
Semester Offered: Fall Only
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
Prerequisite(s): EGL 093 and MAT 092 or MAT 095 or MAT 097

MAT 127 - Introduction to Statistics (M)
Introduction to Statistics 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
Prerequisite(s): EGL 093, MAT 093 or MAT 095 or MAT 097, a Grade of C or better in MAT 093 or MAT 095

MAT 128 - Introduction to Statistics II (M)
Semester Offered: Spring Only
Introduction to Statistics II 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(s): MAT 127

MAT 133 - Mathematical Concepts and Structures I
Semester Offered: Spring Only
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
Prerequisite(s): EGL 093, grade of C or better in MAT 093 or MAT 097

MAT 134 - Mathematical Concepts and Structures II
Semester Offered: Fall Only
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
Prerequisite(s): EGL 093, grade of C or better in MAT 093 or MAT 097

MAT 191 - Precalculus (M)
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, and the Laws of Sines and Cosines. A problem-solving approach utilizes applications and a graphing calculator throughout the course.
Credits: 4
Prerequisite(s): Grade of C or better in MAT 093 or MAT 098, EGL 093

MAT 201 - Calculus I with Analytic Geometry (M)
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
Prerequisite(s): EGL 093 and grade of C or better in MAT 191

MAT 202 - Calculus II with Analytic Geometry (M)
Calculus II with Analytic Geometry 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(s): Grade of C or better in MAT 201

MAT 203 - Multivariable Calculus (M)
Multivariable Calculus (M) introduces vectors and vector operations in 2 and 3-dimensional real space, calculus of space curves, partial differentiation and multiple integration of functions of several variables, vector calculus including line and surface integrals, and generalizations of the Fundamental Theorem of Calculus including Green's Theorem, Stokes' Theorem, and the Divergence Theorem. Knowledge of a computer algebra system is expanded. This course includes a required capstone project on a topic approved by the instructor which extends students' mathematical knowledge beyond the material covered in class.
Credits: 4
Prerequisite(s): C or better in MAT 202

MAT 236 - Discrete Structures (M)
Semester Offered: spring only
Discrete Structures 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(s): MAT 201

MAT 240 - Introduction to Linear Algebra (M)
Semester Offered: Fall Only
Introduction to Linear Algebra 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(s): Grade of C or better in MAT 202 or permission of the Math Department Chair

MAT 246 - Introduction to Differential Equations (M)
Semester Offered: Spring Only
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(s): Grade of C or better in MAT 202

Music

MUC 102 - Piano Class I
Semester Offered: fall only
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

MUC 110 - Music Theory I
Semester Offered: fall only
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
Corequisite(s): MUC 102 and either MUC 120 or MUC 124

MUC 111 - Music Theory II
Semester Offered: spring only
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(s): MUC 110
Corequisite(s): MUC 114 and either MUC 121 or MUC 125 or MUC 154

MUC 114 - Piano Class II
Semester Offered: spring only
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(s): MUC 102 or permission of instructor

MUC 120 - Chamber Ensemble I
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

MUC 121 - Chamber Ensemble II
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

MUC 122 - Music Appreciation (H)
Music Appreciation 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

MUC 124 - Chamber Choir I
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

MUC 125 - Chamber Choir II
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

MUC 128 - Introduction to Audio Technology (I)
Introduction to Audio Technology 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. C
Credits: 3

MUC 135 - History of Rock (H)
Semester Offered: Spring Only
History of Rock 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

MUC 143 - Music Fundamentals (H)
Music Fundamentals 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

MUC 210 - Music Theory III
Semester Offered: fall only
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(s): MUC 111
Corequisite(s): MUC 220 or MUC 224

MUC 211 - Music Theory & Musicianship IV
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(s): MUC 210
Corequisite(s): MUC 221 or MUC 225

MUC 220 - Chamber Ensemble III
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

MUC 221 - Chamber Ensemble IV
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

MUC 224 - Chamber Choir III
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

MUC 225 - Chamber Choir IV
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

MUC 228 - Recording Techniques
Semester Offered: fall only
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(s): MUC 128

MUC 229 - Introduction to Digital Audio Workstations
Semester Offered: spring only
Introduction to Digital Audio Workstations in an introduction to recording, mixing, and production with software. Vocab, techniques, and terminology will be discussed alongside practical experience and demonstrations.
Credits: 3
Prerequisite(s): MUC 128

MUC 263 - Diction for Singers I (Eng./Ital.)
Semester Offered: fall only
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

MUC 264 - Diction for Singers II (Fr./Ger.)
Semester Offered: spring only
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(s): MUC 263

MUL 101 - Guitar/Bass Lessons I
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

MUL 102 - Guitar/Bass Lessons II
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

MUL 103 - Guitar/Bass Lessons III
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

MUL 104 - Guitar/Bass Lessons IV
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

MUL 105 - Classical Guitar Lessons I
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

MUL 106 - Classical Guitar Lessons II
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

MUL 107 - Classical Guitar Lessons III
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

MUL 108 - Classical Guitar Lessons IV
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

MUL 113 - Voice Lessons I
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

MUL 114 - Voice Lessons II
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

MUL 115 - Voice Lessons III
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

MUL 116 - Voice Lessons IV
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

MUL 117 - Woodwind Lessons I
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

MUL 118 - Woodwind Lessons II
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

MUL 119 - Woodwind Lessons III
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

MUL 120 - Woodwind Lessons IV
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

MUL 121 - Piano Lessons I
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

MUL 122 - Piano Lessons II
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

MUL 123 - Piano Lessons III
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

MUL 124 - Piano Lessons IIV
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

MUL 125 - String Lessons I
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

MUL 126 - String Lessons II
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

MUL 127 - String Lessons III
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

MUL 128 - String Lessons IV
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

MUL 129 - Drum/Percussion Lessons I
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

MUL 130 - Drum/Percussion Lessons II
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

MUL 131 - Drum/Percussion Lessons III
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

MUL 132 - Drum/Percussion Lessons IV
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

MUL 133 - Brass Lessons I
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

MUL 134 - Brass Lessons II
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

MUL 135 - Brass Lessons III
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

MUL 136 - Brass Lessons IV
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

MUL 201 - Guitar/Bass Lessons V
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

MUL 202 - Guitar/Bass Lessons VI
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

MUL 203 - Guitar/Bass Lessons VII
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

MUL 204 - Guitar/Bass Lessons VIII
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

MUL 205 - Classical Guitar Lessons V
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

MUL 206 - Classical Guitar Lessons VI
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

MUL 207 - Classical Guitar Lessons VII
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

MUL 208 - Classical Guitar Lessons VIII
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

MUL 213 - Voice Lessons V
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

MUL 214 - Voice Lessons VI
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

MUL 215 - Voice Lessons VII
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

MUL 216 - Voice Lessons VIII
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

MUL 217 - Woodwind Lessons V

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

MUL 218 - Woodwind Lessons VI
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

MUL 219 - Woodwind Lessons VII
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

MUL 220 - Woodwind Lessons VIII
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

MUL 221 - Piano Lessons V
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

MUL 222 - Piano Lessons VI
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

MUL 223 - Piano Lessons VII
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

MUL 224 - Piano Lessons VIII
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

MUL 225 - String Lessons V
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

MUL 226 - String Lessons VI
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

MUL 227 - String Lessons VII
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

MUL 228 - String Lessons VIII
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

MUL 229 - Drum Percussion Lessons V
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

MUL 230 - Drum Percussion Lessons VI
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

MUL 231 - Drum Percussion Lessons VII
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

MUL 232 - Drum Percussion Lessons VIII
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

MUL 233 - Brass Lessons V
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

MUL 234 - Brass Lessons VI
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

MUL 235 - Brass Lessons VII
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

MUL 236 - Brass Lessons VIII
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

CPE 201 - Clinical Preceptor Experience
Clinical Preceptor Experience focuses on the nurse's role in specific acute care settings. The student will be working directly with a nurse to provide direct client care.
Credits: 2
Prerequisite(s): NUR 201, NUR 211

NUR 101 - Concepts and Processes in Nursing
Semester Offered: Fall Only
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
Prerequisite(s): BIO 208, BIO 218, EGL 101, MAT 093 or MAT 097
Corequisite(s): NUR 104, NUR 114

NUR 104 - Nursing Fundamentals Theory

Semester Offered: Fall Only
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
Prerequisite(s): BIO 208, BIO 218, EGL 101, MAT 093 or MAT 097
Corequisite(s): NUR 101, NUR 114

NUR 105 - Care of Adult and Aging Clients

Semester Offered: Spring Only
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
Prerequisite(s): NUR 101, NUR 104, NUR 114
Corequisite(s): NUR 115

NUR 114 - Clinical Lab I: Nursing Fundamentals

Semester Offered: Fall Only
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
Prerequisite(s): BIO 208, BIO 218, EGL 101, MAT 093 or MAT 097
Corequisite(s): NUR 101, NUR 104

NUR 115 - Clinical Lab II: Medical/Surgical Settings

Semester Offered: Spring Only
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
Prerequisite(s): NUR 101, NUR 104, NUR 114
Corequisite(s): NUR 105

NUR 130 - LPN to ADN Transition

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(s): EGL 101
Corequisite(s): BIO 200, BIO 209, BIO 210, BIO 219, NUR 131

NUR 131 - LPN to ADN Clinical Lab

LPN to ADN Clinical Lab is the clinical companion to NUR 130. 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(s): EGL 101
Corequisite(s): BIO 200, BIO 209, BIO 210, BIO 219, NUR 130

NUR 181 - Military Transition to ADN Clinical Lab

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(s): EGL 101
Corequisite(s): BIO 200, BIO 209, BIO 210, BIO 219

NUR 201 - Care of Childbearing/Childrearing Families

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
Prerequisite(s): BIO 200, BIO 209, BIO 210, BIO 219, NUR 105, NUR 115
Corequisite(s): NUR 211, PSY 201

NUR 204 - Care of Clients with Complex Stressors

Semester Offered: Spring Only
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
Prerequisite(s): NUR 201, NUR 211, PSY 201.
Corequisite(s): NUR 206, NUR 214

NUR 206 - Professional, Legal, and Ethical Issues in Nursing

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(s): NUR 204

NUR 208 - Professional Issues in Nursing

Semester Offered: Spring Only
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(s): NUR 204

NUR 211 - Clinical Lab III-Care of Childbearing/Childrearing Families

Semester Offered: Fall Only
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
Prerequisite(s): BIO 200, BIO 210, BIO 209, BIO 219, NUR 105, NUR 115
Corequisite(s): NUR 201, PSY 201

NUR 214 - Clinical Lab IV: Medical/Surgical/Psychiatric

Semester Offered: Spring Only
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
Prerequisite(s): NUR 201, NUR 211, PSY 201
Corequisite(s): NUR 204

Philosophy

PHI 101 - Introduction to Philosophy (H)

Introduction to Philosophy 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(s): EGL 093

PHI 110 - Introduction to Ethics (H)

Introduction to Ethics (H) introduces students to major theories and contemporary work in moral philosophy. Students will critically examine various ethical perspectives and use these perspectives to discuss ethical decision making related to contemporary moral issues.

Credits: 3
Prerequisite(s): C or higher in EGL 083 and EGL 093

PHI 201 - Ethics - Contemporary Moral Issues (H)
Ethics - Contemporary Moral Issues introduces students to philosophical thinking about morality, moral problems, and moral judgments.
Credits: 3
Prerequisite(s): EGL 093

PHI 205 - Philosophy of Religion (H)
Philosophy of Religion 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(s): EGL 093

PHI 270 - Ethical Issues in Healthcare (H)
Ethical Issues in Healthcare 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(s): EGL 101

Physical Education

PED 104 - Introduction to Walking for Fitness (ACT)
Introduction to Walking for Fitness (ACT) is an introductory course on walking basics with emphasis placed on general walking terminology, logging and/or journaling, health-related components, and injury prevention and care. All Cecil College Physical Education courses are designed to provide educational opportunities that empower students to practice lifelong positive health behaviors. In particular, students will be given the opportunity to design a walking program, and modify it to meet his or her personal short and long term goals.
Credits: 1

PED 106 - Running for Fun and Fitness (ACT)
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

PED 107 - Hiking (ACT)
Hiking 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

PED 109 - Cardiovascular Fitness (ACT)
Cardiovascular Fitness 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

PED 135 - First Aid and CPR
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

PED 161 - Introduction to Martial Arts (ACT)
Introduction to Martial Arts 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

PED 162 - Karate I (ACT)
Karate I 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

PED 164 - Brazilian Jiu Jitsu (ACT)
Brazilian Jiu Jitsu 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

PED 166 - Co-ed Self-Defense
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

PED 169 - T'ai Chi Ch'uan (ACT)
T'ai Chi Ch'uan 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

PED 173 - Step Aerobics I (ACT)
Step Aerobics I 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

PED 174 - Weight Training I (ACT)
Weight Training I 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

PED 175 - Hatha Yoga I (ACT)
Hatha Yoga I introduces students to the principles of Hatha Yoga and health and wellness strategies to practice lifelong positive health behaviors. Emphasis will be placed on physical postures, breathing techniques, stress awareness and solutions, and practicing meditation. Students will also be guided on connections between the mind, body and spirit.
Credits: 2

PED 177 - Physical Conditioning (ACT)
Physical Conditioning 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

PED 180 - Introduction to Physical Education
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(s): EGL 101

PED 183 - Basketball Theory and Officiating
Semester Offered: Fall Only
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

PED 184 - Baseball/Softball Theory and Officiating
Semester Offered: Fall Only
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

PED 196 - Tennis I (ACT)
Tennis I 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

PED 204 - Advanced Walking for Fitness (ACT)
Advanced Walking for Fitness (ACT) is a continuation of PED 104 and provides the student with advanced techniques and practice for power walking. Emphasis is placed on expanding distance and improving time, motivating factors to exercise, and further exploring a variety of health and wellness topics. Structured, individually paced walks and strength training exercises will be the focus of a personalized exercise regimen.
Credits: 1
Prerequisite(s): PED 104

PED 206 - Running for Fun and Fitness II (ACT)
Running for Fun and Fitness II is a continuation of PED 106 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(s): PED 106

PED 263 - Karate II (ACT)
Karate II expands upon the techniques and philosophies of Karate I. It further develops the art of self-defense.
Credits: 2
Prerequisite(s): PED 162

PED 264 - Karate III (ACT)
Karate III expands upon the techniques and philosophies of Karate II. Students will have the opportunity to advance in rank.
Credits: 2
Prerequisite(s): PED 263

PED 265 - Karate IV (ACT)
Karate IV is the advanced phase of karate. It will allow the student to demonstrate the techniques of sparring.
Credits: 2
Prerequisite(s): PED 264

PED 273 - Step Aerobics II (ACT)
Step Aerobics II 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(s): PED 173

PED 274 - Weight Training II (ACT)
Weight Training II 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(s): PED 174

PED 277 - Hatha Yoga II (ACT)
Hatha Yoga II 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(s): PED 175

PED 278 - Olympic Lifting I (ACT)
Olympic Lifting I 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(s): PED 174 or permission of faculty member

PED 282 - Fundamentals of Sports Medicine
Semester Offered: Fall Only
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
Prerequisite(s): BIO 208, BIO 218

PED 296 - Tennis II (ACT)
Tennis II 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(s): PED 196

Physical Science

PSC 105 - General Physical Science with Lab (SL)
General Physical Science with Lab (SL) is a survey of the scientific method and measurement, physics, chemistry, earth science and astronomy. The labs reinforce the principles introduced in lecture.
Credits: 4
Prerequisite(s): EGL 093, MAT 092, or MAT 097

PSC 120 - Physical Geology (SL)
Semester Offered: Every Other Spring
Physical Geology 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
Prerequisite(s): EGL 093, MAT 092, or MAT 097

PSC 125 - Essentials of Weather (SL)
Semester Offered: fall only
Essentials of Weather 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
Prerequisite(s): EGL 093, MAT 092, or MAT 097

PSC 135 - Introduction to Climate Science with Lab (SL)
Semester Offered: Spring Only
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
Prerequisite(s): EGL 093, MAT 092, MAT 097

PSC 140 - Introduction to Ocean Studies with Lab (SL)
Semester Offered: Every Other Fall
Introduction to Ocean Studies with Lab 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
Prerequisite(s): EGL 093, MAT 092, or MAT 097

PSC 220 - Meteorology with Lab (SL)

Semester Offered: Every Other Spring
Meteorology 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
Prerequisite(s): EGL 093, MAT 093 or MAT 098

Physical Therapist Assistant

PTA 102 - Clinical Kinesiology and Biomechanics

Semester Offered: Spring Only
Clinical Kinesiology and Biomechanics will present advanced anatomy of the musculoskeletal system with emphasis on human movement, joint mechanics, and identification of anatomical landmarks and measurement of joint ranges of motion throughout the body. The student will learn the principles of typical and atypical human movement patterns, posture and gait. In lab, students will practice the identification, palpation and measurement of musculoskeletal structures and joints, and discuss their related function.
Credits: 4
Prerequisite(s): BIO 208, BIO 218
Corequisite(s): PTA 103, PTA 104

PTA 103 - Clinical Skills for the Physical Therapist Assistant

Semester Offered: Spring Only
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 data collection and documentation of physiological measures, 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: manual muscle testing, vital sign measurement, posture, balance and exertion scales, pain scales, functional mobility training and documentation.
Credits: 3
Prerequisite(s): BIO 208, BIO 218
Corequisite(s): PTA 102, PTA 104

PTA 104 - Fundamentals of PT Practice I

Semester Offered: Spring Only
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 course addresses 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
Prerequisite(s): BIO 208, BIO 218, EGL 101 , PSY 101
Corequisite(s): PTA 102, PTA 103

PTA 205 - Therapeutic Interventions

Semester Offered: Summer Only
Therapeutic Interventions provides instruction in the theory, indications, precautions, contraindications, application, and documentation of the therapeutic interventions used by physical therapist assistants including therapeutic exercise, modalities, and manual therapy techniques. The course will also include appropriate data gathering, tests, and measures necessary to ensure the safe application of each intervention.
Credits: 5
Prerequisite(s): BIO 209, BIO 219, PTA 102, PTA 103
Corequisite(s): PTA 211

PTA 211 - Fundamentals of PT Practice II

Semester Offered: Summer Only
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
Prerequisite(s): PTA 102, PTA 103, PTA 104
Corequisite(s): PTA 205

PTA 213 - Fundamentals of PT Practice III
Semester Offered: Spring Only
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 complete their professional portfolio. They will explore evidence-based practice research, defend professional poster presentations, participate in intra-professional education simulation, create a plan for career development and continuing professional competence, as well as prepare themselves for the tasks of earning licensure and employment.
Credits: 2
Prerequisite(s): PTA 211, PTA 230, PTA 232
Corequisite(s): PTA 234

PTA 220 - Clinical Orthopedics
Semester Offered: Fall Only
Clinical Orthopedics entails the study of structural anatomy, orthopedic conditions and their underlying pathologies. The student will learn to perform data collection related to the musculoskeletal and nervous system diagnoses commonly seen in 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. Additionally, the course ensures mastery of physical therapy interventions with an emphasis on manual skills, as well as post-operative and injury care protocols.
Credits: 4
Prerequisite(s): PTA 205
Corequisite(s): PTA 222, PTA 224, PTA 228, PTA 230

PTA 222 - Clinical Neurosciences
Semester Offered: Fall Only
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
Prerequisite(s): PTA 205
Corequisite(s): PTA 220, PTA 224, PTA 228, PTA 230

PTA 224 - Clinical Cardiopulmonary and Integumentary Issues
Semester Offered: Fall Only
Clinical Cardiopulmonary and Integumentary Issues addresses the pathologies associated with peripheral vascular disease, cardiovascular disease, pulmonary disease and integumentary disorders across the lifespan. Wound care treatments and techniques will also be addressed.
Credits: 3
Prerequisite(s): PTA 205
Corequisite(s): PTA 220, PTA 222, PTA 228, PTA 230

PTA 228 - Special Topics in Physical Therapy
Semester Offered: Fall Only
Special Topics in Physical Therapy will be presented in distinct units covering the physical therapy interventions and strategies for the following special populations and conditions: infectious diseases, oncology, metabolic and endocrine disorders, amputees, immune and auto-immune disorders, GI/renal/urological disorders, nutritional considerations, behavioral health, dementia, multisystem disorders, pediatrics and geriatrics.
Credits: 3
Prerequisite(s): PTA 205
Corequisite(s): PTA 220, PTA 222, PTA 224, PTA 230

PTA 230 - Clinical Practice I
Semester Offered: Fall Only
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 and manual interventions, documentation of patient treatment sessions, and patient/caregiver education. The clinical site may require travel away from the local region, including out of state.
Credits: 3
Prerequisite(s): PTA 205, PTA 211
Corequisite(s): PTA 220, PTA 222, PTA 224, PTA 228

PTA 232 - Clinical Practice II
Semester Offered: Spring Only
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
Prerequisite(s): PTA 220, PTA 222, PTA 224, PTA 228, PTA 230
Corequisite(s): PTA 213, PTA 234

PTA 234 - Clinical Practice III

Semester Offered: Spring Only
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
Prerequisite(s): PTA 220, PTA 222, PTA 224, PTA 228, PTA 230
Corequisite(s): PTA 213, PTA 232

Physics

PHY 103 - Physics Today with Lab (SL)

Semester Offered: Fall Only
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
Prerequisite(s): EGL 093, MAT 092, or MAT 097

PHY 181 - Introductory College Physics I with Lab (SL)

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 conservation, fluids, thermodynamics, waves and sound. Conceptual understanding will be integrated with problem solving and lab experience.
Credits: 4
Prerequisite(s): MAT 191

PHY 182 - Introductory College Physics II with Lab (SL)

Introductory College Physics II with Lab 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(s): PHY 181

PHY 217 - General Calculus Physics I with Lab (SL)

General Calculus Physics I with Lab 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(s): MAT 191
Corequisite(s): MAT 201

PHY 218 - General Calculus Physics II with Lab (SL)

General Calculus Physics II with Lab 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(s): PHY 217 with a grade of C or better
Corequisite(s): MAT 202

PHY 219 - General Calculus Physics III with Lab (SL)

Semester Offered: Spring Only
General Calculus Physics III with Lab is the third course of a three semester calculus-based general physics sequence. Topics from modern physics that will be emphasized: 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(s): PHY 218 with grade of C or better
Corequisite(s): MAT 203

Political Science

POS 101 - Introduction to Political Science (SS)
Semester Offered: Fall Only
Introduction to Political Science 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

POS 201 - American Government (SS)
Semester Offered: Spring Only
American Government 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(s): EGL 093

POS 202 - State and Local Government
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(s): EGL 093

POS 290 - Constitutional Law
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(s): EGL 101

Psychology

PSY 101 - Introduction to Psychology (SS)
Introduction to Psychology 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(s): EGL 093

PSY 201 - Human Growth and Development (SS)
Human Growth and Development 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(s): PSY 101

PSY 203 - Child Growth and Development
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(s): EGL 093

PSY 207 - Educational Psychology
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

PSY 223 - Biological Psychology
Biological Psychology provides an introductory overview of the psychobiological functions of human behavior. Through the use of scientific inquiry, the development, structure, and functions of the nervous system are investigated. Insight into the complex reciprocal relationships between biology and human behavior, genes, thought, and interpretation of physiological impulses [or feelings] will be gained.
Credits: 3
Prerequisite(s): PSY 101
Corequisite(s): BIO 130 BIO 131 or CHM 103 CHM 113

PSY 224 - Introduction to Social Psychology
Semester Offered: Spring Only
Introduction to Social Psychology introduces students to the research and theory of how humans think about, influence and relate to one another. The course focuses on social cognition, attitudes, helping behavior, and aggression.
Credits: 3
Prerequisite(s): PSY 101

PSY 227 - Introduction to Abnormal Psychology
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(s): PSY 101

PSY 228 - The Helping Relationship: Introduction to Theory and Technique
Semester Offered: Spring Only
The Helping Relationship: Introduction to Theory and Technique introduces basic conceptual and methodological skills necessary for success in careers that involve helping relationships. The course includes exposure to therapeutic theory, as well as application of basic listening and empathy building skills required for consultation and encouraging motivation to change. In addition this course serves to reinforce skills around scientific inquiry, critical thinking, ethics, social responsibility, diversity awareness, and communication, as they are applicable to continued study within the field of psychology and career development within the field.
Credits: 3
Prerequisite(s): PSY 227

Public Health

PBH 104 - Introduction to Public Health
Semester Offered: Fall Only
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(s): EGL 093

PBH 110 - Introduction to Epidemiology
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
Prerequisite(s): BIO 101, BIO 111, MAT 093 or MAT 097
Corequisite(s): PBH 104

PBH 120 - The US Healthcare System
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
Prerequisite(s): EGL 093, MAT 127, PBH 104

PBH 208 - Health Education
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(s): PBH 120

PBH 218 - Health Administration
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
Prerequisite(s): BIO 101, BIO 111
Corequisite(s): PBH 104

PBH 220 - Environmental Health
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(s): PBH 110

PBH 270 - Public Health Capstone
Semester Offered: Every Other Spring
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
Corequisite(s): PBH 218, PBH 220

Russian

RUS 101 - Introductory Russian I (H)
Introductory Russian I 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

RUS 102 - Russian II (H)
Russian II 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(s): RUS 101

Social Work

SWK 200 - Introduction to Social Work (SS)
Introduction to Social Work focuses on social work as a profession. The fundamental values, ethics, skills, and knowledge relevant to social work practice will be discussed. Students examine the history, principles, and nature of social welfare, including the relationship of social welfare institutions to society and the delivery systems for social services. Students explore concepts such as human diversity, social and economic justice, the needs of oppressed and disenfranchised populations, and policy in the context of social welfare. The course requires community service activities.
Credits: 3
Prerequisite(s): EGL 093

SWK 201 - Social Welfare Policy Research and Field Experience
Social Welfare Policy Research and Field 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(s): SWK 200

SWK 202 - Elder Care Experiential Lab
Elder Care Experiential Lab 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(s): SWK 204

SWK 203 - Substance Abuse Experiential Lab
Substance Abuse Experiential Lab 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
Prerequisite(s): SWK 204
Corequisite(s): SWK 200

SWK 204 - Basic Interviewing Skills
Semester Offered: Spring Only
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
Prerequisite(s): EGL 101
Corequisite(s): SWK 200

Sociology

SOC 101 - Introduction to Sociology (SS)
Introduction to Sociology 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(s): EGL 093

SOC 102 - Social Problems (SS)
Social Problems 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(s): EGL 093

SOC 103 - Marriage and the Family (SS)
Semester Offered: Fall Only
Marriage and the Family 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(s): EGL 101

SOC 105 - Perspectives in Human Diversity (SS)
Perspectives in Human Diversity 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(s): EGL 093

Spanish

SPN 101 - Introductory Spanish I (H)
Introductory Spanish I 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

SPN 102 - Introductory Spanish II (H)
Introductory Spanish II 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(s): SPN 101

Speech

SPH 121 - Interpersonal Communications (H)
Interpersonal Communications is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating, as well as what contributes to messages miscommunicated. It also provides students with practice in verbal and listening skills. Students relate communication learning to all areas of life and career skills. Classroom discussions, activities, and experiments on a

variety of topics are used as a basis for students' growing awareness of perception and skills in communication.
Credits: 3
Corequisite(s): EGL 093

SPH 141 - Public Speaking (H)
Public Speaking (H) is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, researching, writing, and delivering of multiple types of public address. To emphasize the characteristics of effective public speaking, the course also provides models of and practice with constructive criticism.
Credits: 3
Corequisite(s): EGL 093

SPH 201 - Social Media Communications
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

Sports Management

ESP 201 - Contemporary Issues I Esports
Contemporary Issues in Esports examines the current events of esports by analyzing the history, ethics, and economic influences on the industry. The legitimacy of gaming as a sport, the influence of sociocultural issues such as gender, and the commercial viability of esports are studied. Students will problem-solve issues through written assignments, class discussion, and projects.
Credits: 3

SPM 101 - Introduction to Sports Management
Introduction to Sports Management introduces students to the sports management profession including history of the sports management discipline, various career opportunities in various sports & exercise settings, trends, current issues, professional sports organizations, and governing bodies of sports. This course should be taken early in a student's program.
Credits: 3

SPM 200 - Sports Facilities and Event Management
Semester Offered: Spring Only
Sports Facilities and Event Management will examine facility management including the financing, managing, and operating of sports arenas, parks & recreation areas and other venues and the events held at these facilities.
Credits: 3
Prerequisite(s): SPM 101

SPM 201 - Sports in American Culture
Sports in American Culture will provide an examination of 20th and 21st century American culture and the role sports played in it. Emphasis will be placed on sociological causes and events and how sports helped shape American society.
Credits: 3
Prerequisite(s): SPM 101

Transportation and Logistics

TRL 101 - Introduction to Logistics
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

TRL 107 - Supply Chain Management
Semester Offered: Fall Only
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(s): TRL 101

TRL 130 - Production and Operations Management
Semester Offered: Spring Only
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(s): TRL 101

TRL 230 - Product Lifecycle Management
Semester Offered: Spring Only
Product Lifecycle Management (PLM) will introduce students to the processes of managing the entire lifecycle of a product from its conception, design and manufacture, to its service and disposal; the people, data, and business systems involved; and historical aspects of PLM in Logistics.
Credits: 3
Prerequisite(s): TRL 101

Visual Communications

VCP 101 - Photography I
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

VCP 107 - Aerial Imaging: Drones for Visual Communication
Aerial Imaging: Drones for Visual Communication introduces the fundamentals of flight through small Unmanned Aerial Systems (sUAS) for photography and video production. The course prepares students for FAA compliant flying with hands-on sUAS practice and course content. Students will apply professional aviation processes to create still and video-based media using rotary-wing, remote-controlled platforms provided during class. Essential photography and video editing topics will be addressed, in addition to sUAS operations such as mission planning, airspace, weather, and regulations. The course provides a starting point for using drones in a variety of workforce opportunities and prepares students for the Part-107 remote pilot airman certificate.
Credits: 4

VCP 110 - Portrait Photography
Semester Offered: Summer Only
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(s): VCP 101

VCP 111 - Studio Photography I
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(s): VCP 101

VCP 115 - Special Projects Studio Lab
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(s): VCP 101 or VCP 117 or VCP 210

VCP 116 - Digital Imaging I
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

VCP 117 - Digital Imaging II
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(s): VCP 116

VCP 118 - Digital Imaging III
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(s): VCP 117

VCP 119 - Digital Imaging IV
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(s): VCP 118

VCP 120 - Digital Imaging V
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(s): VCP 118

VCP 136 - Multimedia Production I
Semester Offered: Fall Only
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(s): VCP 117

VCP 140 - Wedding Photography Portfolio Production
Semester Offered: Spring Only
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(s): VCP 101 or consent of instructor

VCP 144 - Web Design I - Design Fundamentals
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(s): EGL 093

VCP 151 - Introduction To Game Design
Semester Offered: Spring Only
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(s): VCP 117

VCP 210 - Video Production I
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

VCP 211 - Studio Photography II
Semester Offered: Fall Only
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(s): VCP 111

VCP 212 - Video Production II
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(s): VCP 210

VCP 214 - Video Production III
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(s): VCP 210

VCP 215 - Guerilla Filmmaking
Semester Offered: spring only
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(s): VCP 210

VCP 218 - Introduction to 3D Modeling and Animation
Semester Offered: Fall Only
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

VCP 219 - 3D Character Creation
Semester Offered: spring only
3D Character Creation covers 3D modeling and animation techniques relevant to producing high-quality textured characters viewable in live-video situations such as games. Anatomical structure, geometric pitfalls, topological requirements, basic rigging, and motion-capture animation is covered. Emphasis is placed on converting hi-resolution details into a lo-resolution character optimized for real-time situations.
Credits: 4

VCP 222 - Photojournalism I
Semester Offered: spring only
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(s): VCP 101 or VCP 180 and ART 180

VCP 224 - Nature and Wildlife Photography
Semester Offered: Fall Only
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(s): VCP 101

VCP 225 - 3D Character Rigging and Animation
Semester Offered: Spring Only
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

VCP 226 - Advanced Digital Imagining Production I
Semester Offered: Every other Spring - Even
Advanced Digital Imaging Production I prepares students to create custom solutions for real commercial world production assignments using Photoshop. Advanced editing techniques are covered.
Credits: 2
Prerequisite(s): VCP 116 and VCP 117

VCP 227 - Advanced Digital Imaging Production II
Semester Offered: spring only
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(s): VCP 226

VCP 230 - Graphic Design Studio
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(s): VCP 119

VCP 233 - Fictional Photography
Semester Offered: Spring Only
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
Prerequisite(s): VCP 111, VCP 116

VCP 234 - Nature and Wildlife Photography II
Semester Offered: Fall Only
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(s): VCP 224

VCP 244 - Web Development
Semester Offered: fall only
Web Development builds on the design process covered in VCP 144 - 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(s): VCP 144

VCP 279 - Professional Portfolio Production
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
Prerequisite(s): 19 VCP credits

VCP 289 - Internship I
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(s): EGL 101

VCP 296 - Photography Seminar
Semester Offered: Spring Only
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
- Student Resources
- Campus Life
- Campus Information and Services

Academic Information and Services

Academic Learning Support

Academic support is available to students and includes the following:

- Academic Success Center
- Technology Resource Center
- Tutoring Support

Students can also find resources in the library.

College-Based Work Experience Program (CBWEP)

This course provides students an opportunity to participate in a supervised work environment with local employers in their area of study. Several programs at Cecil College offer a College-Based Work Experience Program (CBWEP). Students who plan to enroll in CBWEP should speak with faculty in their major or contact Career Services for further information.

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 (cell phones, iPads, laptops, digital audio recording devices, etc.) in the classroom for both incoming and outgoing transmissions of a personal nature is prohibited. The instructor may authorize use of these devices as required by the nature of the course itself. Accessibility Services may also authorize use of these devices due to a disability related need in the form of an approved accommodation.

A student with a disability may make an electronic transcript/audio recording of class lectures provided they are registered for accommodations with Accessibility Services and have been approved for an applicable accommodation by the Coordinator of Accessibility Services who will notify the course instructor that the making of an electronic transcript/audio recording of class lectures is permitted under the Americans with Disabilities Act.

For general transcription/recording, Maryland State Law requires the consent of every party to a conversation in order to make a lawful recording. Accordingly, the electronic recording of the class must not include class discussions, peer/group discussions, and any other student presentations. However, when a student has an approved accommodation through Accessibility Services for audio recording or transcription, state law does not trump the ADA mandate and the instructor only need inform the class that a recording of

class lecture may occur. Students approved for an audio recording accommodation are required to sign an agreement indicating that they will only record lecture and will pause recording when other students are speaking. Should an individual student have an issue with class lecture being recorded, the instructor should refer them to Accessibility Services to discuss their concern. Students who do not abide by the signed agreement will meet with the Coordinator of Accessibility Services for follow up to possibly being referred to the Code of Conduct Office for non-compliance.

Student Resources

Numerous resources are made available to students and include the following:

- Advising & Transfer
- Career Services
- Accessibility Services
- Diversity and Inclusion
- Veteran & Service Member Resources
- Transcript Requests
- Mental Health Resources & Support

MyCecil

MyCecil 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.

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 office offers a variety of options for current students to become active on campus, including, but not limited to:

- New Student Orientation
- Student Activities
- 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
- Bookstore
- Lounges & Cafe
- Fitness Center
- Public Safety
- Closing of Campus Operations (PDF)
- Voter Registration

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. 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 - Technology Center, second floor, room 226
- Elkton Station - first floor, room 114

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 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 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. 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 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 Integrity Policy
- Academic Standards for Credit Students
- Alcohol and Controlled Substances Testing for Commercial Transportation Students and Employees
- Americans With Disabilities Act
- Animals on Campus Policy
- Convicted Felons and Registered Sex Offenders
- Copyright
- Course Attendance Policy
- Drug Use and Alcohol Abuse Prevention Policy
- Family Educational Rights and Privacy Act
- General Education and Transfer
- Grading Policy
- Graduation Requirements Policy
- Non-Discrimination and Harassment Policy
- Priority Course Registration for Eligible Service Members Policy
- Prohibition of Weapons Policy
- Religious Accommodations for Students
- Repeat Course Policy
- Residency and Tuition Policy
- Responsible Use of Information Technology Resources
- Sexual Discrimination and Harassment Policy
- Student Code of Conduct
- Student Grievance Policy
- Student Right-to-Know Policy
- Student Rights and Responsibilities
- Title IX
- Tobacco Free Policy
- Tuition Refund and Appeal Policy for Classes
- Victims of Human Trafficking

Academic Integrity Policy

Cecil College adheres to the highest standards of academic integrity. Students at Cecil College are expected to maintain that high standard by taking responsibility for their academic success and achievement. All forms of academic dishonesty are serious offenses, will not be tolerated, and could lead to sanctions up to and including expulsion from the college. The students, faculty, and staff of Cecil College share an obligation to participate in the academic life of the College in a responsible and intellectually honest manner. As members of the Cecil community, students have responsibilities and duties commensurate with their rights and privileges. One of these responsibilities is to be honest and forthright in their academic work. To falsify the results of one's work, to steal the words or ideas of another, to cheat on an examination, or to purposely misrepresent their own skills and abilities corrupts the academic process. Academic integrity is a critical component of continued membership in the College community.
The College Policy on Academic Integrity defines academic dishonesty and outlines sanctions when academic integrity is breached. Academic dishonesty, in any form, is not tolerated; therefore, the College has the right and the responsibility to apply the sanctions outlined in this policy in order to safeguard the ideals of scholarship and character.

I.TERMS AND DEFINITIONS

A. Violations of the Academic Honesty Policy include, but are not limited to:

1. Plagiarism
2. Cheating
3. Fabrication
4. Academic Misconduct

1. Plagiarism includes but is not limited to:

- The inclusion or use of someone else's words, ideas, images, or data as one's own;
- The use of an author's exact words without acknowledging the source, enclosing the material in quotation marks, or providing the specific references and citations;
- 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.
- The unauthorized usage of Artificial Intelligence (AI) resources.

2. 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.
- Collaborating on an assignment without permission or during a test or competency performance with any other person in any fashion, without specific faculty direction or permission.
- The unauthorized usage of Artificial Intelligence (AI) resources

3. Fabrication includes but is not limited to:

- Fabricating, falsifying, or inventing any information or citation;
- Inventing data for a research project or lab experiment;
- Inventing data for internship hours or log entries;
- 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.
- Citation of information not taken from the source indicated;
- Submitting as your own work, any academic exercise prepared totally or in part by another.
- The unauthorized usage of Artificial Intelligence (AI) resources

4. Academic Misconduct includes but is not limited to:

- The intentional violation of college policies by tampering with grades;
- Changing, altering or being an accessory to the changing or altering of any grade in a grade book, on a test, on a 'change of grade form', or on any other work for which a grade has been given, in an electronic system or in any other official College academic records related to grades.
- Taking part in obtaining or distributing any part of a learning tool (such as a quiz, test, paper, presentation, etc.). This includes stealing, buying, selling, giving away, or any other related method;
- Bribing or coercing any other person to obtain or attempt to obtain a learning measurement tool or any information about the tool, including any answers
- Submitting the same work in more than one class without permission;
- The unauthorized usage of Artificial Intelligence (AI) resources

B. Academic conference: Meeting(s) between the appropriate Dean or designee, and the student accused of conduct prohibited under the Academic Integrity Policy. A faculty member, and/or Department chair may also be present.
C. Advisor: An individual designated by the student charged with an academic integrity violation, to assist the student with the disciplinary process. The advisor may confer with the student before or during the proceedings, but may not speak on the student's behalf before or during the disciplinary proceeding, and may not delay or disrupt the proceeding.
D. Business Day: Monday through Friday during administrative office hours of 8:00 a.m. to 4:30 p.m. unless the college is closed.
E. College: Cecil College
F. College property: All real or personal property, electronics, land, buildings, or facilities that are owned, leased, used or operated by the college.
G. College official: Any person employed by the college, performing assigned administrative or professional responsibilities.
H. Disciplinary Procedures under the Cecil College Student Code of Conduct: procedures that guide the student process related to violations of the Cecil College Student Code of Conduct.
I. Faculty member: Any person employed by the college, providing instruction.
J. May: Used in the permissive sense
K. Policies: Includes all written board of trustee and college policies, procedures, rules and/or regulations.
L. Student: An individual who is registered for any credit, noncredit or continuing education course offered by the college for the current, future, or applicable term.

PROCEDURE:

1. Faculty members should inform students in writing of the Academic Integrity Policy at the outset of each course; 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 Integrity Policy.
2. Sanctions related to Violation of Academic Integrity Policy
   a. First infraction may include the following:
      i. Failing grade on course assignment or exam;
      ii. Required completion of remediation module or assignment;
      iii. Requirement to re-submit a comparable assignment;
      iv. Or any combination of above
   b. Second infraction may include the following:
      i. Course failure;
      ii. Required completion of remediation
   c. Third infraction may include the following:
      i. Suspension from College;
      ii. Expulsion from College
3. If an infraction is suspected, the faculty member or chair must investigate the alleged attempt or apparent violation of the academic integrity policy, and review the evidence and incident to ensure it is sufficient to warrant a charge of academic dishonesty. This investigation, if possible, should include a documented conference with the student and the completion of the notification of violation of academic integrity policy form, including sanction.
4. Within seven (7) business days of the suspected infraction, a conference is held with the student. 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 Integrity Policy. The department chair or designee may be present at the student conference.
   During the conference, the faculty member may

   a. Impose a warning or require that a student complete an equivalent or alternative assignment or
   b. Assign appropriate remediation action or
   c. Issue a failing grade for the assignment, the test, or
   d. A combination of the above
5. A faculty member may not assign a disciplinary grade such as "F" or zero to an assignment, test or other coursework as a sanction for admitted or suspected dishonesty in lieu of following the Academic Integrity Policy. Within three (3) business days of student conference, all documentation is forwarded to the appropriate Dean's office for review, including but not limited to a complete description of the incident, the documentation supporting the allegation, documentation related to the student meeting, with copies to the department chair, and the sanction. (the faculty member must keep the original assignment, test/examination or other evidence.)

6. If the faculty member deems the infraction is egregious enough to warrant course failure or suspension, OR if after review by the Dean this is determined to be the second or third infraction of academic integrity policy, the Dean will schedule an academic conference to determine if further sanctions should be imposed, up to and including expulsion from the College.
7. 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 student is expected to attend class and complete all coursework until resolution of the infraction. If the alleged infraction has not been resolved by the time grades are due, an "I" (Incomplete) grade will be assigned to the student. This grade remains until the alleged infraction is adjudicated.
8. 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 academic conference within five (5) business days, except where the College is closed or during semester breaks.

See *Note1* below if no contact is made

ACADEMIC CONFERENCE
Notice of Academic Conference

1. Within five (5) business days of the determination of sufficient cause to substantiate egregious or repeated violations of the Academic Integrity policy, the appropriate Dean or designee, will schedule a date for an academic conference and notify the student of the conference date, time and location. For purposes of this section, notification means hand- delivery, U.S. mail, certified, or electronic mail.

2. The notice will inform the student of the specific provisions of the Academic Integrity policy 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 student's academic schedule. However, the seriousness of the allegations will take precedence concerning the conference scheduling. Any request to reschedule the conference by the

student will be made to the Dean who initiated the academic conference 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 academic conference (unless the respondent has previously notified the Dean or designee) will result in a decision being made in the absence of the respondent.

Note1: 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 Integrity Honesty Policy with the appropriate Dean without the student's signature and attach documentation of efforts to contact the student.

Academic Conference Procedures

1. The academic conference will provide the opportunity for the Dean, or designee, to outline the allegations to the student, and share all relevant information (charging party, witnesses and documents) he/she presently has regarding the allegations. The student will have an opportunity to address the allegations and provide any additional information relevant to the allegations or defense of same.

2. At the conclusion of the academic conference, based on the investigation conducted and information gathered, the Dean, or designee, will determine, using a preponderance of the evidence standard, whether the student engaged in egregious or multiple violations of the Academic Integrity policy.

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 Dean, or designee, no further action under these procedures will occur, the case will be closed, and all appropriate parties will be notified of this determination. However, sanctions imposed up to and including course failure related to individual violations of Academic Integrity policy will stand as determined prior to the academic conference.

4. If there is a sufficient basis to substantiate that the student committed the academic integrity violation(s), in the sole discretion of the Dean, or designee, the student will be found responsible for the corresponding violations outlined and determine the sanction to be imposed. The student will be notified, in writing, of the findings and sanction as soon as reasonably possible.

APPEALS

A. Assignment sanction appeal

a. Students who wish to appeal a faculty or department chair decision related to a sanction, with the exception of course failure, suspension or expulsion, must send a written appeal, within five (5) business days of the date upon which notice of the sanction is issued, to the appropriate Dean. The appeal will then follow the academic conference process. With the exception of course failure, suspension or expulsion, all decisions of the division Dean are final

If no appeal is received by the Dean within the five (5) business days, the student waives any further right of appeal.

B. Course grade sanction appeal

a. In cases in which course failure is deemed an appropriate sanction, the student will be informed of the right to Appeal to the Vice-President of Academic Programs.

i. Grounds for Appeal: An appeal of a sanction rendered under these procedures may be based on the insufficiency of evidence, or severity of sanctions, for course failure only. There may be no other basis for an appeal to the Vice-President of Academic Programs.

ii. An appeal petition must be filed in writing to the Vice President of Academic Programs, within five (5) business days after the Student received notice of sanctions imposed by the Dean, or designee. Email is presumed received on the date on which it was sent. If the request is not received within that time, the sanction of course failure 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 student's college issued email account.

b. For the purpose of evaluating the severity of sanctions, the Vice President of Academic Programs, or designee, will consider only the evidence contained in the record made during the academic 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.

c. For purposes of evaluating the sufficiency of evidence, the Vice President of Academic Programs, or designee, will consider only the evidence contained in the record made during the academic conference, and will uphold the determination provided there is a reasonable basis for a finding of responsible based on a preponderance of the evidence.

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 Academic Programs, or designee, will ask questions, and will permit the student to outline the grounds for appeal. The Dean, 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.

If no appeal is received by the Vice-President within the five (5) business days, the student waives any further right of appeal.

C. Appeal of suspension or expulsion sanction

a. In cases in which suspension or expulsion is deemed an appropriate sanction, as indicated by the Student Code of Conduct Policy, the student shall be informed of the right to initiate the Disciplinary Procedures under the Cecil College Student Code of Conduct.

i. The student must initiate the request for the Disciplinary Procedures administrative conference to occur within five (5) business days of receiving notice of sanctions imposed.

ii. The Policy and Processes related to the Cecil College Student Code of Conduct regardless are now the guiding policy and process, regardless of the nature of the academic misconduct.

If the student does not initiate the Student Code of Conduct Disciplinary Procedure within the 5 business days, the student waives any further right of appeal.

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 records maintained in the office of the Academic Programs or the Director of Student Life will be accorded the same protection and guaranteed confidentiality as those in college administrative offices.

The file of a student found responsible of an academic integrity violation will be retained as a record for six years from the date of the letter providing notice of final sanction. 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

- 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.

- 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.

- 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

- 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.

- 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.

- 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.

- 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, copy right 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.

- 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.

- 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

Notification of Violation of the Academic Integrity Policy Form

Academic Standards for Credit Students

Refer to Academic Information & Standards.

Accessibility to Students with Disabilities

It is the policy of Cecil College to provide reasonable accommodations for students with disabilities in accordance with Title II of The Americans with Disabilities Act, As Amended (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Institutions of Higher Education, including Cecil College, are required to provide qualified students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford the individual an equal opportunity to participate in a school's programs, activities, or services. However, such institutions are not required to make adjustments or provide aids or services that would result in a fundamental alteration of the program or impose an undue burden on the institution.

To provide academic accommodations or modifications for students, documentation must be provided by a qualified diagnostician. This documentation must be on the diagnostician's letterhead or on an approved disability verification form, and include the diagnosis, how the diagnostician determined the diagnosis, how the disability impacts the student, and recommendations for accommodations. While recommendations of the diagnostician will be considered, they are not guaranteed. This documentation must be provided whether the condition is permanent or temporary (i.e., broken leg, etc.). This documentation will be reviewed by the Disability Support and Wellness Center for all students seeking accommodations - this includes credit and non-credit students. Documentation relating to all students registered for accommodations will be securely stored on a shared network/database within the Disability Support and Wellness Center. Documentation will remain with the Disability Support and Wellness Center for up to seven years after the last contact by the student with the office. All documentation will remain confidential.

To request accommodations, or for questions related to the registration process, students should contact The Disability Support and Wellness Center at disabilityservices@cecil.edu or 443-674-1993. Current students are encouraged to visit our page on MyCecil or BlackBoard to start the registration process.

Animals on Campus Policy

Policy:

Animals on Campus

1. **General Prohibition and Exceptions**
    - Animals, including but not limited to pets, are prohibited on campus with the exception of:

- Service animals as defined by the Americans with Disabilities Act (ADA). Only dogs and miniature horses may be recognized as service animals. The ADA defines service animals as those that are individually trained to do work or perform tasks for an individual with a disability. The task(s) performed must be directly related to the disability. If animals meet this definition, they are considered service animals under the ADA, regardless of whether they are wearing a vest, patch or harness identifying them as service animal and regardless of whether they have been licensed or certified by a state or local government.
- Service animals-in-training that are part of a certified or accredited program recognized within the service animal industry to train animals in compliance with the ADA. Service animals-in-training must be clearly identified (i.e., wearing a vest or a scarf) and trainers should notify the College's administration in advance (via the Coordinator of Accessibility Services) of the presence of a service-animal-in- training. The College retains discretion to prohibit access to service-animals-in-training. During work and classroom hours, no more than one service-animal-in-training is permitted on site per employee or student. Unless specified otherwise, the policies that apply to service animals also apply to service-animals- in-training.
- Animals for instructional purposes or for Student Life programs as approved by the appropriate College authority; and
- Working dogs used by a law enforcement agency for law enforcement purposes.

2. **Service Animals - Generally**
    - Service animals shall be leashed and remain under the owner's or caretaker's control at all times, unless leashing prohibits the animal's service function.
    - Service animals shall maintain current dog licenses and rabies vaccinations, as specified in Cecil County Ordinance (http://www.ccgov.org/government/animal-services/dog-licensing) or the county in which the animal resides.
    - Cecil College is not required to modify policies, practices, or procedures if such modification would "fundamentally alter" the nature of the goods, services, programs, or activities, provided on campus. Nor do the ADA or Section 504 of the Rehabilitation Act overrule legitimate safety requirements. If admitting service animals would fundamentally alter the nature of a service or program, service animals may be prohibited. Additionally, if a particular service animal is out of control (and the handler does not take effective action to control it) or not housebroken, that animal may be excluded.
3. **Service Animals on Campus-Owner's (or Handler's) Responsibilities**
    - Owner is responsible to attend to and be in full control of the service animal at all times. A service animal shall have a harness, leash, or other tether unless a) the owner is unable to use a harness, leash or tether, or b) using a harness, leash, or tether will interfere with the animal's ability to safely and effectively perform its duties. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. Another example is that a service animal should not be allowed to bark repeatedly in a classroom, theater, library, or other quiet place.
    - Owner is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities with the care of a service animal is the sole responsibility of the owner at all times, including toileting, feeding, regular bathing and grooming, and veterinary care, as needed.
    - Owner is responsible for independently removing or arranging for the removal of the service animal's waste.
    - Owner is responsible for complying with local and state licensing laws for animal rights and owner responsibilities.
    - Owner is responsible for paying for any damage to College property caused by a service animal.
    - Owner may register a service animal with Coordinator of Accessibility Services. This registry is voluntary.
4. **Service Animals on Campus-Cecil College Responsibilities**
    - Cecil College may prohibit the use of service animals in certain locations due to health and safety restrictions or places where the animal might be in danger. Restricted areas may include, but are not limited to, food preparation areas, research or instructional laboratories, boiler rooms, and other areas prohibited by law.
    - Service animals are permitted to accompany their owners or handlers at all times and everywhere on campus where the general public (if accompanying a visitor) or other

students (if accompanying a student) are allowed, except for places where there is a health, environmental, or safety hazard.
    - Contact the Coordinator of Accessibility Services if any questions or concerns arise relating to service animals.
    - Cecil College employees, when appropriate, may ask only two questions to determine whether an animal is a service animal, and may ask these questions only if the services or tasks performed are not visible.
        - Is the service animal required because of a disability?
        - What work or tasks has the animal been trained to perform?
    - Cecil College employees will not pet or feed a service animal or attempt to separate the animal from the owner.
    - Cecil College employees will contact the Coordinator of Accessibility Services if they have any additional questions regarding visitors to campus who have service animals.
    - Cecil College employees will report any service animals that misbehave or any owners (or other individuals) who mistreat their animals to the Department of Public Safety. Behavior qualifying as "misbehavior" will be determined by the College, in consultation with legal counsel.
5. **Voluntary Service Animal Registry**
    - The voluntary service animal registry is completely voluntary. Owners are not required to register service animals with the College, and service animals that are not registered may not be restricted from access at the College.
    - The voluntary service animal registry shall be maintained by the Coordinator of Accessibility Services (for students) and HR (for employees) and shall contain the name of the owner, the name of the service animal, a copy of current rabies vaccination/license, contact information for the owner, and current student schedule (if applicable).
    - The purpose of the voluntary service animal registry is to serve a public purpose. For example, to ensure that the Department of Public Safety or other College staff know to look for service animals during an emergency or evacuation process.
6. **Emotional Support Animals**
    - Emotional support animals are not service animals because they are not trained to perform work or tasks specific to a person's disability.
    - Emotional support animals are not permitted on Cecil College property.
7. **Animal Use to Further Instructional Purpose**
    - Animals used specifically to further an instructional purpose as part of a College program are permitted at the College and may also be kenneled at that location.
        - These animals shall be kenneled and handled in such a way that does not pose a danger to any person on campus or the animal itself.
        - Any injuries resulting from interaction with these animals shall be reported immediately to the Department of Public Safety for documentation. Injuries may also be subject to reporting with Cecil County Animal Services.
8. **Oversight**
    - Human Resources has oversight and monitoring responsibility for these processes as it pertains to employees-both paid and unpaid.
    - The Coordinator of Accessibility Services has oversight and monitoring responsibility for these processes as it pertains to students.

Alcohol and Controlled Substances Testing for Commercial Transportation Students and Employees

Policy:

In compliance with the Omnibus Transportation Employee Testing Act of 1991, alcohol and controlled substance testing of all students and employees of the Cecil College commercial transportation training program is required. This, in accordance to the Federal Motor Carrier Safety Regulations, issued by the Federal Highway Administration of the U.S. Department of Transportation, is effective January 1, 1996.

Procedure:

I. Introduction

Cecil College (the "College") follows U.S. Department of Transportation Controlled Substances and Alcohol Use Policy and Testing Program to ensure the learning environment is free from the effects of alcohol and drugs, to prevent accidents and injuries resulting from the misuse of alcohol or the use of

controlled substances by drivers of commercial motor vehicles, and to comply with the controlled substances and alcohol use and testing provisions of the Federal Motor Carrier Safety Regulations issued by the Federal Highway Administration ("FHWA") of the U.S. Department of Transportation ("DOT").

Cecil College is committed to providing a safe and healthful learning and working environment for students and employees performing safety-sensitive positions relating to commercial motor vehicles. Therefore, in addition to compliance with the Cecil College

Drug and Alcohol Abuse Prevention Policy issued pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, all drivers (as defined in Part 2 below) are subject to testing for alcohol and controlled substances pursuant to the FHWA's Federal Motor Carrier Safety Regulations.

II. APPLICABILITY

This policy shall be applicable to all persons employed by the College or enrolled as a student in a transportation related program offered by the College, who, at the College's direction or with the College's consent, operate a commercial motor vehicle (a motor vehicle or combination of motor vehicles used in commerce to transport property if the motor vehicle has a gross combination weight rating of 26,001 pounds inclusive of a towed unit with a gross vehicle weight rating of more than 10,000 pounds; a vehicle having a gross vehicle weight rating or gross combination weight rating of 26,001 or more pounds; is designed to transport 16 or more passengers including the driver; or the vehicle is used in the transportation of hazardous materials in a quantity requiring placarding under regulations issued by the Secretary of Transportation under the Hazardous Materials Transportation Act) which is owned, leased, rented, or donated to the College, including full-time, casual, intermittent and occasional drivers, and who perform safety-sensitive functions (as defined in Part IV hereof), and who are subject to the commercial driver's license requirements.
Students who are taking Transportation training through their company, provided by Cecil College, are not drug tested by Cecil College. These students fall under the Department of Transportation (DOT) via their employers and once they obtain their permit, they must follow the drug screen policy of their company. Companies are required to ensure compliance for students who they contract with Cecil College to train.

III. PROHIBITIONS

A. ALCOHOL

The College prohibits any driver from reporting to work or school, which will require the performance of safety-sensitive functions, while having an alcohol concentration of 0.02 or greater. Drivers having an alcohol concentration of 0.02 but less than 0.04 may not perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled work period or class but not less than twenty four (24) hours following administration of the test.

The College prohibits any driver from being on duty at work or school or operating a commercial motor vehicle while the driver possesses alcohol. Drivers possessing alcohol may not drive or continue to drive a commercial motor vehicle.

The College prohibits any driver from using alcohol while performing safety- sensitive functions. Drivers may not perform or continue to perform any safety- sensitive functions while using alcohol.

The College prohibits any driver from performing safety-sensitive functions within four (4) hours after using alcohol.

The College prohibits any driver required to take a post-accident alcohol test pursuant to Part V.D. from using alcohol for eight (8) hours following an accident, or until after he/she undergoes such post- accident alcohol test, whichever occurs first.

The College prohibits a driver from performing or continuing to perform safety- sensitive functions if such individual refuses to submit to an alcohol test as required by Part V hereof.

A. CONTROLLED SUBSTANCES

The College prohibits any drivers from reporting to work or school while under the influence of controlled substances (defined below) except when the use is pursuant to the instructions of a physician who has advised the driver that such substance use will not adversely affect the individual's ability to operate a commercial motor vehicle.

Drivers may not perform or continue to perform safety-sensitive functions while using controlled substances (other than as permitted by the preceding sentence). All drivers must inform the Director of Transportation Training of any therapeutic drug use. The College prohibits drivers from reporting to work or school, remaining on duty (as defined in Part IV below), or performing a safety- sensitive function if the driver tests positive for controlled substances. The controlled substances referred to are marijuana, cocaine, opiates, amphetamines, and phencyclidine ("PCP").

The College prohibits a driver from performing or continuing to perform safety- sensitive functions if such individual refuses to submit to a controlled substances test (as required by Part V hereof).

IV. SAFETY-SENSITIVE FUNCTIONS OF DRIVERS

Student drivers and employees must comply with the terms of this policy while performing safety-sensitive functions on duty. "On duty" refers to beginning of the workday or class. Drivers are required to be ready to work or attend classes until he/she is relieved from all work related responsibilities, including driving a commercial motor vehicle. Safety-sensitive functions for drivers include:

A. All time spent waiting to drive a College owned, leased, rented or donated commercial motor vehicle.
B. All time spent at the driving controls of a College owned, leased, rented or donated commercial motor vehicle that is in operation.
C. All time spent inspecting or working on equipment including service brakes and trailer brake connections, parking (hand) brakes, steering mechanism, lighting devices and reflectors, tires, horn, windshield wipers, rear-vision mirrors, coupling devices and emergency equipment.
D. All time, other than driving, in or with a College owned, leased, rented, or donated commercial vehicle.
E. Any time loading or unloading commercial motor vehicles; supervising, or assisting in such loading or unloading; attending a commercial motor vehicle being loaded or unloaded; remaining in readiness to operate the commercial motor vehicle, or in giving or receiving receipts for any shipments loaded or unloaded.
F. All time spent in activities relating to an accident including securing the scene, rendering assistance, exchanging information and completing reports.
G. All time spent repairing, obtaining assistance, or remaining in attendance with a disabled commercial motor vehicle.
H. All time spent providing a breath sample or urine specimen, including travel time to and from the collection site in order to comply with the testing required by this Policy when directed by the College.
I. All time spent performing any other work in the capacity of, or in the employ or service of the College;
J. All time spent performing any compensated work for any non-motor carrier entity.

An individual is performing a safety- sensitive function from the time he/she is ready to perform, or is required to perform, through the time he/she and is actually performing, and until the time he/she is relieved from performing any safety- sensitive function.

V. ALCOHOL AND CONTROLLED SUBSTANCES TESTING

To comply with FHWA regulations, the College is required to and will, pursuant to this Program, test drivers for alcohol and/or controlled substances under the following circumstances:

A. <u>Pre-employment/admission testing</u>

Drug and alcohol testing is required for all transportation department staff applicants and students of transportation programs requiring a commercial driver's license. The College tests for controlled substances before individuals are hired, admitted, or permitted to perform safety sensitive functions for transportation related programs. Prior to the collection of a urine sample, a driver-applicant or student candidate or other driver will be notified the sample will be tested for the presence of controlled substances.

Any driver applicant, candidate, or other driver who refuses to submit to controlled substances testing will not be eligible for driver employment or admission to an applicable program by the College and if so employed or admitted by the College, will be terminated or rejected from such employment or program.

DOT regulations require the College to investigate an applicant's related driving employment history ensure that such driver did not violate any alcohol or drug testing rules. Effective January 6, 2020 all employment history queries must be submitted through the Drug and Alcohol Clearinghouse. Results

not covered by the clearinghouse must be confirmed. Therefore, the College will obtain, pursuant to a driver's authorization, information concerning (1) a driver's alcohol tests with a concentration result of 0.04 or greater; (2) positive controlled substances test results; and (3) any refusals to be tested during the preceding two years, all of which are maintained by the driver's previous employers under FHWA regulations, If it is not feasible to obtain the information prior to the driver's performing safety-sensitive functions, the information will be obtained and reviewed by the College no later than fourteen (14) calendar days after the driver performs safety-sensitive functions for the College. The College will not permit a driver to perform safety-sensitive functions after such fourteen (14) calendar day period without obtaining and reviewing such information. The College will obtain such information even if the driver stops performing safety- sensitive functions before the expiration of the fourteen (14) day period or before the information is obtained. Any driver who refuses to provide the College with a specific written authorization will not be hired or admitted to a transportation- related program or, if so hired or admitted, will be terminated or rejected from such employment or program. The Company will maintain a written, confidential record with respect to each past employer contacted.

The College will not use a driver to perform safety-sensitive functions if it obtains information that a driver had an alcohol test result indicating a concentration of 0.04 or greater, a verified positive controlled substances test result or a refusal to be tested, without obtaining information that there was a determination by a substance abuse professional that the driver complied with the recommendations of the substance abuse professional, and that the driver has undergone a return-to-duty alcohol test indicating an alcohol concentration of less than 0.02 and/or a return-to-duty controlled substances test with a verified negative result for controlled substances use.

A. Random testing

During each calendar year, the College will randomly test at least ten (10) percent of all drivers covered by this Program for alcohol and at least fifty (50) percent of all drivers covered by this Program for controlled substances unless the FHWA Administrator alters the above percentages. Drivers will be tested for alcohol and controlled substances on an unannounced basis and the date of such testing will be spread reasonably throughout the calendar year.

Drivers to be tested will be selected randomly by a scientifically valid method resulting in each driver having an equal chance of being tested each time selections are made. Random controlled substances testing will be performed any time during work or driver program operating hours.

Each driver who is notified of selection for random alcohol and/or controlled substances testing is on-duty upon notification, and must proceed to the test site immediately. If the driver is performing a safety-sensitive function at the time of notification, the driver will cease to perform the safety-sensitive function and proceed to the test site as soon as possible.

B. Reasonable suspicion testing

Drivers about whom there is reasonable suspicion to believe that he/she has violated the prohibitions contained in this policy will be tested for alcohol and/or controlled substances. The College's determination that reasonable suspicion exists to require a driver to submit to an alcohol and/or controlled substances test will be based upon specific, contemporaneous, articulable observations concerning the appearance, behavior, speech or body odors of the driver. Observations relating to controlled substances will include indications of the chronic and withdrawal effects of controlled substances. A properly trained College official will make such observations. The person making the reasonable suspicion determination concerning the presence of alcohol will not conduct the alcohol test. Alcohol tests will be conducted only if the observations are made during, just preceding, or just after the period of the day that the driver is required to comply with this policy.

If reasonable suspicion alcohol testing is not performed within two (2) hours of reasonable suspicion determination, a record stating the reasons the test was not promptly administered will be prepared and maintained. If the alcohol test is not administered within eight (8) hours of the reasonable suspicion observation, the College will cease attempts to administer the test and will state the reasons the test was not administered in a record maintained by the College.

If reasonable suspicion exists that a driver is under the influence of or impaired by alcohol, the driver will be restricted from performing or continuing to perform safety sensitive functions. The restriction may be lifted when:

1. an alcohol test is administered with a result registering an alcohol concentration of 0.02 or less; or

2. Twenty-four (24) hours have passed following the reasonable suspicion determination that the driver has violated the prohibition of this Program concerning the use of alcohol.

The College will not take any action under this policy against a driver based solely on his/her behavior and appearance with respect to alcohol use, in the absence of an alcohol test.

The reasonable suspicion determination concerning controlled substances will be maintained in a written record and will be signed by the supervisor or college official who made the observations within twenty-four (24) hours of the observations or before the results of the controlled substances test are released, whichever is earlier.

C. Post-accident testing

As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver will be tested for alcohol and controlled substances if the accident involved the loss of human life or the surviving driver received a citation for a moving traffic violation resulting from the accident.

If post-accident testing is not performed within two (2) hours after a covered accident, the reason the test was not promptly administered must be recorded and a record of such reasons must be maintained. If an alcohol test is not administered within eight (8) hours after a covered accident, the College will cease attempts to administer the test and will prepare and maintain a record of the reasons the test was not administered.

If post-accident controlled substances testing cannot be performed within thirty- two (32) hours after a covered accident, the College will cease attempts to administer the test and will prepare and maintain on file a record stating the reasons the test was not promptly administered.

A driver subject to post-accident testing must remain available for such testing or he/she will be deemed to have refused to submit to a test and will be terminated from employment or further participation in the applicable program. Nothing in this policy will be construed to require the delay of necessary medical attention following an accident or to prohibit a driver from leaving the scene of an accident to obtain assistance in responding to the accident or to obtain necessary emergency medical care.

The College will provide drivers with necessary post-accident information, procedures, and instructions prior to driving a commercial motor vehicle so the drivers will be able to comply with the post-accident testing requirements.

Blood, urine and breath tests designed to determine the presence of alcohol and controlled substances in an individual may be administered by federal, state, or local officials having independent authority to conduct such tests will be considered to satisfy the post- accident requirements under this policy provided such tests conform to applicable federal, state, or local requirements and that the results of the tests are obtained by the College.

D. Return to duty testing

Drivers who have engaged in conduct prohibited by this policy will be required to submit to an alcohol and/or controlled substances test with an alcohol test result indicating an alcohol concentration of less than 0.02 and/or a controlled substances test result indicating a verified negative test before returning to any safety sensitive function.

E. Follow-up testing

Any individual who has been identified by a substance abuse professional as needing assistance in resolving problems associated with alcohol misuse and/or use of controlled substances and who has returned to performing safety-sensitive functions will be subject to unannounced follow-up testing for alcohol and/or controlled substances at least six (6) times during the first twelve (12) months following the driver's return to such functions. The number and frequency of such follow-up tests will be determined by a substance abuse professional. The substance abuse professional will also determine whether the driver will be tested for both alcohol and controlled substances. Follow-up testing will not extend beyond sixty (60) months from the date of the driver's return. At any time after the first six (6) tests have been administered, the substance abuse professional may determine that follow-up tests are not necessary and may terminate the follow-up testing.

Follow-up testing will be performed during, just before, or just after safety- sensitive functions are performed.

VI. REFUSAL TO SUBMIT TO ALCOHOL OR CONTROLLED SUBSTANCES TEST

Refusal to submit to testing occurs when an individual fails to provide adequate breath for alcohol testing without a valid medical explanation after he/she has received notice of the requirement for breath testing, fails to provide an adequate urine sample for controlled substances testing without a genuine inability to provide a specimen after he/she has received notice of the requirement for urine testing, or the individual engages in conduct that clearly obstructs the testing process.

Drivers who refuse to submit to any type of alcohol or controlled substances testing as required by this policy may not perform or continue to perform safety-sensitive functions.

Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up alcohol or controlled substances tests required by this policy will be subject to disciplinary action up to and including discharge from employment or the College program.

VII. THE CONSEQUENCES FOR DRIVERS VIOLATING THE PROHIBITIONS CONTAINED IN THIS PROGRAM

Drivers found to have engaged in conduct in violation of the prohibitions set forth in this policy or any applicable alcohol or controlled substances rule of the FHWA or any other DOT agency will be immediately removed from performing safety-sensitive functions until:

1. the driver is evaluated by a substance abuse professional and the professional determines what assistance, if any, the driver needs in resolving problems associated with alcohol misuse and/or controlled substances use; and

2. The driver undergoes a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, and/or a controlled substances test with a verified negative result if the conduct involved a controlled substances

Additionally, if the driver has been identified by a substance abuse professional as needing assistance in resolving problems associated with alcohol misuse or controlled substances use, the driver:

1. will be evaluated by a substance abuse professional to determine whether the driver has properly followed any rehabilitation program required by a substance abuse professional; and
2. Such individual shall be subject to unannounced follow-up testing for alcohol and/or controlled substances following his/her return to work or participation in an applicable transportation-related program. The substance abuse professional will determine the number and frequency of the tests but there will be at least six (6) tests during the first twelve (12) months following the driver's return. If the substance abuse professional determines that both alcohol and controlled substances testing is necessary for the driver, the driver may be required to submit to return-to-duty and follow-up testing for both alcohol and controlled substances. Follow-up testing will not exceed sixty (60) months from the driver's return and if the substance abuse professional determines that such testing is no longer necessary after the first six (6) tests, the testing may be terminated.

Drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04 will not perform or continue to perform safety-sensitive functions, until the start of the driver's next regularly scheduled work period or class but not less than twenty (24) hours following administration of the test. Any driver who refuses to submit to a post-accident, random, reasonable suspicion or follow-up alcohol or controlled substances test required by this Program will be terminated from employment or from a transportation-related program.

An employee engaging in conduct in violation of the prohibitions contained in this policy will be referred to Cecil College's Employee Assistance Program. The case also will be referred to the College's Department of Human Resources for appropriate disciplinary action up to and including discharge.

Drivers found to have engaged in conduct in violation of the prohibitions contained in this Program will be advised by the **Director of Transportation Training** of the resources available to him/her for evaluation and resolution of problems associated with the misuse of alcohol and/or the use of controlled substances including the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs.

The driver shall pay the costs of evaluation and rehabilitation. The referral, evaluation, and treatment provisions of this policy outlined above are inapplicable to applicants/candidates refusing to submit to a pre-employment/admission controlled substances test or to applicants/candidates who have a pre-

employment/admission controlled substances test with a verified positive test result. Such applicants/candidates will not be hired or admitted.

VIII. ADDITIONAL PENALTIES

Any driver who violates the prohibitions of this Program will be subject to the penalty provisions of 49 U.S.C. Section 521(b).

IX. ACCESS TO RECORDS

The College will not release any driver information contained in any records required to be maintained under this Program unless required by law, expressly authorized, or required by FHWA regulations. Information required to be maintained under this policy may be disclosed to the driver; the decision maker in a lawsuit, grievance or other proceeding by or on behalf of the driver in proceedings including but not limited to worker's compensation proceedings, unemployment compensation proceedings, or other proceedings relating to a benefit sought by the driver. Information regarding a driver's records will only be released if the driver provides specific written consent to the release of the information to an identified person.

A driver is entitled, upon written request, to obtain copies of any records pertaining to his/her use of alcohol or controlled substances, including test records. The Company will promptly provide such records to the drivers upon receipt of his/her written request and upon payment for those records specifically requested.

Upon written request from a driver, such records will be made available to a subsequent employer.

X. NOTIFICATION OF TEST RESULTS

A Medical Review Officer who will report to the College will receive all alcohol and controlled substances tests:

1. The name of the driver for whom the test results are being reported; 2.the type of test conducted (i.e., random, post-accident, etc.);

   2. the date and location of the test collection;

   3. the identities of all persons or entities performing the collection, analysis of the specimens, and serving as the Medical Review Officer for the specific test;

   4. The verified results of the test, either positive or negative, and if positive, the identity of the substance found, i.e., whether alcohol or a controlled substance, and if a controlled substance the identity of the controlled substances for which the test was verified positive; and

   5. The fact that the Medical Review Officer has made all reasonable efforts to contact the driver as provided by FHWA regulations. If the Medical Review Officer is unable to contact the driver, the College will request that the driver contact the Medical Review Officer prior to dispatching the driver or within twenty-four (24) hours, whichever is earlier.

In the case of driver-applicants/candidates, the College will notify a driver- applicant/candidate of the results of a pre-employment/admission controlled substances test if the driver requests such results within sixty (60) days of being notified of the disposition of his/her application for employment/admission. In the case of current drivers, the College will notify a driver of the results of a random, reasonable suspicion, or post-accident test if the test results have been verified positive.

If the Medical Review Officer is unable to contact the driver, a designated management official of the College will make reasonable efforts to contact and request each driver who submits specimens under this policy to contact and discuss the results of a controlled substances test with the Medical Review Officer, and will immediately notify the Medical Review Officer that the driver has been notified to contact the Medical Review Officer within twenty- four (24) hours.

XI. PROGRAM ADMINISTRATION

The Director of Transportation Training is the designated program administrator for coordinating the policy with the outside agency selected for testing and ensuring that procedures are followed. If you have any questions about Cecil College's

U.S. Department of Transportation Controlled Substances and Alcohol Use Policy and Testing Program, please see the **Director of Transportation Training**.

The Director of Transportation Training will provide all drivers subject to this policy with educational materials that explain the requirements of this policy, the FHWA rules and regulations on alcohol and controlled substances testing, and the College's policies concerning meeting such requirements, rules and regulations. These educational materials will be furnished to each driver prior to the start of alcohol and controlled substances testing under this Program and to each driver transferred into a position or into a transportation-related program requiring driving of a commercial motor vehicle.

The educational materials supplied to the drivers will include:

1. the identity of the employer representative to answer questions about the materials;
2. the category of drivers subject to this policy;
3. an explanation of the safety-sensitive functions performed by drivers subject to this policy to make clear what period of the day the driver is required to be in compliance with this policy;
4. information concerning the specific driver conduct prohibited by this policy;
5. the circumstances under which the driver will be tested for alcohol and/or controlled substances under this policy;
6. the procedures that will be used to test for the presence of alcohol and/or controlled substances, to protect the driver and integrity of the testing processes, safeguard the validity of the test result, and ensure that those results are attributed to the correct driver;
7. the requirement that a driver submit to alcohol and/or controlled substances test administered under this policy;
8. an explanation of what constitutes a refusal to submit to an alcohol and/or controlled substances test and the consequences of such a refusal;
9. the consequences for drivers found to have violated the prohibition of this policy, including the requirement that the driver be removed immediately from safety-sensitive functions and the referral, evaluation, and treatment procedures under this policy;
10. the consequences for driver found to have an alcohol concentration of 0.02 or greater but less than 0.04;
11. information concerning the effects of alcohol and controlled substances on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substances problem; and available methods of intervening when an alcohol or controlled substances problem is suspected including confrontation, referral to any employee assistance program and/or referral to management.

Materials supplied to student drivers may include information on additional school policies with respect to the use or possession of alcohol or controlled substances. Each driver is required to sign statements certifying that he/she has received a copy of the educational materials outlined above and a copy of this policy.

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 and/or who are 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 an applicant or student. Campus notifications will be initiated as deemed necessary. Failure to disclose a felony conviction and/or sex offender registration status may result in the student being immediately withdrawn from current classes and may result in disciplinary action up to and including dismissal or expulsion, as outlined in the Code of Student Conduct.

Procedure
The College requires individuals who have been convicted of a felony and/or who have registered as a sex offender, and who are seeking enrollment at the College, to disclose the conviction and/or sex offender registration status to the Office of Public Safety before the individual registers to take their 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 and/or who is registered as a sex offender after enrolling at the college must report this information to the Office of Public Safety within 5 days of the felony conviction or other conviction

resulting in registration as a sex offender, whether or not class is in session. Failure to comply will be considered a violation of the Code of Student Conduct and may result in discipline, up to and including expulsion.

1. The Office of Public Safety will inform the Director of Student Life if a student or applicant reports being a convicted felon or registered sex offender. The Director of Student Life will then take the following steps:
    - Obtain additional information, as necessary, including information regarding court records, additional information about the conviction and/or registered sex offender status, and information about the student's or applicant's enrollment and employment history.
    - 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 offense and other factors, including but not limited to, the age of the applicant or student at the time any aspect of the criminal history at issue occurred; the time that has elapsed since the underlying offense occurred; and any evidence of rehabilitation or good conduct produced by the applicant or student, 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 registered sex offender.
    - Notify the applicant or student to make them aware of any adverse action and/or any campus notifications that will be issued concerning their admission and/or registration. The applicant or student 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 issued to the applicant or student within 14 calendar days subsequent to the receipt of the written request for appeal.

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 and 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/.

Course Attendance Policy

POLICY:

Cecil College is designated a non-attendance taking institution; however, in some circumstances, related to meeting accreditation requirements or federal or state financial aid requirements, taking attendance may be required. Punctual and regular attendance is expected from all students related to all enrolled courses and is considered by the College as an integral and vital aspect of the learning process. Student absences should not exceed 20% of the course.

Students who discontinue or do not begin attendance in their courses may be at risk of reduction or loss of Financial Aid funding due to a recalculation or adjustment of aid eligibility. Reporting of all students' last day of academically related attendance in each course is integral to the proper calculation of aid eligibility. Additionally, reporting whether students have begun academically related attendance is imperative to the disbursement of financial aid funds.

Federal law (ADA and Section 504) requires colleges and universities to consider reasonable modification of attendance policies if needed to accommodate a student's disability that impacts attendance. This includes reasonable adjustments and excused absences related to pregnancy and childbirth under Title IX. Determination of eligibility for a disability-related or Title IX modification to attendance policy is made on a case-by-case basis through a conversation with the faculty, student, and Coordinator of Accessibility Services.

Online course attendance is defined by participation in instructional activities, related to the discipline of study by the student.

The Religious Accommodations for Students policy and Title IX regulations supersedes this policy.

PROCEDURE:

The Academic Senate and Academic Affairs Committee will review and provide feedback on this policy and procedure every three years or as needed.

1. Students are expected to attend all class sessions.
2. Faculty may fail a student who misses more than 20% of classes.
3. Faculty must document the first day and last day of attendance for all students.
4. Students are responsible for notifying the faculty prior to their absence whenever possible.
5. The student is responsible for the completion of any missed work, if applicable.
6. Instruction missed may affect the student's grade regardless of the reason for the absence.
7. Faculty are encouraged, but not required, to provide make-up work for missed classes for students.
8. Students receiving the opportunity to make up missed work are still required to meet course objectives in a timely manner as determined by the faculty, course syllabus, and college policies.
9. Student athletes who are participating in a college sponsored athletic competition cannot be penalized for an absence. Student athletes are responsible for informing faculty prior to the event absence. Absences for athletic practices, and other athletic related occurrences/events, are not permitted without written document from the Athletic Director. Student athletes should make every effort to create a class schedule that accommodates their athletic participation with minimum disruption to their class attendance.
10. Students who are representing Cecil College in a college-sponsored or college-endorsed event cannot be penalized for an absence. Students are responsible for informing faculty prior to the event absence and for completing any make-up work that may be required according to the directions of their faculty.
11. Faculty determine attendance requirements, participation, in-class work, grades, and any assignments, exams, quizzes within the parameters of this policy.
    a. Dual enrollment (DE) and Early College Academy (ECA) students must submit assignments according to the course requirements, even if the absence is excused related to their K-12 institution schedule.

    b. DE and ECA students should plan on attending their Cecil College courses, held on the College campus whenever the College is in session, even if their K-12 institution is not.

12. Students who have a significant life event that impacts course attendance, should work with their faculty, department chair, or Dean to determine the best course of action.

13. Online course attendance requires active participation, which includes, but not limited to:

a. Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
b. Submitting an academic assignment;
c. Taking an assessment or an exam;
d. Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
e. Participating in a study group, group project, or an online discussion that is assigned by the instructor; f. Interacting with an instructor about academic matters.

14. Active participation in an online course does not include:
a. Logging into an online class or tutorial without any further participation; or
b. Participating in academic counseling or advisement.

15. Failure to demonstrate active participation in an online class, as reflected by the Department of Education definitions and in accordance with the processes set up by the faculty teaching an online course, determines non-attendance in online courses.
16. Students should actively engage in their in-person and hybrid classes, signified by attendance and participation in class activities.

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 Disability Support and Wellness Center provides education, individual support, and confidential referral to treatment and counseling services. For additional information, contact The Disability Support and Wellness Center at disabilityservices@cecil.edu or 443-674-1993.

- 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
    - Christiana Care: (410) 398-4000
    - Veterans Vet Center (Readjustment Counseling): (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 associates 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 Continuing Education & Workforce Development 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, Cecil College email addresses, 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
COMAR

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.

A.A.T. Degree
The Associate of Arts in Teaching degree.

A.F.A. Degree
The Associate of Fine Arts 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.

A.S.E. Degree
The Associate of Science in Engineering 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.

Reverse Transfer
A process whereby credits that a student earns at any public senior higher education institution in the State toward a bachelor's degree are transferable to any community college in the State for credit toward an associate's 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 are concerned with the examination of society and the relationships among individuals within a society.

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 60 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 60 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, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in

Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study;

5. One course in English composition, completed with a grade of C- or better.

D. 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. In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in course work outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses. Examples include, but are not limited to, Health, Diversity, and Computer Literacy. 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
F. 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.
G. 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.
H. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
I. 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.
J. Public institutions may not include physical education skills courses as part of the general education requirements.
K. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
L. 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.
M. 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.
N. 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.
O. 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. A Maryland community college shall accept 28 - 36 credits of general education as specified in Regulation .03(C) as completion of the general education requirements at the community college, without further review or the need for a course-by-course match.

E. 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.
F. 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.
G. 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.

H. Associate Degrees:
    1. While there may be variance in the numbers of hours of general education required for associate'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. A student possessing an associate's degree 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.

I. 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.

Grading Policy

Policy

Cecil College uses the letter grading system. At the end of each semester the student's quality of work is graded by the instructor. Grades are indicated by letters, and a four-point system is used. The following interpretation is placed upon the grading system:

Grade	Interpretation	Grade Points
A	Excellent	4
B	Good	3
C	Average	2
D[1]	Passing	1
F	Failure	0
FX	Failure/Never attended	0
I	Incomplete	0
W	Withdrawn	0
K	Audit	0
S	Satisfactory	0
U	Unsatisfactory	0
M	Post-Deadline withdrawal	0
V	Waiver of Prior Failing Grades	0
NG	No Grade	0

[1]Not acceptable for certain programs as a satisfactory grade. Also requires retaking if the course is a prerequisite for other courses. Upon re-enrolling in the course, the student must pay full course tuition.

Graduation Requirement Policy

POLICY:

Cecil College's graduation requirements for an associate's degree and certificate either meet or exceed the minimum requirements outlined in Title 13B of the Code of Maryland Regulations.

PROCEDURE:

Academic Senate and the Academic Affairs Committee will review and provide feedback on this procedure every three years or as needed.
Students are eligible to receive an associate's degree if they have completed a minimum of 60 college credits and have met the following requirements:

1. Complete all course requirements in a given program. An associate degree requires the completion of a minimum of 60 credit hours in college-level courses of which a maximum of 15 credits may be earned by credit by exam and portfolio. All evidence of completed course requirements must be recorded in the Registrar's office prior to conferral of the degree.
2. Earn a minimum of a 2.0 cumulative grade point average in college-level courses (some programs may require a higher cumulative grade point average).
3. Earn at least 30 credits in a program of study at Cecil College or complete the last 15 credits of a curriculum at Cecil College.
    - NOTE: Students enrolled under a college/military agreement may complete their final 15 credits in any order or time sequence.

4. Complete the required General Education requirements.
5. Complete the ETS Proficiency Profile or other designated General Education Assessment test(s).
6. Meet the financial and academic obligations of the College.
7. Submit an Application for Graduation to the Registrar's office by the published deadline.
8. 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.

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

1. Complete the courses listed in the certificate program. All evidence of completed course requirements must be recorded in the Registrar's office prior to conferral of the certificate.
2. Earn a minimum a 2.0 cumulative grade point average in college-level courses.
3. Complete a minimum of 50 percent of the required credits in the certificate program at Cecil College.
4. Meet financial and academic obligations to the College.
5. 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.
6. Submit an Application for Graduation to the Registrar's office by the published deadline.

Note:

- Courses numbered up to and including 100 may not be used to satisfy graduation requirements.
- Exceptions to the procedures may be granted by the Chief Academic Officer.

Non-Discrimination and Harassment Policy

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, ancestry, 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.

The College is committed to ensuring equal employment opportunity and non- discrimination in all of its hiring and employment practices. This policy applies to all terms, conditions and privileges of employment, including but not limited to, hiring, promotion, compensation, training, appointments for advancement, leave, transfer, demotion, layoffs and recalls. Applicants and employees will not be discriminated against on the basis of race, color, national origin, ancestry, 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.

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 employee 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 their 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.

Reasonable Accommodations For Disabilities Due to Pregnancy

The College will provide reasonable accommodations that do not create an undue hardship for an employee's known disability caused or contributed to by pregnancy. Employees requesting such accommodations must provide medical certification to the Human Resources department. Accommodations may include changing the employee's job duties; changing the employee's work hours; relocating the employee's work area; providing the employee with mechanical or electrical aids; transferring the employee to a less strenuous or less hazardous position; or providing the employee with leave. For any questions or concerns, please contact Human Resources.

Harassment

Cecil College prohibits harassment of any kind, including sexual harassment and sexual violence, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy

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, are not considered to be harassment, including sexual harassment.

Anyone who believes that they 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, based on an individual's race, sex, age, religion, color, national origin, ancestry, sexual orientation, gender identity and expression, genetic status, genetic information, disability, veteran status, or any other legally protected characteristic that is so severe, pervasive or persistent that it unreasonably interferes with an individual's job performance or creates an intimidating, hostile, or offensive working environment.

Sexual Violence

A. Sexual Violence Includes

1. **Sexual Assault** is any type of sexual contact or behavior that occurs without the 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.
2. **Non-Consensual Sexual Contact** is 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.
3. **Non-Consensual Sexual Intercourse** is 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.

4. **Sexual Exploitation** means 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.
5. **Sexual Intimidation** means (1) threatening to sexually assault another person; (2) gender or sex-based Stalking, including cyber-Stalking; or (3) engaging in indecent exposure.
6. **Dating Violence** means 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.
7. **Domestic Violence** means 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.
8. **Stalking** means 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. 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 they 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 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 the individual 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. Consent must be present throughout the entire sexual activity or behavior and may be withdrawn at any time. 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.

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 prohibits 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 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 filing and investigation of a complaint of harassment (including sexual harassment and sexual violence), discrimination or retaliation.

Any individual who believes that they have 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 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 an investigation of the complaint will be initiated within five (5) business days. The College will appoint an investigator(s) to conduct an investigation of the complaint, and written notice will be provided to both parties.
As part of the investigatory process, the investigator will interview the complainant, the respondent, and any witnesses deemed to have relevant information to the investigation to determine whether there has been a violation of policy. The involved parties will have an equal opportunity to be heard, to submit information and corroborating evidence, and to identify witnesses who may have relevant information. The investigator will notify and seek to meet separately with the complainant, the respondent, and third-party witnesses determined to have information relevant to the investigation, and will gather relevant evidence and information
Within fifteen (15) business days of the conclusion of interviews and information gathering, the investigator will complete a written report of his or her findings and provide the report to a designated College Administrator to review the investigation. This time period may be extended by the College as appropriate. If it is determined that a violation of College policy has occurred, the College 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 College will meet with the complainant and the respondent separately and notify them in writing of the findings of the investigation.

Appeals Process

An appeal may be filed by either party to a complaint for only the following reasons: (i) a procedural error that significantly affected the outcome of the investigation; and (ii) to consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding. No other basis for appeal is permitted.

An appeal must be submitted in writing to the Director of Human Resources, within five (5) business days following notice of findings and discipline, if applicable. If a request for appeal is not received within that time, the findings and any discipline will stand. The appeal must contain a detailed written statement specifying the precise grounds for appeal with supporting facts. The appeal must be signed by the employee filing the appeal, or sent using the employee's College issued email account.

A College Administrator will review the investigative file and report and make a final determination regarding findings and any discipline. The decision and discipline determined by the College Administrator will be final. No other grievance processes otherwise available to employees may be used to further appeal the decision.

Standard of Review

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 in any investigation pursuant to this policy.

Employee Assistance Program

The Employee Assistance Program (EAP) serves as a resource for 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, to understand to what extent information shared may be kept confidential. 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 in this policy.

Additional Information For Incidents of Sex Or Gender Based Discrimination, Sexual Harassment, And Sexual Violence

Preservation of Evidence

The College encourages everyone to seek **immediate assistance** from campus safety or a local law enforcement agency for an incident of prohibited conduct. Seeking prompt assistance may be important to ensure physical safety, to obtain medical care, or for other support. It may also be necessary to preserve evidence, which can assist the College and/or law enforcement in responding. Because the standards for finding a violation of criminal law are different from the standards for finding a violation of this College policy, criminal investigations or reports are not determinative of whether a violation of College policy has occurred.

Employee Reporting Obligations

All faculty and staff are mandatory reporters and **required to immediately report the known details of an incident of sex or gender-based discrimination, sexual harassment or sexual violence** (date, time, location, names of parties involved, description of the incident) to the Title IX Coordinator and other need-to-know College officials. Any faculty or staff who is found to have knowingly failed to make a report to the Title IX Coordinator regarding a known instance in violation of this policy may be subject to disciplinary action. All members of the College community are strongly encouraged to bring forward any information received about an incident of prohibited conduct to the Title IX Coordinator.

Requests For Confidentiality or No College Action

A complainant may request that their identity not be disclosed to anyone else, including the respondent to the complaint, or that the College not investigate or take action. Such a request may limit the College's ability to respond to prohibited conduct. Where a request is made, the College will consider the request and weigh it against the College's responsibility to provide a safe and non-discriminatory environment for all College community members, to decide whether the request can be honored. The complainant will be notified of the College's decision.

Obtaining Medical Attention

Complainants will receive full and prompt cooperation from College personnel in obtaining appropriate medical attention, including transporting the victim to Union Hospital in Elkton, MD, the nearest designated hospital. Union Hospital Forensic Nurse Examiners are specially trained and licensed by the Maryland Board of Nursing to provide comprehensive care to victims of sexual assault, domestic violence, child and elder abuse. The College will provide access to counseling to a complainant through the Cecil County Domestic Violence and Rape Crisis Center and law enforcement victim services entities.

Notification To Law Enforcement

A complainant has the right to file criminal charges with law enforcement. At the request of the complainant, campus authorities will provide prompt assistance to notify appropriate law enforcement officials and disciplinary authorities of an incident of prohibited conduct.

Interim Measures

Interim Measures are temporary actions taken by the College, which may be applied to any of the involved parties or College community members, as appropriate, to ensure their own safety and well-being, as well as the campus community. Interim measures may be requested by either party, or the College may initiate the interim measures in the absence of a request, at any time, during the process. Interim measures are taken based on the information available at the time, and may be withdrawn or amended as additional information is discovered.

The College wants its employees to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to access their work opportunities. The College will determine which measures are appropriate on a case-by-case basis. If an interim measure that is not already provided by the College is requested, the College will consider whether the request can be granted.

Interim measures may include, but are not limited to, those listed below. The College will determine which measures are appropriate to ensure safety and equal access to educational programs and activities:

- Assistance in arranging for alternative College 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 employee can move safely around campus
- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services

The College will work with involved parties to identify what interim measures are appropriate in the short term (e.g., during the pendency of an investigation or other College response), and will 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 party safe.

Prevention and Awareness Education

The College will develop and implement preventive education directed toward both employees and students. The College will also develop ongoing prevention and awareness campaigns for its students and employees related to Title IX.

Training Related to Implementation of Policy

Cecil College faculty and staff will receive training on how to report incidents of prohibited conduct as well as how to effectively support involved parties. In addition, Public Safety personnel, the Title IX Coordinator, campus investigators, campus security authorities and participants in the adjudication process will participate in appropriate training to assist them in meeting their responsibilities.

Clery Act Compliance

The College will comply with Clery Act requirements, including crime recording and reporting requirements.

Oversight

Title IX Coordinator

The President will appoint a Title IX Coordinator responsible for coordinating the College's efforts to comply with and carry out its responsibilities under Title IX.

The Title IX Coordinator will 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 Title IX Coordinator will understand how relevant College procedures operate and will receive notice of all reports raising Title IX issues at the College.

Title IX Team

The President or the Title IX Coordinator will 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 will be responsible for coordinating the activities of the Title IX Team.

Off-Campus Resources Contacts

- Union Hospital of Cecil County
- 106 Bow St.
- Elkton, MD 21921
- 410-398-4000
- Cecil County Domestic Violence Rape Crisis Center
- Elkton, Maryland
- Hotline- 410-996-0333
- Phone- 410-996-0333

Inquiries

Inquiries concerning the College's Notice of Non-Discrimination and application of Title IX may be referred to the College's Title IX coordinator or to the U.S. Department of Education's Office for Civil Rights.

Title IX Coordinator Contact

Dr. Kimberly Joyce, Vice President of Student Services and Enrollment Manager, Title IX Coordinator
Phone: 410-287-1022
Email: kjoyce@cecil.edu

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 Registration for Eligible Service Members Policy

Policy:

In accordance with the Code of Maryland Article - Education §15-124: Priority course registration for eligible service member.

Eligible service member means:

1. A currently serving member of any branch of the armed forces of the United States, including the National Guard and the military reserves; and
2. A veteran of any branch of the armed forces of the United States, including the National Guard and the military reserves, who has received an honorable discharge or a certificate of satisfactory completion of military service.

Cecil College grants priority course registration to currently serving service members, and veterans of the armed forces of the United States.

This policy applies only within 15 years after the eligible service member was last on active duty; and does not apply after an eligible service member's fourth academic year.

Procedure:

Eligible students may meet with an Academic Advisor for enrollment purposes beginning three days prior to general registration.

Prohibition of Weapons Policy

I. POLICY

Cecil College employees, students, visitors and guests are not permitted to possess, 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, ghost guns (guns that do not have a serial number), 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.

Possessing a firearm (unless a government or College Special Police officer authorized and required to carry a firearm), is prohibited. College Special Police Officers must possess a valid state of Maryland handgun permit with authorization to be armed on campus, or not have any Maryland state restrictions.

The Director of Public Safety 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 reasons/requests 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 of Finance and Administrative.

II. PROCEDURE

There may be other items not cited above that the Director of Public Safety or other College officials deem to be unsafe and are thereby prohibited on campus and in 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 Cecil College Public Safety.

The College considers violations 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 Finance and Administration in consultation with the Director of Public Safety.

Religious Accommodations for Students

Policy:
Cecil College is committed to providing reasonable accommodations for the religious and spiritual identities of its students so they do not experience adverse academic consequences based upon a student's sincerely held religious or spiritual beliefs or observances that conflict with academic requirements.

Procedure:

The Academic Senate and Academic Affairs Committee will review and provide feedback on this policy and procedure every three years or as needed.

1. A student may be absent, including excused absences, for a student to observe faith-based or religious holidays or participate in organized religious activities.
2. Students are required to notify faculty at least one week in advance of absences or missed academic deadlines related to the observation of a faith-based or religious holidays or participation in organized religious activities, unless there is an unexpected occurrence.
3. In consultation with the relevant Dean when appropriate, faculty shall provide a student with reasonable alternative accommodations for missing an examination or other academic requirements due to an excused absence for a student's faith-based or religious beliefs;
4. Students who need to report noncompliance with the policy, should refer to the Student Grievance Policy on how to address concerns related to reasonable accommodations.
5. Students receiving accommodations under this policy are still required to meet course objectives in a timely manner as determined by the course syllabus and college policies

Repeat Course Policy

Policy:
Students may attempt any course twice. Students are considered to be attempting a course if they are enrolled, for credit, after the end of the drop/add period. After two nonpassing course attempts, a petition to retake a course [see below] must be submitted by the student and approved by the appropriate Academic Dean in order for the student to register for the course. Exceptions to this policy are automatically granted when the course description allows or if the last prior attempt was more than five years ago. This policy does not supersede specific program or course progression policies.

Procedure:

Students who wish to register for a course beyond two attempts must do the following:

If they passed the course previously, they must complete a petition to retake a course [see below] and submit it to the appropriate Academic Dean.

If they failed the course previously, they must:

- Meet with their Academic Advisor and/or Faculty Advisor to discuss whether a repeat of this course is in their best interest.
- If it is determined that another attempt is the best course of action, then the student must submit a petition to retake a course [see below] to the appropriate Academic Dean. This petition will include a rationale for the request, as well as a written plan for success.

Petition to Retake a Course after Two Attempts

Residency and Tuition Policy

Refer to the Residency and Tuition Policy.

Responsible Use of Information Technology Resources

Policy

It is the policy of Cecil College (hereafter "College") that all persons who are permitted to use the College's information technology resources (including computing systems, software, internal and external data networks, information and communication systems) comply with all applicable laws, contractual agreements, licenses, and copyright provisions, and observe the highest standard of ethics in their use of those resources. The College offers users of its information technology resources no assurance of privacy or confidentiality, and reserves the right to access, monitor and inspect all information technology systems to ensure that all College information technology resources are used in a lawful manner and in compliance with this policy.

Procedure

I. Introduction

Cecil College provides information technology resources to facilitate the educational process and to further the administrative efforts in support of research and instruction for faculty, staff and students of Cecil College. Information technology resources include computing systems, hardware and software, as well as internal and external data networks. For purposes of this policy, a "user" is any individual who uses, logs in, attempts to use, or attempts to log into a system, whether by direct connection or across one or more networks, or who attempts to connect to or traverse a network, whether via hardware, software, or both. The use of said resources 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, student, and other permitted users of the College's information technology resources. It spells out the general principles regarding the appropriate use of information technology equipment, hardware, software, and networks. All users of College information technology resources are also bound by local, state, and federal laws relating to copyright, information security, and electronic media. All Cecil College faculty and staff are responsible for acting in accordance with this policy, and through their leadership and example, ensuring full compliance of this policy throughout the College community. The Division of Information Technology, the Vice President of Student Services and Enrollment Management ("Student Services") and the Executive Director of Human Resources (HR) are tasked with disseminating this policy to all users and enforcing all policy provisions.

Access to the College's information technology resources is a privilege granted to the College's faculty, staff, and students, which may be enhanced, limited, restricted or withdrawn by the College at any time. Individuals other than College faculty, staff, and students may be permitted access to College information technology resources, provided such access does not interfere with the computing and/or network resource needs of the College community, and that the users comply with all College policies (including this policy), and all applicable licenses, contractual agreements, federal, state, and local laws. Access by such permitted users is solely within the discretion of the College, and may be granted, limited, restricted or withdrawn by the College at any time.

College information technology resources are provided for the educational, research, administrative and employment-related purposes of the College community. College information technology resources may not be used for the transmission or storage of commercial or personal advertisements or solicitations, phishing/SPAM, destructive programs (viruses and/or self-replicating codes), abusive, harassing, slanderous, libelous, obscene, offensive, profane, pornographic, threatening, or sexually explicit material, or for any other unauthorized use. This policy applies equally to all College-owned or College-leased equipment. Limited personal use of the College's information technology resources is permitted, provided that such use does not interfere with or disrupt College business and complies with all other requirements of this policy.

Users of College information technology resources must guard against abuses that disrupt or threaten the viability of any system, including those at the College and those on networks accessed by the College's external network communications. Access to information technology resources without proper authorization from the data owner or without College approval, unauthorized use of College facilities, and intentional corruption or misuse of all technology information resources are direct violations of the College's standards for conduct.

To ensure that College information technology resources are used in compliance with this policy, and in a lawful manner, Cecil College reserves the right, but not the duty, to inspect and review all systems and their use, without notice, including the right to enter the e-mail system at any time to review, copy or delete any stored messages or information. *Faculty, staff, students, or other permitted users should not have any expectation of privacy in anything they create, send, or receive using the College information technology resources.* As a condition of using the College's information technology resources, including e-mail, faculty, staff, students and other permitted users consent to allow the College's Information Technology staff to inspect, review and copy e-mail messages and other electronic communications, contained in storage, with the permission of the Chief Information Officer or Vice President of Student Services.

II. Terms and Conditions for Use of Cecil College Information Technology Resources

1. Information technology users shall not interfere with or disrupt information technology systems or resources. Disruption includes, but is not limited to, distribution of unsolicited advertising, creation and/or propagation of computer worms or viruses, transmission of slanderous and/or harassing materials, distribution or storage of chain letters, and using College facilities to gain unauthorized entry to any other system, whether internal or external to the College network.
2. Users must respect the usage privileges of others, both on the College campus and at all sites accessible by the College's external network communications. It is prohibited to divulge the College's password of any member of the College community.
3. Users shall not intentionally copy or modify files, electronic mail or other data, or passwords belonging to other users (whether maintained on College information technology systems or on networks accessed by the College's external network communications) or develop or retain programs for that purpose, without the authorization of the Chief Information Officer.
4. Users shall not attempt to install, alter, or damage either the hardware or the software components of a College computing system or network, without proper authorization from the Chief Information Officer.
5. Users shall not use any College information technology resources for any purpose prohibited by law.
6. Users shall report any incident of harassment, and the receipt, viewing, display or copying of any inappropriate or offensive e-mail, to the Chief Information Officer or the Vice President of Student Services. All such reports or complaints will be thoroughly investigated.
7. All software found on College systems is licensed by the College and as such may not be copied for personal use, transferred to non-College equipment or modified in anyway. Users will comply with all licenses and copyright laws with respect to computer software.
8. Unauthorized users shall not access any College administrative information systems that are confidential, without prior permission. This prohibition exists even if the software system does not automatically preclude access to this information.
9. College does not guarantee the accuracy and quality of the information obtained through use of College information technology resources. No warranties for information technology resources are expressed or implied. College will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties.
10. Users not accessing the College's information technology systems for six consecutive months will be considered inactive and may be removed from the system, and their passwords deactivated, unless the Chief Information Technology Officer is informed that users are on extended leave or have other acceptable reason for non-usage.

III. Acknowledgment of Responsible Use of Information Technology

You are about to access a Cecil College computer/device 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 compliance with the College's **Responsible Use of Information Technology Resources** policy and the following rules:

1. A user may not attempt to access or modify any data or programs unless you have been granted permission.
2. A user may not make unauthorized copies of any copyrighted software for personal use.
3. A user may not engage in any activity which harasses other users, makes personal profit or constitutes personal business,is defined as gambling activity, endangers lives or livelihoods, accesses or distributes pornographic material, or engages in criminal activity.
4. A user may not download, install, or run any program from the internet without the approval of your instructor or a network administrator.
5. A user may not install or run any program from the internet without the approval of your instructor or a network administrator.
6. A user many not run password tracking, password cracking, or virus generating programs for any reason.
7. A user may not generate an inordinate amount of traffic that adversely affects others.
8. A user is prohibited from sharing or loaning an account to any individual not assigned to it. All user accounts, including logon, email access, and network storage are for use by the individual or individuals to which it is assigned.
9. A user is strictly prohibited from stealing, rearranging, or damaging any College computer/device or network equipment, facilities or property and will be reported to the police. This includes all public computer labs, network hubs, wiring and links.
10. A user must log-out of public devices and all accounts when finished to ensure they are not held responsible for policy violations occurring on their account.
11. A user (students, faculty, and staff) is assigned an email for the purpose of adhering to the College's mission and should not be used for fraudulent, harassing or obscene purposes.
12. Automatic forwarding of your cecil.edu email account to such personal and/or third-party email services is not permitted.

Unauthorized or illegal use of a Cecil College electronic device will not be tolerated and may result in disciplinary action, criminal prosecution, or both.

IV. Implementation

Cecil College's Chief Information Officer and IT staff are responsible for the implementation of this policy. Faculty, staff, students, and any other permitted users of the College's information technology resources are responsible for following all the requirements contained in this policy.

V. Enforcement

Alleged violators of this policy shall be subject to the procedures outlined in the applicable Cecil College policy, the College Catalog (Student Code of Conduct), and the Student Handbook. Cecil College treats violations of its information technology policy seriously and reserves the right to pursue criminal and civil prosecution of violators.

VI. Guidelines for Creation and Maintenance of cecil.edu pages

1. All "cecil.edu" pages created for departments or organizations within Cecil College and placed on the College web server are considered official representations of the college and thus must be in compliance with the stated mission and standards for the College, as found in the Cecil College Faculty Handbook, College Catalog (Student Misconduct Policy), and Student Handbook.
2. All pages for students/student organizations must be approved by the organization's faculty or staff advisor and the Vice President of Student Services or designee prior to publications on cecil.edu.
3. All departmental pages must be approved by the appropriate Vice President or designee.
4. Cecil College reserves the right to revise or remove pages from the College web servers at any time.

VII. Disciplinary and Appeal Procedures

Disciplinary Procedures for Students:

1. Students who are charged with a violation of this policy will be referred to the Director of Student Life of Student Services or designee for possible disciplinary action.
2. Students who are found to have violated this policy may have their information technology resource privileges suspended or revoked, and/or be subjected to other disciplinary or legal action, depending on the seriousness or frequency of the violation. Additionally, the Vice President or designee may refer the student for appropriate counseling in the proper use of information technology resources. Serious violations could result in dismissal from the College and/or criminal prosecution.

3. Based on the principles of standard classroom management, faculty reserve the right to dismiss any student (temporarily pending a disciplinary hearing) from a class if the student's use of information technology resources in that class is not consistent with the academic objectives of the course.
4. Students appeals of any finding of an information technology violation will be adjudicated as detailed in the Student Code of Conduct. This process is described in detail in the College Catalog.

Disciplinary Procedures for Faculty/Staff:

1. Faculty or Staff who are charged with violation of this computer policy will be also referred to the appropriate Vice President, Dean, or Administrator who will contact Human Resources for possible disciplinary action.
2. Faculty or Staff who have violated this policy may have their information technology resource privileges suspended or revoked, and/or be subjected to other disciplinary or legal action, depending on the seriousness or frequency of the violation. Additionally, the College may refer the faculty or staff member for appropriate counseling in the proper use of information technology resources. Serious violations could result in discharge from employment and/or criminal prosecution.
3. Faculty and Staff may appeal any finding of an information technology violation through the applicable College grievance procedures, if any such procedure applies to the employee, as detailed in the College Faculty Handbook or applicable College policy. 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.

Student Code of Conduct

I. 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.

II. INHERENT AUTHORITY

The College reserves the right to take necessary and appropriate action to protect the safety and well-being 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.

III. 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.

IV. 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.

V. 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.

VI. 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 conducting 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.

VII. TERMS AND DEFINITIONS

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. Academic 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.

VIII. 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 (i.e., 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 does not necessarily constitute consent. Each case will be judged on its particular facts. Alleged conduct that is subject to review under the College's Sexual Discrimination and Harassment Policy will be reviewed under that policy.
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 code of 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.
BB. Failing to comply with a disciplinary sanction imposed pursuant to this code.
CC. Abusing a position of trust.
DD. 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.)
EE. 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.
FF. Soliciting another person to commit any offense(s), and/or attempting to commit any offense(s) mentioned in this code.

IX. 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, either by mail or electronically, to the Vice President for Student Services and Enrollment Management within five (5) business days after the date of the notice 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.

X. 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.
B. Written warning: The student is placed on written 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 an individual negatively impacted by misconduct 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 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 and from attending any college sponsored activity.
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.

XI. 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. Moreover, nothing shall preclude the College from taking any action that the College determines is necessary to ensure the health and safety of the campus community regardless of the timing of a complaint.
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.

XII. 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.

XIII. 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 they have 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 administrative 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 and a request to reschedule has been approved) 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) they presently have 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 VII.
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 decision.
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) and determine the sanction to be imposed as outlined in section X. Notice of the outcome will be issued as soon as reasonably possible.

XIV. APPEALS

A. Right of Appeal: An appeal of the decision regarding findings and/or sanctions may be made by the Respondent to the Vice President for Student Services and Enrollment Management based on: (i) new information that significantly alters the findings; (ii) evidence of improper procedure that prejudiced the outcome; or (iii) severity of sanctions. If the charges involve sexual harassment or sexual misconduct, a Complainant has a right to appeal on the same bases. No other bases for appeals are permitted.
B. 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 notice of the decision imposed by the Director of Student Life, or designee is received. Email is presumed received the date on which

it was sent. If the request is not received within that time, the decision(s)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 individual filing the appeal or sent using the individual'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.

C. Appellate Procedures: The review of the 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 individual who has filed the appeal 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 in writing.

XV. DISCIPLINARY FILES AND RECORDS

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. Recordings or transcripts of disciplinary hearings in which an accused student is found responsible will be retained for 12 months following the conclusion of any available appeal and then destroyed.

XVI. STUDENT RIGHTS AND RESPONSIBILITIES

A. Unlawful Discrimination.
   1. Right: No student shall be subject to unlawful discrimination on the grounds of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, gender identity, disability, genetic information, or other characteristic(s) protected by law in any activity sponsored by the College on or off the college grounds.
   2. Responsibility: Students shall not engage in unlawful discrimination against other students, staff, or faculty members. Every student shall treat all members of the College community with respect and courtesy.

B. Freedom of Expression and Inquiry.
   1. 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.
   2. 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.
   1. Right: Students have the right to expect a learning environment where academic integrity is valued and respected.
   2. Responsibility: Students are responsible for demonstrating academic integrity and shall not engage in or condone acts of academic dishonesty.

D. Freedom of Association.
   1. Right: Students have the right to freedom of association.
   2. 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.

1. 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.
2. Responsibility: Students are responsible for achieving reasonable standards of performance and behavior established for each course.

F. Right to Privacy.
1. 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.
2. 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.
1. Right: Students may publish news and commentary in accordance with established First Amendment standards.
2. 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.
1. Right: Students have the right to express their views on matters affecting college life, in accordance with established procedures for campus governance.
2. 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.
1. Right: Students have the right to be free from unlawful intimidation or coercion, including sexual harassment.
2. Responsibility: Students are responsible for respecting the rights of others to be free from unlawful intimidation or coercion, including sexual harassment and misconduct.
3. Complaints of sexual harassment and misconduct will be addressed pursuant to the College's Title IX Policy and Procedure. The College may, however, apply this Policy in addition to complying with Title IX.

Student Grievance Policy

Policy

A Cecil College student who wishes to resolve a concern or complaint about an academic assessment or an interaction with a College faculty or staff member should first attempt to resolve the issue at its source with the faculty or staff member involved. Should such a resolution be impossible or impractical, the student may pursue the following procedures. These procedures are established to resolve the matter in a fair and timely manner

Procedure

A. Academic Senate and the appropriate Senate Standing Committee will review and provide feedback on this policy/procedure every three years or as needed.

B. Grievance about Academic Assessment (Grade Appeal)
1. Adjustment to the process: No step here outlined may be ignored; however, in the event that a student has valid reasons for declining discussion with the instructor or chair, the student may write to the division dean detailing such reasons and requesting an exception to the process. This is the sole method for adjusting the grievance process about an academic assessment. The course faculty member has exclusive authority to assign grades for academic work in the course. Therefore, should a student believe that an assigned grade or evaluation rating is capricious or unfair, the student should discuss the matter with the faculty member immediately.
2. If the student believes that the concern has not been addressed adequately by the faculty member, the student may then seek the assistance of the department chair or the director of the program in an attempt to resolve the matter. The department chair must keep a written record of the student grievance and forward a copy of the student grievance to the appropriate dean to be filed in the Academic Programs office.
3. Seven business days after the student has contacted the department chair/program director the student may seek the assistance of the division dean if the student believes that the concern has not been adequately addressed.

4. After investigation, a response to the student's written complaint will be prepared by the dean within seven business days of receipt of a complaint. With the exception of course failure or removal of a student from a program of study, all decisions of the division dean are final. If the student believes that the dean's response related to a course failure or removal from a program has not addressed the concern, only then should the student seek the assistance of the vice president for academic programs. The vice president should be contacted in writing. Correspondence with the vice president must include details of compliance with the process as outlined above and be received within five days upon receiving the dean's response.

5. The written decision of the vice president or his/her designee(s) shall be final.

6. All complaints regarding academic integrity should follow the academic integrity policy and process.

C. Grievance about Faculty Interactions with a Student
   1. Adjustment to the process: No step here outlined may be ignored; however, in the event that a student has valid reasons for declining discussion with the instructor or chair, the student may write to the division dean detailing such reasons and requesting an exception to the process. This is the sole method for addressing a grievance regarding faculty interactions

   2. Should a student have a concern about the actions, inactions or comments of a faculty or instructional staff member, the student should discuss the matter with the instructor or instructional staff member immediately to try to resolve the matter. If the student is unable to discuss the matter with the faculty member, the student should seek the assistance of the department chair or dean. If the student's concern is related in any way to sexual misconduct, the student should review the Student Sexual Misconduct Policy and contact the Vice President of Student Services and Enrollment Management who serves as the College's Title IX Coordinator.
   3. If the student believes that the concern has not been addressed adequately by the instructor or instructional staff member, only then should the student seek the assistance of the department chair/director/supervisor in an attempt to resolve this matter. The department chair must keep a written record of the student grievance and any response or communication related to the grievance. A copy of the grievance and any response or communication related to the grievance must be forwarded to the appropriate dean as well.

   4. Seven business days after contacting the department chair/director/supervisor the student may seek the assistance of the academic dean if the student believes that the concern has not been adequately addressed.

   5. After investigation, a response to the student's written complaint will be prepared by the dean within seven business days of receipt of a complaint. If the student believes that the dean's response has not addressed the concern, only then should the student seek the assistance of the vice president for academic programs. The vice president should be contacted in writing. Correspondence with the vice president must include details of compliance with the process as outlined above and be received within five days upon receiving the dean's response.
   6. The written decision of the vice president or his/her designee(s) shall be final.

D. Grievance about Staff Interactions with a Student
   1. Adjustment to the process: No step here outlined may be ignored; however, in the event that a student has valid reasons for declining discussion with the staff member, the student may write to the division supervisor detailing such reasons and requesting an exception to the process.
   2. Should a student have a concern about the actions, inactions or comments of a non-instructional staff member, the student should discuss the matter with the staff member immediately and try to resolve the matter. If the student is unable to discuss the matter with the staff member, the student should seek the assistance of the director or supervisor. If the student's concern is related in any way to sexual misconduct, the student should review the Student Sexual Misconduct Policy and contact the Vice President of Student Services and Enrollment Management who serves as the College's Title IX Coordinator.

3. If the student believes the concern has not been addressed adequately by the staff member, the student may then seek the assistance of the director/supervisor in an attempt to resolve this matter. The director/supervisor must keep a written record of the student grievance.

4. If after seven business days from initial contact of the director/supervisor the student believes that the concern has not been addressed adequately, then the student may seek the assistance of the director of student life.

5. After investigation, a response to the student's written complaint will be prepared by the director of student life within five business days of receipt of a complaint. If the student believes that the director of student life's response has not addressed the concern, only then should the student seek the assistance of the vice president for student services. The vice president should be contacted in writing. Correspondence with the vice president must include details of compliance with the process as outlined above and be received within five days upon receiving the director's response.

6. The written decision of the vice president for student services or his/her designee(s) shall be final.

E. Grievance about Interactions with a Fellow Student
   1. If a student has a concern about the actions, inactions or comments of a fellow student, the student should discuss the concern with the director of student life who will then make the determination if the complaint falls under the Student Code of Conduct or the Sexual Misconduct Policy and will advise the students on next steps.

Note: Once a student has exhausted the above procedures, he or she may contact the Maryland Higher Education Commission at 410-767-3301 or https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx

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.

Student Rights and Responsibilities

The following is a bill of rights and responsibilities adopted by Cecil College for the student members of the College community.

The bill was adopted from a report by the Carnegie Commission on Higher Education. Student members of the campus have an obligation to fulfill the responsibilities of their particular roles within the academic community.

I. As citizens, student members of the campus enjoy the same basic rights, and are bound by the same responsibilities to respect the rights of others, as are all citizens.

   Among the basic rights are freedom of speech, freedom of press, freedom of peaceful assembly and association, freedom of political beliefs, and freedom from personal force and violation, threats of violence and abuse.

   Freedom of press implies the right to freedom from censorship in campus newspapers and other media, and the concomitant obligation to adhere to the canons of responsible journalism.

   It should be made clear that editorial opinions are not necessarily those of the institution or all of its members.

The campus is not a sanctuary from the general law.

The campus does not stand "in loco parentis" for its members.

Each member of the campus has the right to organize his/her own personal life and behavior, so long as it does not violate the law or agreements voluntarily entered into, and does not interfere with the rights of others or the educational process.

Admission to, employment by, and promotion within the campus shall be in accordance with the provisions against discrimination in the general law.

II. All members of the campus have other responsibilities and rights based upon the nature of the educational process and the requirements of the search for the truth and its free presentation. These rights and responsibilities include:

The obligation to respect the freedom to teach, learn, and conduct research, and publish findings shall be in the spirit of free inquiry. Institutional censorship and individual or group intolerance of the opinions of others are inconsistent with this freedom.

Freedom to teach and to learn implies that the teacher has the right to determine the specific content of the course, within the established guidelines of the college or course definition, and the responsibility not to depart significantly from the area of competence or to divert significant time to material extraneous to the subject matter of the course.

The obligation exists not to infringe upon the right of all members of the campus to privacy in offices and laboratories in the keeping of personal papers, confidential records, and effects, subject only to the general law and to conditions voluntarily entered into. Campus records of its members should contain only information which is reasonably related to the educational purposes or safety of the campus.

The obligation exists not to interfere with any member's freedom to hear and to study unpopular and controversial views on intellectual and public issues.

The right exists to identify oneself as a member of the campus, and a concurrent obligation exists not to speak or act on behalf of the institution without authorization.

The right exists to hold public meetings in which members participate, to post notices, and to engage in peaceful, orderly demonstrations.

The right exists to recourse if another member of the campus family is negligent or irresponsible in performance of his or her responsibilities, or if any member of the campus represents the work of another as his/her work.

The right exists to be heard and considered at appropriate levels of the decision-making process about basic policy matters of direct concern. Members of the campus who have a continuing association with the institution and who have substantial authority and security have an especially strong respect for the rights of others and fulfillment of academic responsibilities.

All faculty should maintain the highest standards in the performance of their academic responsibilities consistent with the individual student's success.

Trustees have a particular responsibility to protect the integrity of the academic process from external and internal attacks and to prevent the political or financial exploitation of the campus by any individual or group.

III. The institution, and any division or agency which exercises direct or delegated authority for the institution has rights and responsibilities of its own. The rights and responsibilities of the institution include:

Right and obligation to provide an open forum for members of the campus to present debate issues.

Right and obligation to provide, for members of the campus, the use of meeting rooms under the rules of the campus including use of political clubs; to prohibit use of rooms by individuals members

or groups of members on a regular or prolonged basis as free headquarters for political campaigns; and to prohibit use of its name, its finances, and its office equipment and supplies for any political purpose at any time.

Right and obligation not to take a position, as an institution, in electoral policies or on public issues, except on those issues which directly affect its autonomy, the freedom of its members, its financial support, and its academic functions.

Right and obligation to protect the members of the campus and visitors to it from physical harm, threats of harm or abuse; its property from damage and unauthorized use, and its academic and administrative processes from interruption.

Right to require that persons on the campus be willing to identify themselves by name and address and to state what connection, if any, they have with the campus.

Right to set reasonable standards of conduct in order to safeguard the educational process and to provide for the safety of members of the campus and the institution's property.

IV. Student members of the campus have a right to fair and equitable procedures which shall determine the validity of charges of violation of campus regulations.

The procedure shall be structured so as to facilitate a reliable determination of the truth or falsity of charges, to provide fundamental fairness to the parties, and to be an effective instrument for the maintenance of order.

All members of the campus have a right to know in advance the range of penalties for violations of campus regulations. Definition of adequate cause for separation from the campus should be clearly formulated and made public.

Charges of minor infractions or regulations, penalized by small fines or reprimands which do not become part of permanent records, may be handled expeditiously by the appropriate individual or committee. Persons so penalized have the right to appeal.

In the case of charges of infractions of regulations which may lead to notation in permanent records or to more serious penalties, such as suspension or expulsion, members of the campus have a right to formal procedures with adequate due process, including the right of appeal.

Members of the campus charged with or convicted of violations under general law may be subject to campus sanctions for the same conduct, in accord with campus rule essential to the continuing protection of other members of the campus and to the safeguarding of the education process.

Sexual Discrimination and Harassment Policy - Title IX

Cecil College (the "College") does not discriminate on the basis of sex and prohibits all forms of sex and gender-based harassment and discrimination, including but not limited to, acts of sexual violence, sexual assault, sexual harassment, domestic violence, dating violence, and stalking.

The College is committed to addressing all alleged incidents of sexual harassment and discrimination, preventing their reoccurrence, and remedying any effects. This policy is adopted in accordance with Title IX of the Education Amendments of 1972 ("No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."), and applies to any education program or activity that the College operates, as required by Title IX, including in admissions and employment, and conduct which occurs on Cecil College property or at College-sanctioned events or programs that take place off campus, including trips or internships.

All members of the College community are responsible for demonstrating responsibility, civility, and respect in their behavior. The College will promote a climate that is free from sex discrimination and harassment through education and prevention programs as well as timely and thorough response to reported violations of this Policy.

Any employee, student, or affiliated person who engages in conduct 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, in the case of employees, termination of employment.

All College community members are expected to comply with College policies related to sex discrimination regardless of sex, sexual orientation, gender identity, or 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.

To this end, acts of sexual harassment or sex discrimination are strictly prohibited. Information is provided on the College's Title IX website: https://www.cecil.edu/about-us/sexual-harassment.

The College encourages members of the College community to participate in campus events and programs designed to educate students and employees about Title IX.

College community members are required to report any acts of sexual harassment or sex discrimination pursuant to this Policy, participate in proceedings for which they receive notification, tell the truth, and not retaliate against any person who reports or cooperates with an investigation.

Prohibition of Sexual Harassment, Sex Discrimination, and Retaliation

Cecil College prohibits discrimination on the basis of sex and prohibits all forms of sexual and gender-based harassment and discrimination in any education program or activity that the College operates, as required by Title IX, including but not limited to admissions and employment, acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking.

This Policy applies to all sex discrimination occurring under the College's education programs and activities in the United States. Conduct that occurs under the College's education programs or activities includes but is not limited to conduct that occurs in a building owned or controlled by a student organization that is officially recognized by the College and conduct that is subject to the College's disciplinary authority. The College has an obligation to address a sex-based hostile environment under its education programs and activities, even when some conduct alleged to be contributing to the hostile environment occurred outside the College's education program or activity or outside the United States.

The College is committed to addressing all alleged incidents of sexual harassment and discrimination, preventing their reoccurrence, and remedying any effects. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, parental, family, or marital status, pregnancy or related conditions, sexual orientation, and gender identity.

The College also prohibits retaliation in any form against a complainant, respondent, witness, investigator or any person associated with a report.

Pursuant to Title IX and this Policy, no person shall, on the basis of sex, be denied admission, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the College or be subjected by the College to discrimination in admission.

Application of this Policy

This Policy applies to (1) all students, faculty, staff, and third parties under the College's control; (2) any College-owned or College-managed facility or property; (3) any College sponsored, recognized, or approved program, visit, or activity regardless of location; (4) any policy-defined misconduct that impedes equal access to any College program or activity; (5) any policy-defined act of sexual harassment and sex discrimination that adversely impacts the health, safety, and/or employment of a member of the College community.

The College shall provide notice of this Policy to students, employees, vendors, and other relevant persons. Application of this Policy may directly or indirectly require the application of other institutional policies; nothing in this Policy shall be construed to prohibit the application of related policies which include, but are not limited to, the policies listed here. If the application of this Policy conflicts with the application of another institutional policy, the College will make a good-faith effort to comply with all mandates; however, this Policy shall take precedence unless otherwise required by law. Related policies

include, but are not limited to: Student Code of Conduct, Non-Discrimination and Non-Retaliation Policy, Admissions Policy, and FERPA Policy.

Institutional Obligations

If sexual harassment and/or sex discrimination occurs, the College, upon knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity must respond promptly and effectively, and take immediate, appropriate steps to end the harassment and/or discrimination, to prevent its recurrence, and to remedy its effects.

The College encourages any crime to be reported to the appropriate law enforcement agency, will cooperate with criminal investigations to the greatest extent permitted by law, and comply with all Clery mandated data collection and reporting requirements.

The College's institutional response to sexual harassment and/or sex discrimination is independent of any law enforcement and/or court action. All College employees, except for designated "confidential employees" are required to report any sexual harassment and/or sex discrimination in accordance with the Procedures specified below. Any non-confidential employee who either has authority to take corrective action on behalf of the College or has responsibility for administrative leadership, teaching, or advising in the College's education program or activity must notify the Title IX Coordinator if they have information about conduct that reasonably may constitute sex discrimination. All other non-confidential employees are obligated to either notify the Title IX Coordinator or provide the contact information of the Title IX Coordinator and information about how to make a complaint of sex discrimination to any person who provides the employee with information about conduct that reasonably may constitute sex discrimination.

The College has adopted comprehensive procedures to implement this Policy.

Policy Changes

Substantive changes to this Policy require approval by the Board of Trustees; editorial changes, title/position changes, and/or changes to its implementing procedures may be made as required by federal or state mandate and/or institutional need with timely notice to students and employees.

PROCEDURES

Title IX Coordinator and Team

The College's Title IX Coordinator is responsible for the College's compliance with federal and state laws and regulations related to Title IX and the Clery Act as enacted in the Sexual Discrimination and Harassment Policy - Title IX and these procedures. The College may identify additional qualified College employees to function as Title IX officers or team members to assist with the implementation of these procedures and to conduct investigations as needed; contact information for these employees will also be published in appropriate materials.

Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator.

The College requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

Questions and Contact Information

All information related to Title IX compliance may be found at on the College's Title IX web page: https://www.cecil.edu/about-us/sexual-harassment. If you have any questions or concerns or if you need to make a complaint, contact the College's Title IX Coordinator or Title IX Deputy Coordinators (contact information below). In addition, inquiries about Title IX may be referred to the U.S. Department of Education's Office of Civil Rights.

Title IX Coordinator

Function: responsible for the College's compliance with federal and state laws and/or regulations related to Title IX and the Clery Act as enacted in the policy and accompanying procedures. The Coordinator has oversight over the entire Title IX process, including taking complaints, initial notification of the parties, implementing supportive measures, implementing informal resolutions where indicated, referring to formal investigation and/or hearing, and implementing the outcome.

Title IX Coordinator Dr. Kimberly Joyce
Vice President of Student Services and Enrollment Management 1 Seahawk Drive
Building A, Room 117 North East, MD 21901
(410) 287-1022
kjoyce@cecil.edu

Title IX Deputy Coordinators Cheryl Davis-Robinson Director of Student Life
1 Seahawk Drive Building D, Room 114
North East, MD 21901
(443) 674-1988
cadavis@cecil.edu

Lauren Fleck
Executive Director of Human Resources 1 Seahawk Drive
Building A, Room 325 North East, MD 21901
(410) 287-1145
lfleck@cecil.edu

Attorney Representation Resources

The Maryland Higher Education Commission (MHEC) maintains a list of attorneys and legal services programs who have indicated they are willing to represent students in Title IX proceedings on a pro bono basis or for reduced legal fees. More information can be found at: https://mhec.maryland.gov/Pages/Title-IX-Campus-Sexual-Assault-Proceedings---Attorney- List.aspx

Important Emergency Phone Numbers

LAW ENFORCEMENT	**MEDICAL SERVICES (including information on sexual assault evidence collection kits)**	**CAMPUS REPORTING**
Cecil College Public Safety (410) 287-1601	ChristianaCare Union Hospital 106 Bow St, Elkton, MD (410) 398-4000	Title IX Coordinator - Dr. Kimberly Joyce (410) 287-1022
Cecil County Sheriff's Department (410) 398-2222	The Bridge 24 Hour Helpline (410) 996-0333 Domestic Violence Rape Crisis	Title IX Deputy Coordinator Cheryl Davis-Robinson (443) 674-1988
	Maryland Network Against Domestic Violence 24 Hour Hotline 1-800-799-7233	Title IX Deputy Coordinator Lauren Fleck (410) 287-1145
Emergency - 911		

Title IX Committee Membership and Email Addresses
Walter Beaupre, Title IX Investigator
Public Safety Director Building D, Room 203
(410) 287-1605
wbeaupre@cecil.edu

J**essica Hartley, Title IX Investigator**
Public Safety Officer Building D, Room 205
(410) 287-1601
jhartley06@cecil.edu

April Stern, Title IX Student Advisor

Director of Early College Building D, Room 103A
(410) 287-1045
astern@cecil.edu

Gladys Ramirez-Wrease, Title IX Appeals Officer
Associate Dean for Academic & Community Collaboration Building C, Room 217
(443) 674-1991
gramirezwrease@cecil.edu

Education and Training

The College provides ongoing prevention and awareness education to students, faculty, staff, and other relevant individuals and groups. This education is designed to inform the College community about what constitutes sexual harassment and sex discrimination, how to reduce the occurrence of sexual harassment and sex discrimination, safe bystander interventions, consequences of engaging in sexual harassment and sex discrimination, and how to report sexual harassment and sex discrimination. The College also provides annual training for College employees who are charged with responding to, investigating, and/or adjudicating sexual harassment and sex discrimination.

Notification Requirements

Except as noted below, all Cecil College employees are required to report any sexual harassment or sex discrimination. Reports should be made to the Title IX Coordinator, Title IX Deputy Coordinator(s), Public Safety, or other identified Title IX official. Any person with information about sexual harassment and/or sex discrimination may report it to any of the above-referenced officials. The College will assist any person needing assistance to make a report or complaint.

The College strongly encourages any person who is a victim of or who witnesses any crime to contact law enforcement and/or call 911 immediately.

Non-Confidential Employees

Any employee who is not a confidential employee and who either has authority to institute corrective measures on behalf of the College or has responsibility for administrative leadership, teaching, or advising in the College's education program or activity must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.

All other employees who are not confidential employees and not covered by the preceding paragraph must:

1. Notify the Title IX Coordinator when the employee has information about the conduct that reasonably may constitute sex discrimination under Title IX; or
2. Provide the contact information of the Title IX Coordinator and information about how to make a complaint of sex discrimination to any parson who provides the employee with information about conduct that reasonably may constitute sex discrimination under Title IX.

The requirements in paragraphs 1 and 2, immediately above, do not apply to an employee who has personally been subject to conduct that reasonably may constitute sex discrimination under Title IX.

Confidential Employees

The College will notify all participants in its education program or activity of how to contact its confidential employees, if any, excluding any employee whose confidential status is only with respect to their conducting an Institutional Review Board-approved human-subjects research study designed to gather information about sex discrimination as set out in the definition of confidential employee in Title IX regulations.

The Coordinator of Mental Health Services is the only Cecil College employee classified as a confidential employee:

Janel Robinson, Coordinator of Mental Health Services Building A, Room 204
(443) 674-1498
jrobinson@cecil.edu

The confidential employee must explain to any person who informs the confidential employee of conduct that reasonably may constitute sex discrimination under Title IX of:

1. The employee's status as confidential for purposes of this procedure, including the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination;
2. How to contact the College's Title IX Coordinator and how to make a complaint of sex discrimination; and
3. That the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Reporting Guidelines

Who may file a report or complaint?

Anyone - oral and written reports and complaints are acceptable.

To whom is a report/complaint given?

Title IX Coordinator, Title IX Deputy Coordinator, Public Safety, and members of the Title IX team.

How may I file a report/complaint?

By telephone, email, reporting form, or in person. Reports can be submitted online: https://www.cecil.edu/report

Confidentiality will be protected to the greatest extent possible.

Do I have to give my name?

If you are an employee forwarding a report/complaint from a complainant or other person with knowledge, your name and contact information is required. If you are a complainant or other person with knowledge, providing your name and contact information will help the College take the appropriate action; anonymous reports will be accepted but are much more difficult to resolve. Confidentiality will be protected by the Title IX Coordinator, Title IX Deputy Coordinator, and/or Title IX investigators and team members to the greatest extent possible.

Can I get in trouble for reporting?

No. Cecil College prohibits retaliation in any form and against any person. Also, the College will not initiate disciplinary action consistent with Amnesty provisions described in this Procedure.

Title IX Coordinator

The College's Title IX Coordinator, when notified of conduct that reasonably may constitute sex discrimination under Title IX or Title IX regulations, must take the following actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects:

1. Treat the complaint and respondent equitably;
2. Offer and coordinate supportive measures, as appropriate, for the complainant. In addition, if the College has initiated grievance procedures or offered an informal resolution process, offer and coordinate supportive measures, as appropriate, for the respondent.
3. Notify the complainant or, if the complainant is unknown, the individual who reported the conduct, of the grievance procedures under this policy and the informal resolution process, if available and appropriate; and if a complaint is made, notify the respondent of the grievance procedures under this policy and the informal resolution process, if available and appropriate;
4. In response to a complaint, initiate the grievance procedures or the informal resolution process, if available and appropriate and requested by all parties;
5. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, determine whether to initiate a complaint of sex discrimination that complies with the grievance procedures (below).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to https://www.cecil.edu/about-us/sexual- harassment.

Cecil College has adopted Title IX grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

Complaints

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that Cecil College investigate and make a determination about alleged discrimination under Title IX: a "complainant" which includes a student or employee of the College who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or a person other than a student or employee of the College who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the College's education program or activity; a parent, guardian, or other authorized legal representative with the legal right to act on behalf of the complainant; or Cecil College's Title IX Coordinator. With respect to complaints of sex discrimination other than sex-based harassment, in addition to the persons listed in above, any student or employee, and any person other than a student or employee who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination may make a complaint.

Consolidation of Complaints

Cecil College may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Principles

The College will treat complainants and respondents equitably.

The College presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Notice of Allegations

Upon initiation of the College's Title IX grievance procedures, the College will notify the parties in writing of the following with sufficient time for the parties to prepare a response before any initial interview:

1. The College's Title IX grievance procedures and any informal resolution process;
2. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex-based harassment, and the date(s) and location(s) of the alleged incident(s);
3. Retaliation is prohibited;
4. The respondent is presumed not responsible for the alleged sex-based harassment until a determination is made at the conclusion of the grievance procedures. Prior to such a determination, the parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial decisionmaker;
5. The parties may have an advisor of their choice who may be, but is not required to be, an attorney;
6. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence.
7. Section [U] of the College's Code of Conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance procedures.

If, in the course of an investigation, the College decides to investigate additional allegations of sex-based discrimination or harassment by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the College will notify the parties of the additional allegations.

The College will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate.

The College will provide the parties with the same opportunities to be accompanied to any meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The College will not limit the choice or presence of the advisor for the complainant or respondent in any meeting or proceeding. The College may establish restrictions regarding the extent to which the advisor may participate in these grievance procedures, as long as the restrictions apply equally to the parties.

Title IX Grievance Process

The College has also established the following process that allows for the reasonable extension of time frames on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.

Certain College employees, or designees, who are trained in conducting a formal investigation may be designated by the Title IX Coordinator to investigate matters.

The College will seek to conclude the Formal Resolution Grievance Procedure within sixty (60) to ninety (90) work days after receiving a formal complaint. The time frame may be extended by the College for good cause, in which case written notice will be provided to the complainant and respondent that includes reasons for the extension.

The College may seek appropriate legal sufficiency review by counsel prior to any final decision.

Formal Resolution Grievance Procedure

This procedure applies to complaints alleging sexual harassment, including sexual assault, dating violence, domestic violence and stalking involving students, staff, faculty and administrators.

Alleged conduct outside the scope of this Policy will be addressed by other applicable College policies and procedures outlined in student and employee handbooks.

The Title IX Coordinator will appoint a trained investigator(s) to conduct an investigation of the complaint, and written notice will be provided to both parties. Written notice will include, but not be limited to:

- the identity of the parties involved in the incident, if known;
- reported violation with date, time and location of the alleged violation, if known;
- range of potential sanctions or disciplinary action associated with the alleged violation;
- a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance procedure;
- Information regarding party rights to an advisor of choice; and
- a statement regarding prohibition on knowingly providing false information.

Additional notice will be provided if the College, during the course of an investigation, decides to investigate allegations about the complainant or respondent that are not included in the original notice. Parties will also be provided a copy of the College's Sexual Discrimination and Harassment Policy.

Complainants should file a formal complaint as soon as possible following the alleged conduct. If the respondent is no longer a student or employee at the time of the formal complaint, the College may not be able to take disciplinary action against the respondent, but it will seek to provide support for the complainant and take steps to end the alleged conduct, prevent its recurrence, and address its effects.

During the investigation, the parties will have an equal opportunity to be heard, to submit information and corroborating evidence, to identify witnesses who may have relevant information, and to submit questions that they believe should be addressed by the investigator to the other party or to any witness.

The investigator will notify and seek to meet separately with the complainant, the respondent, and third-party witnesses determined to have information relevant to the investigation, and will gather relevant evidence and information. Parties will receive written notice of the date, time, location, participants, and purpose of any meeting, interview, or proceeding they are required or permitted to attend.

After information has been gathered, the investigator will prepare a draft investigative report that summarizes the investigation, all witness interviews, and all relevant evidence. The investigator does not make any conclusions or recommendations as part of the draft investigative report.

The parties (and advisors, if applicable) will be provided a copy of the draft investigative report and any evidence regarding the incident obtained by the College that is directly related to the complaint allegations, including evidence upon which the College does not intend to rely on to reach a determination regarding responsibility. Personally identifiable and other information will be redacted as required by applicable law.

The complainant and respondent will each have ten (10) business days from the date the report is received to submit any additional comments, questions, or information to the investigator for consideration.

The investigator will consider all available evidence and prepare a final investigative report, incorporating any relevant feedback. At least ten (10) business days prior to a hearing, the final investigative report will be provided to all parties (and advisors, if applicable) with any directly related evidence that was not included in the report.

A live recorded hearing will be scheduled with notice provided to the parties. A trained decisionmaker for the hearing will be selected by the Title IX Coordinator. The decisionmaker may be the same person as the Title IX Coordinator or the investigator.

Complainants and respondents will be entitled to provide and review testimony in a manner that does not require them to be in the physical presence of the other involved party, with technology that enables participants to simultaneously see and hear each other. If a party is not willing or able to attend the hearing in-person, the party should inform the Title IX Coordinator of the need for alternative arrangements at least five (5) business days in advance of the hearing.

During the hearing, the investigator will present a summary of the final investigative report and will be available for questioning by the decisionmaker and advisors on behalf of the parties.

Once the report has been presented, the parties and witnesses may provide relevant information subject to questioning by the decisionmaker and advisors on behalf of the parties.

Only relevant questions may be asked of a party or witness. The decisionmaker will make decisions regarding relevance, and may consult with legal counsel in the process.

The decisionmaker will issue a written determination of responsibility, by a preponderance of the evidence, for each alleged violation of Policy, which will be provided by the College to both parties at the same time. The written determination will include:

- Identification of allegations potentially constituting sexual harassment;
- Description of procedural steps taken during the formal complaint process;
- Findings of fact supporting the determination;
- Conclusions regarding application of policy to the facts;
- Statement and rationale supporting the determination of responsibility, and sanctions, and whether remedies designed to restore or preserve equal access will be provided to the Complainant;

If it is determined there is a preponderance of the evidence that the respondent is responsible for a violation of the College's Sexual Discrimination and Harassment Policy, the decisionmaker will determine sanctions proportionate to the findings.

The parties will be notified simultaneously, in writing, of the findings and any sanctions, if applicable. Sanctions are designed to eliminate prohibited conduct, prevent its recurrence, and remedy its effects. Sanctions can include, but are not limited to: required training or education, no contact orders, oral or written warning, reprimand, probation, suspension or dismissal or discharge.

Either party may appeal the decision by following the Appeals process described in this Procedure.

Dismissal of Formal Complaint

The College may dismiss a complaint of sex discrimination if:

1. The college is unable to identify the respondent after taking reasonable steps to do so;

2. The respondent is not participating in the College's education program or activity and is not employed by the College;
3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the College determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
4. The College determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the College will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, Cecil College will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the College will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

Cecil College will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the College will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complaints or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, Cecil College will:

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
2. Implement appeal procedures equally for the parties;
3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
4. Ensure that the descionmaker for the appeal has been trained consistent with the Title IX regulations;
5. Provide the parties a reasonable and equal opportunity to make a statement of support of, or challenging, the outcome; and
6. Notify the parties of the results of the appeal and the rationale for the result.

When a complaint is dismissed, the College will, at a minimum: offer supportive measures to the complainant as appropriate; if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the College's education program or activity.

Privacy and Confidentiality

The College will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

Evaluation of Evidence; Credibility

The College will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (*i.e.*, will not be accessed or considered, except by Cecil College to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

1. Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
2. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the College obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The College will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The College prohibits questions that are unclear or harassing of the party being questioned.

The decisionmaker will weigh the credibility of a party or witness, including when a party or witness refuses to respond to relevant and permissible questions. However, the decisionmaker will not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to relevant and permissible questions.

The College will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

Attorneys, Non-Attorney Advisor, and Personal Supporters

Both the complainant and the respondent are permitted to be accompanied by a personal supporter of choice, and an advisor, who may or may not be a licensed attorney, an advocate supervised by an attorney, or a trained advocate during any interview, meeting or disciplinary proceeding in connection with any Formal Resolution procedure. No more than two persons may accompany the involved party, including a personal supporter and an advisor, an attorney, or a non-attorney advocate. Advisor Attorneys and non-attorney advocates are not direct participants in the investigation stage of the process. Their role is to attend meetings and proceedings, consult privately with the involved party and/or assist with exercise of rights.

Cross-examination by an advisor is required during the hearing under the Formal Resolution procedure. Parties are not permitted to directly cross-examine each other or witnesses. If a complainant or respondent does not have an advisor for a hearing, or the party's selected advisor will not conduct cross-examination, then the College will appoint a trained advisor for the limited purpose of conducting cross-examination. A party may reject the appointed advisor and choose their own advisor but may not proceed without an advisor.

1. The College will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or the same written investigative report that accurately summarizes this evidence.
2. The College will provide a reasonable opportunity to review and respond to the evidence or the investigative report. If the College conducts a live hearing as part of its grievance procedures, it will provide this opportunity to review the evidence in advance of the live hearing. The College may decide whether to provide this opportunity to respond prior to the live hearing, during the live hearing, or both prior to and during the live hearing.
3. The College will take reasonable steps to prevent and address the parties' and their advisors' unauthorized disclosure of information and evidence obtained solely through the sex-based harassment grievance procedures.

In appropriate situations, expert witnesses may be permitted and should be discussed with the Title IX Coordinator. Permitting of expert witnesses, if allowed, will be applied equally to the parties.

Investigation

Cecil College will provide for adequate, reliable, and impartial investigation of complaints. The burden is on Cecil College, not on the parties, to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The College will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The College will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The College will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

1. The College will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the College provides a description of the evidence, the College will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
2. The College will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
3. The College will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures.

Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Hearing

Questioning the Parties and Witnesses

The College's process for proposing and asking relevant and not otherwise impermissible questions and follow-up questions of parties and witnesses, including questions challenging credibility, will allow the decisionmaker to ask such questions, and either

1. Allow each party to propose such questions that the party wants asked of any party or witness and have those questions asked by the decisionmaker, subject to the procedures for evaluating and limiting questions discussed below; or
2. Allow each party's advisor to ask any party or witness such questions, subject to the procedures for evaluating and limiting questions discussed below. Such questioning will never be conducted by a party personally. If the College permits advisor-conducted questioning and a party does not have an advisor to ask questions on their behalf, the College will provide the party with an advisor of the College's choice, without charge to the party, for the purpose of advisor-conducted questioning. In those instances, the College will not appoint a confidential employee and may appoint, but is not required to appoint, an attorney to serve as an advisor.

Procedures for a Live Hearing

The College will conduct the live hearing with the parties physically present in the same geographic location or, at the College's discretion or upon the request of either party, will conduct the live hearing with the parties physically present in separate locations with technology enabling the decisionmaker and parties to simultaneously see and hear the party or witness while that person is speaking.

The College will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review.

Determination Whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the College will:

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
2. Notify the parties simultaneously in writing of the determination whether sex-based harassment occurred under Title IX including a description of the alleged sex-based harassment; information

about the policies and procedures that the College used to evaluate the allegations; the decision maker's evaluation of the relevant and not otherwise impermissible evidence and determination whether sex-based harassment occurred; when the decisionmaker finds that sex-based harassment occurred, any disciplinary sanctions the College will impose on the respondent, whether remedies other than the imposition of disciplinary sanctions will be provided by the College to the complainant, and, to the extent appropriate, other students identified by the College to be experiencing the effects of the sex-based harassment; and the College's procedures and permissible bases for the complainant and respondent to appeal.

The College will not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.

If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate: (a) coordinate the provision and implementation of remedies to a complainant and other people Cecil College identifies as having had equal access to the College's education program or activity limited or denied by sex discrimination; (b) coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; (c) take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Cecil College's education program or activity; (d) comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and (e) not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

The determination regarding responsibility becomes final either on the date that the College provides the parties with the written determination of the result of any appeal, or, if no party appeals, the date on which an appeal would no longer be considered timely.

Appeals

Either party may file an appeal from a) the College's dismissal of a Complaint or allegations contained therein, or b) a determination regarding responsibility. Grounds for appeal are limited to: (i) procedural irregularity that affected the outcome of the matter; (ii) new information not reasonably available at the time a determination regarding responsibility or dismissal was made that could affect the outcome of the matter; or (iii) the Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter. Other appeal bases may be considered by the College only if offered equally to the parties by the College.

An appeal must be submitted in writing to the Title IX Coordinator, within five (5) business days following notice of the decision to be appealed. If a request for appeal is not received within that time, the decision will stand. The appeal will then be forwarded to the assigned appeals administrator. The appeal must contain a detailed written statement specifying the precise grounds for appeal with supporting facts. The appeal must be signed by the party filing the appeal, or sent using the party's College issued email account.

The assigned appeal administrator will review the investigative file, including all evidence, decisions, and sanctions, if applicable, and make a final determination. The decision and sanctions, if applicable, determined by the appeals administrator will be final. No other administrative processes otherwise available to students or employees may be used to further appeal the decision. All parties will be informed in writing of the outcome.

Appeal of Dismissal and Determinations

If a party appeals a dismissal or determination whether sex-based harassment occurred, the College will:

1. Notify the parties in writing of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
2. Implement appeal procedures equally for the parties;
3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
5. Communicate to the parties in writing that the College will provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and

6. Notify the parties in writing of the result of the appeal and the rationale for the result.

Informal Resolution

In lieu of resolving a complaint through the College's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process.

To initiate Informal Resolution, a complainant needs to submit a formal complaint. If a Respondent wishes to initiate Informal Resolution, they should contact the Title IX Coordinator to so indicate.

Mediation or other informal mechanisms for resolving a complaint may be considered if:

- The complainant requests an informal mechanism;
- All parties to the complaint, and the College, agree;
- Trained staff are available to coordinate;
- All parties have the opportunity to end the informal mechanism at any time in favor of formal proceedings;
- The alleged conduct does not involve sexual assault or sexual coercion; and
- The alleged conduct does not involve allegations that an employee sexually harassed a student.

Cecil College will seek to conclude the Informal Resolution process within thirty (30) days. The time frame may be extended by the College for good cause, in which case written notice will be provided to the complainant and respondent that includes reasons for the extension. The College will inform the parties in writing of any informal resolution process it offers and determines is appropriate, if any. The College will not offer informal resolution to resolve a complaint when such a process would conflict with Federal, State, or local law. Before the initiation of an informal resolution process, the College will explain in writing to the parties:

1. The allegations;
2. The requirements of the informal resolution process;
3. That any party has the right to withdraw from the informal resolution process and initiate or resume grievance procedures at any time before agreeing to a resolution;
4. That if the parties agree to a resolution at the end of the informal resolution process, they cannot initiate or resume grievance procedures arising from the same allegations;
5. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
6. What information the College will maintain and whether and how the College could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed.

Supportive Measures

The College will offer and coordinate supportive measures, as appropriate, for the complainant and/or respondent to restore or preserve that person's access to Cecil College's education program or activity or provide support during the College's Title IX grievance procedures or during the informal resolution process. For complaints of sex-based harassment, these supportive measures may include, but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

The College will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the College's decision to provide, deny, modify, or terminate supportive measures applicable to them. This should be requested in writing to the Title IX Appeals Officer.

Students With a Disability**.** If the complainant or respondent is a College student with a disability, the Title IX Coordinator may consult, as appropriate, with the Coordinator of Accessibility Services who is designated to provide support to students with disabilities to determine how to comply with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, in the implementation of supportive measures.

Disciplinary Sanctions and Remedies

Following a determination that sex-based harassment occurred, the College may impose disciplinary sanctions, which may include, for students found responsible for violating the policy:

- Probation with Special Conditions pursuant to the Student Code of Conduct
- Suspension from the College pursuant to the Student Code of Conduct
- Dismissal/expulsion from the College pursuant to the Student Code of Conduct

Possible consequences to employees found responsible for violating this policy:

- Probationary employment terminated pursuant to Faculty/Staff Manual
- Disciplinary action pursuant to Faculty/Staff Manual
- Dismissal pursuant to Faculty/Staff Manual

Emergency removal

The College may remove a respondent from the College's education program or activity on an emergency basis, provided that the College undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, or the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

Administrative Leave

The College may place an employee respondent on administrative leave from employment responsibilities during the pendency of the College's grievance procedures. This provision must not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, or the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

Rights Afforded to Parties under Title IX

Your Rights as a Complainant or Respondent

- Access to supportive measures. Examples include academic or employment accommodations or changes, no contact order, and Public Safety escort on campus. Supportive measures are determined on a case-by-case basis and will be provided when possible.
- To be treated with dignity, respect and sensitivity by officials of the institution during all phases of the grievance proceedings.
- To receive clear guidance about the grievance process, including timely written notice of specified matters, including the student's rights and responsibilities under the Title IX policy, information regarding other civil and criminal options, and the range of potential sanctions associated with the alleged violation.
- To receive counseling referrals
- To be free from retaliation or harassment by any person
- For your privacy/confidentiality to be protected when possible
- To have a fair and impartial investigation, including to
- Provide a statement, information, witnesses, documents, and other evidence
- Receive timely updates about the progress of the investigation
- Have the investigation concluded within a reasonable period of time (typically no more than 60 days)
- To have prompt and equitable grievance proceedings that provide an opportunity for all parties to be heard
- To have participation in grievance proceedings, including
    - access to the case file and evidence
    - access to counsel paid for by MHEC as described in this policy
- To receive timely written notification of:
    - Reported violation
    - Rights and responsibilities
    - Scheduling details for each meeting or proceeding where attendance is required or permitted
    - Notice of outcome including any sanctions imposed
    - To file a criminal complaint and/or to seek an order of protection from local authorities

Your Responsibilities as a Complainant or Respondent

- To cooperate with the investigation so it can be fair, accurate, and thorough
- To be truthful
- To comply with any directives/orders issued for safety reasons
- To report any new concerns or problems, particularly any retaliation or harassment

Timeline for Investigation

Investigations range from days to weeks, depending on the nature and complexity of allegations, with the College aiming to complete the review within 60-90 days. The parties are regularly updated on the status of the investigation as it unfolds.

Definitions

*For these definitions to apply, the circumstances must qualify as a Title IX matter, including jurisdiction, and must be processed in accordance with Title IX rules. Similar definitions can be found in the Student Code of Conduct for similar acts of misconduct which do not qualify as Title IX matters; they are processed pursuant to the Student Code of Conduct.

Complaint**:** An oral or written request to the College that objectively can be understood as a request for the recipient to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Complainant**:** Complainant includes a student or employee of Cecil College who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or a person other than a student or employee of Cecil College who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the College's education program or activity.

Confidential Employee**:** (1) An employee of the College whose communications are privileged or confidential under Federal or State law. The employee's confidential status, for purposes of this definition, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies; (2) an employee of the College whom the College has designated as confidential under this Policy for the purpose of providing services to persons related to sex discrimination. If the employee also has a duty not associated with providing those services, the employee's confidential status is only with respect to information received about sex discrimination in connection with providing those services; or (3) an employee of the College who is conducting an Institutional Review Board-approved human-subjects research study designed to gather information about sex discrimination-but the employee's confidential status is only with respect to information received while conducting the study.

Consent**:** A knowing, voluntary, and affirmatively communicated willingness to mutually participate in a particular sexual activity or behavior. It must be given by a person with the ability and capacity to exercise free will and make a rational and reasonable judgment. Consent may be expressed either by affirmative words or actions, as long as those words or actions create a mutually understandable permission regarding the conditions of sexual activity. Consent may be withdrawn at any time. Consent cannot be obtained by force, threat, coercion, fraud, manipulation, reasonable fear of injury, intimidation, or through the use of one's mental or physical helplessness or incapacity. Consent cannot be implied based upon the mere fact of a previous consensual dating or sexual relationship. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.

Dating Violence**:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based upon a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Disciplinary sanctions**:** Consequences imposed on a respondent following a determination under Title IX that the respondent violated the recipient's prohibition on sex discrimination.

Domestic Violence**:** Felony or misdemeanor crimes committed by a person who: is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the State of Maryland, or a person similarly situated to a spouse of the victim; is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; shares a child in common with the victim; or commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the State of Maryland.

Party**:** A complainant or respondent.

Relevant**:** Related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies**:** Measures provided, as appropriate, to a complainant or any other person the College identifies as having had their equal access to the College's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the College's education program or activity after the College determines that sex discrimination occurred.

Respondent**:** A person who is alleged to have violated the College's prohibition on sex discrimination.

Retaliation**:** Intimidating, threatening, coercing, or discriminating against any individual for the purpose by the College, a student, an employee, or other person authorized by the College to provide aid, benefit, or service under the College's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Sex-based Harassment**:** A form of sex discrimination, including sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. *Quid pro quo harassment.* An employee, agent, or other person authorized by the College to provide an aid, benefit, or service under the College's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. *Hostile environment harassment.* Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the College's education program or activity (*i.e.*, creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    i. The degree to which the conduct affected the complainant's ability to access the College's education program or activity;
    ii. The type, frequency, and duration of the conduct;
    iii. The parties' ages, roles within the College's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    iv. The location of the conduct and the context in which the conduct occurred; and
    v. Other sex-based harassment in the recipient's education program or activity; or

3. *Special offenses*

i. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
    1. Sexual Assault includes: Rape, Sodomy, Sexual Assault With an Object, Fondling, Statutory Rape and Incest.
    2. Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, regardless of the age of the complainant, if the complainant did not consent or if the complainant was incapable of giving consent.
    3. Sodomy: Oral or anal sexual intercourse with another person, forcibly, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    4. Sexual Assault with an Object: The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, forcibly, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    5. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the person subject to the touching, including

instances where the person subject to the touching is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

6. Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent where the offender did not force or threaten the complainant.
7. Incest: Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

ii. Dating violence meaning violence committed by a person: (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors: (*1*)the length of the relationship; (*2*) the type of relationship; and (*3*) the frequency of interaction between the persons involved in the relationship;

iii. Domestic violence meaning felony or misdemeanor crimes committed by a person who: (a) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim; (b) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (c) shares a child in common with the victim; or (d) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or

iv. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (a) fear for the person's safety or the safety of others; or (b) suffer substantial emotional distress.

Sexual Exploitation**:** Taking non-consensual or abusive sexual advantage of another person for one's own advantage or benefit or for the advantage or benefit of anyone other than the person being exploited.

Supportive measures: Individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to: (a) restore or preserve that party's access to the College's education program or activity, including measures that are designed to protect the safety of the parties or the College's educational environment; or (b) provide support during the College's grievance procedures or during an informal resolution process.

Title IX**:** "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Other Terms

Amnesty**:** Complainants and witnesses shall not be subject to disciplinary action for drug/alcohol violations IF (a) violation occurred during/near time of assault, (b) assault report/participation is in good faith, and (c) violation was "not an act that was reasonably likely to place the health or safety of another individual at risk."

Bystander Intervention: "Everyone can play an active role in stopping domestic violence and sexual assault before it occurs by becoming an engaged bystander and helping to establish an environment where healthy and positive relationships are based on respect, safety, and equality. Moreover, taking steps to stop harassment or violence can make a significant difference in someone's life, and send a powerful message to the perpetrator and society as a whole about which social norms are acceptable and which are unacceptable." - http://nomore.org/take- action/prevent violence/ .

Clery Offenses**:** The U.S. Department of Education requires all colleges receiving federal education funding to annually report the incidence and location of specific crimes, hate crimes, arrests, and disciplinary action. Statistics must be submitted to the federal database, and a written report must be published.

Contact (for purposes of No Contact /No Negative Contact Orders)**:** Includes all forms of verbal, written, electronic, and non-verbal communications. Examples include (but are not limited to) face-to-face conversations, telephone conversations, texts, posts on social media (to or about the other person or the situation), notes, letters, conversations with other students to or about the other person or the situation, attempts to contact each other through any medium, hand gestures, loitering where the other person is or expected to be, and any or attempted contact with the other person's family/household members. Such contact is negative if it is hostile, aggressive, insulting, embarrassing, or has the intent or effect of making

the other person uncomfortable, embarrassed, or afraid. In short, you are each required to interact with each other courteously. If you cannot do so, then you must have no contact of any kind.

FERPA**:** Family Educational Rights Privacy Act (20 U.S.C.1232G): This federal law outlines the rights of students regarding their educational record(s). Generally, FERPA does not allow a college or its employees to release certain information to third parties without either written permission from the student or a recognized exception to the law such as an emergency.

Compliance with Title IX and the provisions of the College's Sexual Misconduct and Sex Discrimination Policy as well as accompanying procedures do not constitute a violation of FERPA.

Title IX: Supportive Measures And Emergency Removal

Emergency Removal And Supportive Measures

Emergency Removal

Cecil College reserves the right to take whatever measures it deems necessary in response to allegations of sexual discrimination or harassment in order to protect the safety of the College community. This may include emergency removal of a respondent if it is determined that there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations of misconduct, in which case the respondent will have an opportunity to appeal the emergency removal decision to the Title IX Coordinator.

The College may also place any non-student employee respondent on paid administrative leave during the pendency of the grievance process.

Supportive Measures

Supportive measures are "individualized services" reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual discrimination or harassment.

Supportive measures may be provided to both complainant and respondent before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may be requested by either party, or the College may initiate the supportive measures in the absence of a request, at any time, during the process.

Notice of Supportive Measure(s) - The College will provide the employee or student notice of the provision of supportive measure(s).

The College will provide supportive measures as requested and/or appropriate. The provision of supportive measures shall be determined on a case-by-case basis by the Title IX Coordinator.

Recommended Supportive Measures shall be implemented by the appropriate College official.

Note: Supportive measures do not replace or diminish the College's responsibility to conduct an appropriate immediate assessment, preliminary inquiry, or formal investigation as needed for the situation.

Possible Supportive Measures:

Crisis intervention
Hospital or other qualified medical center/provider for immediate, emergency treatment
*Complainant cannot be required to pay for a rape kit. Police Report Criminal charge(s)
Court-issued Protective/Peace Order Mutual No Contact Order
Mutual No Negative Contact Order
Referral for non-emergency medical treatment Referral for counseling
Referral to community agency
Support with notification of loved ones or friends Security escort on campus
Activity modifications Campus suspension
Employee administrative leave
Campus ban (i.e., non-students, non-employees) Class change(s)

Academic accommodations (course section change, course drop without penalty, etc.) Recommended personal safety measures (change routine, phone number, etc.)
Work assignment change or work location change
Specific requests by complainant, witnesses, other affected persons

Title IX: Amnesty, Drug/Alcohol Violations

Complainants and witnesses shall not be subject to disciplinary action for drug/alcohol violations IF (a) the violation occurred during/near time of assault, (b) the assault report and participation in the investigation is in good faith, and (c) the violation was "not an act that was reasonably likely to place the health or safety of another individual at risk". Complainants and witnesses may be referred for treatment as appropriate.

This Policy prohibits the imposition of a campus conduct action, except for a mandatory intervention for substance abuse, for a violation of Cecil College alcohol or drug use policies for a student who reports to the College or a law enforcement officer conduct implicated by this Policy or who participates in an investigation of such conduct as a witness if: (i) the College determines the violation occurred during or near the time of the alleged misconduct; (ii) the student is determined to have made the report of misconduct or is participating in an investigation as a witness in good faith; and (iii) the College determines that the violation was not an act that was reasonably likely to place the health or safety of another individual at risk.

Title IX: Resolutions and Consequences

Possible consequences to student found responsible for violating the policy

- Probation with Special Conditions pursuant to the Student Code of Conduct
- Suspension from the College pursuant to the Student Code of Conduct
- Dismissal/expulsion from the College pursuant to the Student Code of Conduct

Possible consequences to employee found responsible for violating this policy

- Probationary employment terminated pursuant to Faculty/Staff Manual
- Disciplinary action pursuant to Faculty/Staff Manual
- Dismissal pursuant to Faculty/Staff Manual

Title IX: Prevention, Education, & Training Plan

Cecil College provides information about Title IX through multiple avenues.

Prevention & Awareness Education

Includes

- what constitutes sexual harassment and sex discrimination,
- safety/security procedures and resources,
- bystander intervention,
- risk reduction, and
- consequences (penalties) for sexual harassment or sex discrimination Training must be regularly provided to students, faculty, and staff.

Training must be regularly provided to students, faculty, and staff.

Employee Training

Employees, promptly upon hiring or change of position that alters their duties under Title IX, and annually thereafter are trained on receiving, reporting, and handling complaints. Examples of training for employees include the College's obligation to address sex discrimination in its education program or activity; the scope of conduct that constitutes sex discrimination under Title IX and Title IX regulations, including the definition of sex-based harassment; and all applicable notification and information requirements under applicable Title IX regulations.

Training also includes:

- Title IX Coordinator training
- Title IX investigator, decision makers, and other responsible persons training
- Facilitator training (for facilitators of an informal resolution process)
- Information and updates at College meetings

- Presentations/discussions with constituency groups (upon request)
- Delivery of customized PowerPoints
- Online web-based mandatory training's for employees

Programs/Events (examples)

- Escalation Workshop
- Clothesline Project
- Bystander Education
- Title IX Coordinator/Deputy Coordinator campus presentations each semester
    - what constitutes sexual harassment and sex discrimination
    - safety/security procedures and resources
    - bystander intervention
    - risk reduction
    - consequences
    - receiving, reporting and handling complaints

Orientations

Information is provided in orientations with students and employees.

New Student orientations

- information sheet with policy statement and link to complete online package
- presentation by Title IX Deputy Coordinator or Designee

Student-Athlete orientations

- information sheet with policy statement and link to complete online package
- presentation by Title IX Deputy Coordinator or Designee Employee orientations
- information sheet with policy statement and link to complete online package
- presentation by the Title IX Coordinator or Designee

Availability of Title IX Information

Complete information is posted online at https://www.cecil.edu/about-us/sexual-harassment.

Publications

Policy statement and link to complete online information provided in the following publications:

- College catalog
- Student Guide
- Faculty/Staff Manual
- Student Code of Conduct
- Course Syllabi

*Title IX Statement

Cecil College prohibits sexual harassment and sex discrimination by or against all students, employees, and campus guests. If you have any questions or concerns or if you need to make a complaint, contact Cecil's Title IX Coordinator, Dr. Kimberly Joyce, in Building A, Room 117, by email at kjoyce@ceci.edu, or by phone at (410) 287-1022.
For detailed information about policy, procedures, and prevention education, refer to the College's Title IX webpage: https://www.cecil.edu/about-us/sexual-harassment.

Title IX: Pregnancy and Parenting Students

Title IX provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The Education Department's regulations implementing Title IX specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. These Title IX regulations also prohibit colleges from applying any rule related to a student's parental, family, or marital status that treats students differently based on their sex.

The Department of Education outlines Title IX requirements with respect to pregnancy and parenting students in its pamphlet Supporting the Academic Success of Pregnant and Parenting Students Under Title IX of the Education Amendments of 1972. Requirements are summarized below.

Requirements

Colleges are required to:

- Excuse absences because of pregnancy or childbirth as long as the student's doctor deems the absences medically necessary; upon the student's return, the student must be allowed to return to the same academic and extracurricular status as before medical leave began, and the student must be permitted to earn any credits missed during the absence.
- Any special instructional programs or classes must be voluntary and comparable to what is offered to other students; a pregnant student must be permitted to participate in regular programs and classes if she wishes. Likewise, any special services provided to students who have temporary medical conditions must also be provided to a pregnant student.
- Make adjustments to a regular program or class that are reasonable and responsive to the student's temporary pregnancy status (e.g., larger desk, frequent trips to bathroom).

Prohibitions

Colleges are prohibited from:

- Excluding a pregnant student from participating in any part of an educational program, including, but not limited to, specific classes, extracurricular programs, interscholastic sports, honor societies, and opportunities for student leadership, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom.
- Requiring pregnant students or students who have given birth to submit medical certification for participation in educational program/activities unless such certification is required for all students with physical or emotional conditions requiring the attention of a physician.
- Harassing pregnant or parenting students.

Procedures

Pregnant and parenting students who wish to access their rights under Title IX should attempt to work out appropriate accommodations with their instructors. They may also contact the Coordinator for Accessibility Services, Raegan Iler, by email at riler@cecil.edu or by phone at (443) 674-1993 if they have questions regarding appropriate accommodations.

Faculty members with questions regarding appropriate accommodations in a particular situation should also contact Raegan Iler, Coordinator for Accessibility Services.

Title IX: Transgender Students

Pursuant to U.S. Department of Justice and U.S. Department of Education guidance, Cecil College has developed the following procedures to safeguard Personally Identifiable Information (PII) and address other rights of transgender students.

The Office of Registration will:

1. prohibit non-consensual disclosure of a student's personally identifiable information (PII) - including the transgender student's birth name and sex assigned at birth - under terms of FERPA;
2. prohibit inclusion of a student's sex as directory information as regulated by FERPA;
3. respond to a request to amend information related to a student's transgender status consistent with its general practices for amending other students' records under FERPA.

In addition, the College will:

1. Provide a safe and non-discriminatory environment;
2. Treat students consistent with their gender identity (including use of pronouns and names consistent with that gender identity) even if their education records or identification documents indicate a different sex;
3. Allow students to access sex-segregated activities and facilities through use of facilities that are consistent with their gender identity;
4. Allow transgender students access to overnight accommodations on College-sponsored trips consistent with their gender identity and not require transgender students to stay in single-occupancy accommodations or to disclose personal information when not required of other students

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 conduct that constitutes sexual harassment.

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 coordinator 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
Web: www.ed.gov/ocr

Statewide Instructional Programs Policy

Policy:

Pursuant to Md. EDUCATION Code Ann. §16-310 (d), Maryland residents may attend Cecil College at in-county tuition rates in programs that have been approved and designated as Statewide programs by the Maryland Higher Education Commission.

Eligible Programs:

1. Visual Communications
2. Transportation & Logistics
3. Supply Chain Management
4. Social Work
5. Psychology, General

Procedures:

1. The out-of-county student (Maryland resident) completes the admissions and enrollment process according to College policy and procedures.
2. The out-of-county student (Maryland resident) is required to complete the registration process with an advisor and complete the 'Special Agreement Form' at the time of registration for each semester.
3. The out-of-county student (Maryland resident) will provide documentation from his/her local community college if the program is unavailable due to the program meeting or exceeding enrollment capacity, if applicable.

Points of Understanding

1. The out-of-county student (Maryland resident) must be enrolled in an eligible program(s) of study.
2. An out-of-county student (Maryland resident) who enrolls in an eligible program(s) of study may register at Cecil College and pay the in-county tuition and fee rates provided the program is unavailable at the student's local community college or, if available, the program is unavailable to a qualified student due to the program meeting or exceeding enrollment capacity.
3. The course/s in which the student enrolls must be required in his/her program of study. A student may not receive the in-county tuition rate for developmental course/s.
4. The residency code will be determined by the legal address of the eligible student. A journal entry will reflect the change in the tuition rate.

The out-of-county student (Maryland resident) who changes his/her program of study to a statewide program will be eligible to receive in-county rates for future enrollment in applicable courses.

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 coordinator can provide information regarding both informal dispute resolution processes and formal complaint options.
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Facsimile: (202) 453.6012
TDD#: (877) 521.2172
Email: OCR@ed.gov
Web: www.ed.gov/ocr

Smoke, Vape, and Tobacco Free Campus Policy

Policy

Cecil College is dedicated to promoting a healthy and productive environment for students, faculty, staff, visitors, contractors, and guests. The Smoke, Vape and Tobacco Free Campus Policy is intended to reduce the health risks associated with smoking, secondhand smoke, and vaping as well as demonstrate best healthcare practices, and promote a campus culture of wellness. This policy applies to the smoking, vaping, and use of tobacco, cannabis or hemp.

Smoking, vaping and use of smokeless tobacco in any form is prohibited from all Cecil College owned or managed facilities and on Cecil College property, 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, cannabis, or hemp, and vaping in College owned or leased vehicles is prohibited.

Tobacco use is defined as any lighted or unlighted cigarette, cigar, pipe, or smoking product, including smokeless tobacco and electronic cigarettes, in any form. Vaping is defined as the use of an electronic smoking device through which the user inhales aerosol containing tobacco/ nicotine, cannabis or hemp.

Procedures

The effectiveness of the Smoke, Vape and 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, including vaping of tobacco, cannabis or hemp on campus.

Employees and students who are in violation of the Smoke, Vape and Tobacco Free Campus Policy will be reminded by Public Safety, Student Students Services for students and/or Human

Resources for employees, that there is a College policy against using tobacco products, cannabis or hemp and vaping, on campus.

Information is available on MyCecil regarding options for cessation should they be interested. Employees should contact Human Resources and students should contact Student Life for further information.

Tuition Refund and Appeals Policy for Courses

Policy:

A full refund of all tuition and fees, will be made to students whose classes are canceled and to students who must withdraw from classes due to an extended disruption of service, which prohibits the College from holding classes.

The following schedule applies to all students:

SESSIONS OF LESS THAN FOUR (4) WEEKS

0% refund from the start date of the session. See Appeal for Refund below under Procedures.

SESSIONS OF FOUR (4) WEEKS OR LONGER

100% refund through the official drop date of a course, which is published to my.cecil.edu each semester.

0% refund after the **official drop date, except for students called to military duty. See Appeal for Refund below.**

Procedures:

Appeal for Refund After the official drop date has passed a student may choose to submit an Appeal for Refund. Appeals will be reviewed for refunds based on extenuating circumstances upon receipt of documentation of those circumstances. Extenuating circumstances include illness, injury, hospitalization, and mental health or wellness, which inhibit the student's ability to acquire an education. Such appeals should be submitted to the Registrar via the published Form Flow application available on my.cecil.edu under the student's login credentials.

A student, faculty member, or staff member may also submit an Appeal for Refund to recommend that one course be dropped after its add/drop period has ended so that another course can be added later in the semester. Should this type of appeal be approved, and the student elects to drop the newly enrolled class within the new add/drop period, the original tuition refund exception will be revoked and the original course charges will be reinstated. Further, the ability to remove one course and add another beginning later in the term is subject to limitations as it pertains to the start date of each course. It is recommended that no course more than two weeks past the drop date for full-length and no more than one week past the drop date for shortened courses be permitted.

It should be noted that students may remain responsible for book/bookstore/material charges of any dropped course(s). Students may also incur additional costs should they adjust their schedule.

The Appeal for Refund process operates under an appeal committee process. The committee member seats will be held by the individual holding the following roles at the College: Bursar, Director of Advising, Director of Financial Aid, and Registrar. Each role may establish a secondary representative to act in their stead should they be unavailable. Should the committee vote result in a tie, the Vice President of Student Services will be asked to act as a tie-breaker.

If the appeal pertains to a non-credit course of study, the respective non-credit Program Coordinator (or representative) will be asked to attend the review meeting.

Victims of Human Trafficking

Refer to Tuition Waiver for Victims of Human Trafficking.

Staff & Faculty (Full-Time)

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- Cecil College President
- Trustees Emeriti
- Presidents Emeriti
- Professors Emeriti
- Full-time Faculty and Administrative Staff

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B.S.N., University of Maryland Baltimore County
M.S., University of Maryland at Baltimore
Ed.D., Widener University

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Johns Hopkins University,
Cecil Community College

S. Dell Foxx (1990-2015)
A.A., Harford Community College
Virginia-Maryland Banking School

Daniel A. Hall (1975-2007) Deceased
B.A., Washington College
M.A., George Washington University

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M.A., Ohio State University
Ed.D., Northern Colorado University

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M.Ed., The American University
Ph.D., The American University

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M.Ed., The Johns Hopkins University
M.Div., The Iliff School of Theology
Th.D., The Iliff School of Theology

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Catalog Addendum

The College Catalog Addendum includes new and revised programs and information approved after the official publish date of the College Catalog.

Pre-Veterinary Technician - Certificate - Effective Spring 2025

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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