

# Wor-Wic Community College 2019-2020 Catalog



## Welcome to Wor-Wic's Online Catalog

Our 2019-2020 catalog, published on July 10, 2019, is the official resource for information about admission requirements, financial policies, student support services, credit programs, courses, graduation requirements, and student rights and responsibilities, as well as a variety of other rules and regulations. The college catalog is updated once a year in the spring for the upcoming academic year. As policies, procedures or regulations change throughout the year, the most current information is available on the college website.

Students must follow the curriculum requirements of the catalog in the year that they are first enrolled or in the catalog of any subsequent year. Students who skip two consecutive terms (not including summer) must follow the requirements of the catalog that is in effect on the date of readmission.

Students who are planning to transfer to another institution should familiarize themselves with the program requirements of the institution to which they plan to transfer to ensure maximum transferability of the credits they earn at Wor-Wic.

## Disclaimer

The provisions of this publication are not to be regarded as a contract between the student and the college. The college reserves the right to change any fee, provision or requirement without notice when such actions serve the interests of the college and its students. Failure to read this catalog does not excuse students from the requirements and regulations described herein.



## Academic Calendar

### Summer 2019

	<i>Summer I</i>			<i>Summer II</i>	
	B	C	D	C	E
	<i>7 weeks</i>	<i>10 weeks</i>	<i>14 weeks</i>	<i>10 weeks</i>	<i>7 weeks</i>
Priority Registration Begins	March 22	March 22	March 22	March 22	March 22
Early Registration Begins	March 25	March 25	March 25	March 25	March 25
Regular Registration Begins	April 1	April 1	April 1	April 1	April 1
College Closed	April 19-21	April 19-21	April 19-21	April 19-21	April 19-21
Payment Due	April 26	April 26	April 26	April 26	April 26
Classes Begin	May 13	May 13	May 13	May 28	July 2
Last Day to Add	May 15	May 16	May 20	June 3	July 8
Last Day to Drop with Refund	May 20	May 20	May 20	June 4	July 10
Last Day to Drop	May 22	May 29	June 4	June 12	July 15
Withdrawal Period Begins	May 23	May 30	June 5	June 13	July 16
College Closed	May 27	May 27	May 27	May 27	May 27
Withdrawal Period Ends	June 6	July 3	July 18	July 18	Aug. 1
Course Evaluations Begin	June 10	July 9	July 30	July 23	July 30
Classes End	June 24	July 23	Aug. 13	Aug. 6	Aug. 13
Course Evaluations End	June 24	July 23	Aug. 13	Aug. 6	Aug. 13
Final Exams Begin	June 26	July 24	Aug. 14	Aug. 7	Aug. 14
Final Exams End	June 27	July 25	Aug. 15	Aug. 10	Aug. 15
College Closed	July 4	July 4	July 4	July 4	July 4

**Fall 2019**

	A	B	C	D	E	F
	<i>3 weeks</i>	<i>7 weeks</i>	<i>10 weeks</i>	<i>14 weeks</i>	<i>7 weeks</i>	<i>10 weeks</i>
Priority Registration Begins	March 22	March 22	March 22	March 22	March 22	March 22
Early Registration Begins	March 25	March 25	March 25	March 25	March 25	March 25
Regular Registration Begins	April 1	April 1	April 1	April 1	April 1	April 1
College Closed	April 19-21	April 19-21	April 19-21	April 19-21	April 19-21	April 19-21
College Closed	May 27	May 27	May 27	May 27	May 27	May 27
College Closed	July 4	July 4	July 4	July 4	July 4	July 4
Payment Due	July 10	July 10	July 10	July 10	July 10	July 10
College Closed	Sept. 2	Sept. 2	Sept. 2	Sept. 2	Sept. 2	Sept. 2
Classes Begin	Sept. 4	Sept. 4	Sept. 4	Sept. 4	Oct. 25	Sept. 25
Last Day to Add	Sept. 6	Sept. 9	Sept. 10	Sept. 11	Oct. 30	Oct. 1
Last Day to Drop with Refund	Sept. 11	Sept. 11	Sept. 11	Sept. 11	Nov. 1	Oct. 2
Last Day to Drop	Sept. 11	Sept. 16	Sept. 19	Sept. 25	Nov. 6	Oct. 10
Withdrawal Period Begins	Sept. 12	Sept. 17	Sept. 20	Sept. 26	Nov. 7	Oct. 11
Withdrawal Period Ends	Sept. 12	Sept. 30	Oct. 24	Nov. 7	Nov. 20	Nov. 14
Course Evaluations Begin	Sept. 12	Oct. 3	Oct. 29	Nov. 23	Nov. 28	Nov. 22
Classes End	Sept. 19	Oct. 17	Nov. 12	Dec. 7	Dec. 12	Dec. 6
Course Evaluations End	Sept. 19	Oct. 17	Nov. 12	Dec. 7	Dec. 12	Dec. 6
Final Exams Begin	Sept. 19	Oct. 18	Nov. 6	Dec. 9	Dec. 13	Dec. 9
Final Exams End	Sept. 19	Oct. 19	Nov. 12	Dec. 14	Dec. 14	Dec. 14
College Closed	Nov. 27- Dec. 1	Nov. 27- Dec. 1	Nov. 27- Dec. 1	Nov. 27- Dec. 1	Nov. 27- Dec. 1	Nov. 27- Dec. 1
College Closed	Dec. 21- Jan. 1	Dec. 21- Jan. 1	Dec. 21- Jan. 1	Dec. 21- Jan. 1	Dec. 21- Jan. 1	Dec. 21- Jan. 1

**Spring 2020**

	A	B	C	D	E	F
	<i>3 weeks</i>	<i>7 weeks</i>	<i>10 weeks</i>	<i>14 weeks</i>	<i>7 weeks</i>	<i>10 weeks</i>
Priority Registration Begins	Nov. 1	Nov. 1	Nov. 1	Nov. 1	Nov. 1	Nov. 1
Early Registration Begins	Nov. 4	Nov. 4	Nov. 4	Nov. 4	Nov. 4	Nov. 4
Regular Registration Begins	Nov. 11	Nov. 11	Nov. 11	Nov. 11	Nov. 11	Nov. 11
College Closed	Nov. 27- Dec. 1	Nov. 27- Dec. 1	Nov. 27- Dec. 1	Nov. 27- Dec. 1	Nov. 27- Dec. 1	Nov. 27- Dec. 1
Payment Due	Dec. 5	Dec. 5	Dec. 5	Dec. 5	Dec. 5	Dec. 5
College Closed	Dec. 21- Jan. 1	Dec. 21- Jan. 1	Dec. 21- Jan. 1	Dec. 21- Jan. 1	Dec. 21- Jan. 1	Dec. 21- Jan. 1
Classes Begin	Jan. 10	Jan. 10	Jan. 10	Jan. 10	Feb. 28	Feb. 4
Last Day to Add	Jan. 15	Jan. 15	Jan. 16	Jan. 16	March 11	Feb. 10
Last Day to Drop with Refund	Jan. 17	Jan. 17	Jan. 17	Jan. 17	March 13	Feb. 11
Last Day to Drop	Jan. 17	Jan. 23	Jan. 29	Feb. 4	March 18	Feb. 19
Withdrawal Period Begins	Jan. 18	Jan. 24	Jan. 30	Feb. 5	March 19	Feb. 20
College Closed	Jan. 20	Jan. 20	Jan. 20	Jan. 20	Jan. 20	Jan. 20
Course Evaluations Begin	Jan. 21	Feb. 6	March 16	April 6	April 3	April 6
Withdrawal Period Ends	Jan. 22	Feb. 6	March 11	March 25	April 1	April 1
Classes End	Jan. 28	Feb. 20	March 30	April 20	April 17	April 20
Course Evaluations End	Jan. 28	Feb. 20	March 30	April 20	April 17	April 20
Final Exams Begin	Jan. 28	Feb. 21	March 20	April 21	April 24	April 21
Final Exams End	Jan. 28	Feb. 22	March 30	April 29	April 25	April 29
No Classes	March 2-7	March 2-7	March 2-7	March 2-7	March 2-7	March 2-7
College Closed	April 10- 12	April 10- 12	April 10- 12	April 10- 12	April 10- 12	April 10- 12
Commencement	May 6	May 6	May 6	May 6	May 6	May 6

**Summer 2020**

	<i>Summer I</i>			<i>Summer II</i>	
	B	C	D	C	E
	<i>7 Weeks</i>	<i>10 weeks</i>	14 weeks	10 weeks	7 weeks
Priority Registration Begins	March 20	March 20	March 20	March 20	March 20
Early Registration Begins	March 23	March 23	March 23	March 23	March 23
Regular Registration Begins	March 30	March 30	March 30	March 30	March 30
College Closed	April 10-12	April 10-12	April 10-12	April 10-12	April 10-12
Payment Due	April 23	April 23	April 23	April 23	April 23
Classes Begin	May 11	May 11	May 11	May 27	June 29
Last Day to Add	May 13	May 14	May 18	June 2	July 1
Last Day to Drop with Refund	May 18	May 18	May 18	June 3	July 7
Last Day to Drop	May 20	May 27	June 2	June 11	July 8
Withdrawal Period Begins	May 21	May 28	June 3	June 12	July 9
College Closed	May 25	May 25	May 25	May 25	May 25
Withdrawal Period Ends	June 4	July 1	July 15	July 16	July 27
Course Evaluations Begin	June 8	July 6	July 27	July 21	July 23
Classes End	June 22	July 20	Aug. 10	Aug. 4	Aug. 6
Course Evaluations End	June 22	July 20	Aug. 10	Aug. 4	Aug. 6
Final Exams Begin	June 23	July 16	Aug. 11	Aug. 5	Aug. 10
Final Exams End	June 24	July 20	Aug. 12	Aug. 8	Aug. 11
College Closed	July 3	July 3	July 3	July 3	July 3

## General Information

### Accreditation

Wor-Wic is a state-approved two-year college. It is accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Several of Wor-Wic's programs have specialized accreditations.

### History

In June of 1975, the State Board for Community Colleges approved a proposal for the creation of a community college to serve the postsecondary vocational and technical education needs of the residents of Worcester and Wicomico counties. The college was designated to operate as a "college without walls." In November of 1975, the college's board of trustees appointed Dr. Arnold H. Maner to serve as president of the college. Continuing education courses were offered in the fall of 1975, and the college opened its doors to credit program students in the fall of 1976. In 1989, state legislation was enacted to allow Somerset County residents to attend Wor-Wic at the in-county tuition rate.

After almost 20 years of leasing classroom and office space at various locations in its service area, the college purchased 173 acres of land on the southeast corner of Route 50 and Walston Switch Road in Salisbury. Construction was started in 1993, and the campus officially opened in the fall of 1994. In 1997, the college purchased 29 additional acres of land adjoining the campus to the south of the existing property, bringing the total college-owned acreage to more than 200. Henson Hall was built in 1999, providing a home on campus for Wor-Wic's nursing and radiologic technology programs. In the summer of 2000, Maner retired, and Dr. Ray Hoy was named Wor-Wic's second president.

Guerrieri Hall opened in the fall of 2001 to provide office and classroom space for the college's criminal justice department and the Eastern Shore Criminal Justice Academy. A new Student Center (subsequently named Hazel Center) was opened in the summer of 2005, providing food service, assembly and additional activity and study space for Wor-Wic's growing student body. The Jordan Center was added in the fall of 2006, providing child care facilities and additional classrooms for students in the human services department. In 2007, the Workforce Development Center (subsequently named Fulton-Owen Hall) opened, providing a new home for the college's continuing education and workforce development division, the business department and the hotel-motel-restaurant management department.

In 2011, the college purchased 12 additional acres of land adjoining the campus. Also in 2011, emergency medical services, nursing and radiologic technology were moved out of Henson Hall into a new Allied Health Building (subsequently named Shockley Hall), which made room in Henson Hall for the expansion of science courses and allied health classes offered through the continuing education and workforce development division.

### Mission

Wor-Wic is a comprehensive community college that enhances local economic growth by addressing the educational, training and workforce development needs of the residents of Worcester, Wicomico and Somerset counties. The college serves a diverse student body through its high quality, affordable educational offerings and comprehensive support services designed to facilitate student goal completion.

## Vision

Wor-Wic will be a leader in enhancing the quality of life on the Lower Eastern Shore by developing a world-class workforce and providing excellence in education and training.

## Values

**Accessibility** is the availability of educational services for all members of the community regardless of geographic, physical or economic limitations.

**Community** is the result of collaboration and cooperation among employees, students and stakeholders to meet the needs of the service area.

**Diversity** is embracing all people, ideas and experiences by providing an inclusive and supportive environment.

**Integrity** is honest and ethical behavior that allows for mutual respect, responsibility and accountability among employees, students and the community.

**Innovation** is the adoption of new or creative ideas and technologies to enhance learning and institutional performance.

**Learning** is the acquisition of knowledge and skills that lead to intellectual and personal growth.

**Excellence** is the highest level of performance, professionalism and standards.

## Goals

In support of its mission, vision and values, Wor-Wic has identified the following college goals:

1. Provide service area residents with access to quality education and training at a reasonable cost.
2. Offer courses and programs to prepare students for entry into the workforce, career advancement, licensure, certification, transfer to four-year colleges and universities, and personal development.
3. Promote economic development by providing innovative programs and services that address the needs of business, government, nonprofits and other community groups.
4. Provide students with educational experiences and support services that help them achieve their goals through college completion and workforce preparation.
5. Partner with local high schools and universities to facilitate seamless transitions through the levels of education.
6. Attract and retain a diversity of students and employees.
7. Acquire appropriate human, financial and technological resources to meet institutional needs.
8. Ensure the highest quality of student learning, support services and institutional effectiveness through the assessment process.

## Assessment of Academic Programs and Student Services

In accordance with Wor-Wic's mission to provide high quality programs, the college engages in routine, systematic assessment processes to ensure continuous improvement of student learning and success. The college's assessment process determines to what extent students are attaining stated student learning outcomes. To that end, student academic performance data are collected in the aggregate, at the course, program and institutional levels. Individual students are not identified. In addition, students are asked to participate in a number of collegewide surveys to provide feedback on the quality of academic and student services. The results of the surveys are analyzed by college officials in order to continually improve teaching and learning, as well as institutional procedures. For questions regarding the assessment process, contact the director of assessment at 410-334-2966.



## Student Services Information

### Admission Policy

Wor-Wic has an open door admission policy. Standard entrance examinations are not required, but free placement tests are administered to assist in the appropriate selection of courses.

Admission is open to anyone 16 years old or older who has graduated from or left elementary or secondary school and has the ability to benefit from instruction. Current high school students who are at least 16 years old must provide signed authorization from the high school principal or his or her designee indicating that they have permission to attend. Students under the age of 16 who are identified as having the ability to benefit by Wor-Wic's counselor can be admitted if they have completed at least the seventh grade and have a Scholastic Aptitude Test (SAT) mathematics subset score of at least 530 and an English subset score of 480 or American College Testing (ACT) subset scores of at least 21.

Wor-Wic accepts foreign nationals who can provide sufficient evidence to prove their domicile and document their legal status to be in the U.S. during the period of their enrollment. However, as an institution that serves the local community, Wor-Wic does not function as an international student training center, and is not authorized by the U.S. Department of Homeland Security to issue I-20 forms.

### Limited Admission Programs

Emergency medical services, nursing, occupational therapy assistant, physical therapist assistant and radiologic technology are limited admission programs. Anyone interested in these programs must follow the admission requirements in each program's admission information packet.

### Application Procedures

Anyone interested in enrolling in credit courses must complete an online admission application on the college website. Applicants who have a high school diploma or its recognized equivalent and those who have completed college courses must also have official transcripts sent to Wor-Wic. Applicants are notified of the status of their applications within 10 business days after they are received.

Individuals interested in obtaining detailed information about admission to the college or about specific program offerings should address their inquiries to:

Admissions  
Wor-Wic Community College  
32000 Campus Drive  
Salisbury, MD 21804  
Phone: 410-334-2895  
Fax: 410-334-2901  
Email: [admissions@worwic.edu](mailto:admissions@worwic.edu)

## Acceptance of Credits into Wor-Wic

### From High School

High school students in Worcester, Wicomico, Somerset and Dorchester counties could be eligible to receive college credit for certain occupational courses they completed in high school as a result of articulation agreements between Wor-Wic and the local boards of education. Students must have a copy of their high school transcripts forwarded to the registrar within three years of their high school graduation and prior to registering for classes at Wor-Wic. In order to be awarded credit for these courses, students must complete at least one 100-level course at Wor-Wic. Articulated credits are transferable to other Maryland public postsecondary institutions. Information on eligibility can be obtained from the registrar or the college website.

### From Standardized Testing Agencies

Wor-Wic accepts Advanced Placement (AP) scores of "3" or higher, as well as College-Level Examination Program (CLEP) and International Baccalaureate (IB) Diploma Programme (DP) scores of "4" or higher. Students who completed AP or CLEP exams should have their official score reports sent to Wor-Wic's registrar from the College Board. Students who have completed the IB DP program should have their official transcripts sent by their DP coordinator. Copies of high school transcripts are not acceptable.

### From Other Colleges or Universities

Wor-Wic accepts credits that have been completed at other regionally-accredited, degree-granting institutions of higher education if the courses are equivalent to and meet the requirements of the student's program of study at Wor-Wic. Upon the receipt of official transcripts, transfer credits are evaluated by the registrar on a course-by-course basis. Semester hours for classes at schools operating on a quarter-hour system are adjusted to determine equivalent semester hours.

In addition to the same graduation requirements that apply to all other students, transfer students must complete at least 25 percent of their course work at Wor-Wic. Credits awarded by proficiency examinations at other institutions are also accepted at Wor-Wic. Transfer credits are counted toward credits needed for a degree, but they are not used in the computation of grade point average (except for the calculation of admission points in the emergency medical services, nursing, occupational therapy assistant, physical therapist assistant and radiologic technology programs).

Students who are on academic probation or suspension at other schools could be accepted at Wor-Wic. These students are automatically placed on probation and limited to three classes during their first term. Students in this status are strongly encouraged to consult with their advisors.

### From Foreign Institutions

International students who want to be admitted as high school graduates or who want to transfer college credits into Wor-Wic must have their high school or college transcripts evaluated by World Education Services, at their own expense. They can be reached at 312-222-0882. Credits transferred from foreign institutions are awarded the same as transfer credits from U.S. institutions. General education courses of less than three semester hours are not accepted.

## From the Military and Other Non-Traditional Ways

Military credits and credits for specialized training recognized by the American Council on Education (ACE) are awarded the same as other transfer credits. Army, Navy, Marine Corps and Coast Guard veterans can obtain a Joint Services Transcript (JST) through ACE. Air Force transcripts can be obtained from the Community College of the Air Force (CCAF). Army, Navy, Marine Corps and Coast Guard veterans who served prior to 1976 and Air Force veterans who served prior to 1972 can access their DD-414s through the National Archives. Defense Activity for Non-Traditional Education Support (DANTES) transcripts can be requested through the DANTES website.

## Disability Services

Wor-Wic provides reasonable accommodations for individuals with disabilities, in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The college does not diagnose or treat disabilities, but does provide reasonable accommodations to ensure that disabled students have an equal opportunity to participate in Wor-Wic's educational programs. Students requesting these services must submit medical and/or educational documentation to the academic and disabilities counselor at least four weeks before the start of classes so that eligibility can be determined and the appropriate accommodations can be made. Text, voice and computer modem users can call Wor-Wic toll free through the Maryland Relay Service by calling 1-800-552-7724 or 410-767-6960 (Voice/TTY) or 1-443-453-5970 (Video Phone). To request an accommodation or for more information, call the academic and disabilities counselor at 410-334-2897. Disability grievance procedures can be found in Appendix A.

## Career Services

Wor-Wic offers a variety of career services for anyone in the community, for credit and continuing education students, as well as for alumni and area employers. The free services include individual vocational counseling, access to various computerized occupational information delivery systems and any workshops that are scheduled during the year.

In addition to these services, credit and continuing education students and alumni can receive assistance with resume and cover letter writing, interview preparation, one-on-one job referral and career counseling through career services.

Area employers can take advantage of free job referral services by having positions advertised on the "job openings" bulletin board at the college campus and in the career services section of the college website. In addition, employers can schedule employee recruitment interviews on campus. An annual job fair is held in the spring for current students and alumni.

## TRIO Student Support Services Program

First generation college students, students from low income backgrounds or students with disabilities are eligible for participation in the TRIO student support services program. The program provides students with opportunities for academic development, career and cultural exploration, and assistance with financial aid. By offering support and resources, the program motivates students toward the successful completion of their postsecondary education.

Designed to increase academic success, retention, graduation and transfer, the program is grant funded and limited to 144 participants per year. Students interested in applying for the program can complete an interest questionnaire or call 410-334-6914.

## Veterans Upward Bound Program

The TRIO Veterans Upward Bound program is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in core subject areas. Services include assistance with completing college entrance and financial aid applications, preparing for college entrance examinations, information on the full range of federal student financial aid programs and benefits, guidance and assistance with alternative education programs for secondary school dropouts that lead to receipt of a regular secondary school diploma and entry into general education development (GED) programs. This grant-funded program is limited to 125 participants each year. Participants must meet military service requirements stipulated in the authorizing statute and be low income or prospective first-generation college students who are preparing to enter a college or university. Veterans interested in applying for the program can call 410-334-2882.

## Academic Advisement

All students are assigned an academic advisor in their program of study. Students can find the name of their advisor under the "Self-Service Menu" on the myWor-Wic portal. Advisors help students evaluate their career goals, develop an educational plan and register for courses. It is the student's responsibility, however, to know and follow the requirements for his or her program of study.

Students who are attending college for the first time are required to meet with their assigned advisor in person to develop an educational plan.

Current students who maintain continuous enrollment are also encouraged to meet with their advisor -- either in person, through email or over the phone.

## Registration

Registration dates are listed in the academic calendar. Current and former members of the U.S. armed services, including the National Guard and military reserves, can register during priority registration. Currently-enrolled students can register during early registration. New students and those returning after a fall or spring term absence can register during the regular registration period.

Those who register for 12 or more credit hours per term are classified as full-time students, while those who register for 11 or fewer credit hours are classified as part-time students. A student cannot register for more than 18 credit hours during a fall or spring term or seven credit hours during a summer term without the permission of his or her advisor and the senior director of student development.

Students who have accumulated 0-12 or 30-36 college-level credits (not counting term credits in progress) must contact their advisor to have their educational plan reviewed before registering for classes.

Students must meet with their advisor and register in person if they are:

- New students attending Wor-Wic for the first time;
- New transfer students;
- Returning after a fall or spring term of non-enrollment;
- Currently in high school;
- On academic probation or required to attend a suspension conference;
- Missing prerequisites; or
- Taking a course that requires permission of the department head or dean.

Students can register in person at the college campus. Current students can register online.

When a class is full, a waitlist is created. Students can add themselves to the waitlist for a course that is full. If space becomes available, students are notified through their student email account that they can register for the course. A student has 48 hours from the email notification to register for the waitlisted course. If the student does not register within 48 hours, the seat is offered to the next student on the waitlist. Students are not charged for the course until they register. It is the student's responsibility to make payment arrangements or apply for financial aid to pay for the course. The waitlist remains in effect until two days prior to the start of the term.

Information on specific registration procedures is available from the registrar prior to each term.

## **Readmission**

When a student is readmitted after two consecutive terms (not including summer) of non-enrollment, the student must follow the requirements and regulations in the catalog that is in effect on the date of readmission. In order to be readmitted, the student must submit a completed "Student Update/Reactivation Form" to admissions.

## **Change of Student Information**

Most communication between the college and its students is by mail or telephone. It is the student's responsibility to provide the admissions office with a current mailing address and telephone number whenever changes are made. Students who are changing their name, address and/or telephone number, must submit a "Student Update/Reactivation Form" to admissions.

## **Change of Major**

Students who are changing their major, advisor and/or catalog year must submit a "Change of Major" form to the registrar. Forms submitted prior to the start of a term are processed upon receipt. Forms received during a term are processed after the last day of classes. Students should allow at least two business days for processing prior to printing a new program evaluation report.

## **Crossover Courses**

Wor-Wic offers courses that are usually offered as "credit" courses and others that are usually offered as "non-credit" courses. Typically, enrollment in credit courses is managed by student services while enrollment in non-credit courses is handled by the continuing education and workforce development division. However, there are specific non-credit courses that can be taken "for credit." These classes are called crossover courses. Students interested in receiving credit for an eligible non-credit course must complete an admission application, seek advisement from their academic advisor and register for the course in student services as a special student. A student not interested in college credit can complete the registration form in continuing education and workforce development. In either case, students must declare their intention to take the course for credit or as a non-credit course no later than the last day to drop credit classes for the term.

## **English as a Second Language**

New students who speak English as a second language are required to take computerized assessments of their English language skills before they can take Wor-Wic's general placement tests or enroll in any credit classes. Students whose scores indicate a deficit in their English skills could be required to take ENG 081, ENG 082 and/or ENG 083, which are offered through the college's division of continuing education and workforce development. Students who need to take one or more of these courses should meet with an advisor in student services. Students must pass the course(s) before they can take the general placement tests or any credit courses.

Students can complete the assessments during the regular operating hours of the testing center. Students must bring a completed testing referral form and a photo identification (ID) card to the testing session. Testing referral forms can be obtained by visiting student services during regular office hours Monday through Friday.

## Placement Testing

To increase the student's chances for academic success, Wor-Wic administers free placement tests that analyze a student's academic strengths and weaknesses to assist in the appropriate selection of courses. The tests are mandatory for:

1. New students who are currently in high school;
2. New students who do not have a high school diploma or its recognized equivalent;
3. Special students who want to register beyond nine cumulative credit hours; or
4. Students who want to register for an English or mathematics course or any college-level course that has an English or mathematics prerequisite.

Exemptions are granted for:

1. Students who have associate or higher degrees from regionally-accredited colleges in the U.S.; or
2. New students who are classified as special students who want to register for one course in a term that does not have a college-level English or mathematics prerequisite.

Exemptions are granted for the English and/or math placement test(s) for:

1. College transfer students who have received transfer credit for ENG 101 and/or a college-level mathematics course (MTH 152 or higher);
2. Students who have received a mathematics Scholastic Aptitude Test (SAT) subset score of at least 530 and/or an English score of 480 within the past two years;
3. Students who have received American College Testing (ACT) subset scores of at least 21 in mathematics and an average of 21 on the reading and writing sections within the past two years;
4. Students who have received a score of 165 or above on the GED within the past two years;
5. Students who have earned an English 10 or 11 and/or an Algebra II Partnership for Assessment of Readiness for College and Careers (PARCC) score of Level 4 or 5 who register or start classes within one year after the student's date of high school graduation;
6. Students who have earned a grade 4 or above on the International Baccalaureate (IB) Language and Literature assessment and/or the IB Math Studies assessment;
7. Students who have successfully completed a high school transition course in English and/or mathematics who register or start classes within one year after the student's date of high school graduation;
8. Students who have earned a score of 3 or higher on the Advanced Placement (AP) English Language and Composition test or the English Literature and Composition test and/or the AP Calculus AB or BC test; and
9. Students who register or start classes within five years after the student's date of high school graduation who earned at least a 3.0 cumulative unweighted high school GPA who want to take ENG 101, MTH 102 or MTH 152.

Students interested in an exemption should forward official transcripts and/or test scores to the registrar.

Students who are not exempt must bring a completed testing referral form and a photo identification (ID) card to the testing session. Students can pick up referral forms in student services. Testing hours are provided on the college website.

Students are permitted to retake the placement tests one time, following a 24-hour waiting period. Placement is based on the student's higher score. Test scores are valid for two years. After two years, students must retest in subject areas for which developmental course work was indicated and for which the course work was not attempted or completed.

## **Developmental Education**

Students whose test scores indicate a strong need for support in reading, writing or mathematics are required to enroll in one or more developmental education courses. Based on their test scores, students could be required to take ENG 087, which is offered through the continuing education and workforce development division or ENG 095, ENG 096, ENG 097, MTH 091, MTH 092 and/or MTH 099. These courses are not counted as part of a degree or certificate program. Students who need to take ENG 087 should meet with an advisor in student services.

Students who need developmental education courses must take at least one developmental education course in any term in which they are enrolled in more than one credit course. Students who are taking two or more developmental education courses are strongly encouraged not to take more than nine credit hours in a fall or spring term.

Students who receive an "R" grade are required to re-register for the same developmental education course during the following fall or spring term. If the student does not re-take the course the following fall or spring term, the "R" grade automatically becomes an "F."

Students taking developmental education courses must enroll in 100-level English and mathematics courses in the same term or the term immediately following the completion of their developmental education course work. Developmental education students are required to complete English and mathematics courses at the 100 level or above within their first 24 credit hours of college-level course work.

## **Learning Assistance**

The reading and writing center is available to all currently-enrolled students who need assistance with reading or writing assignments. Students can use the center to work on specific assignments, complete online tutorial and instructional programs, and receive assistance with research, content and format for their written work. Individual writing conferences are available on a drop-in, first-come, first-served basis during regular operating hours.

The mathematics laboratory is available to all currently-enrolled students who need assistance with their mathematics assignments. Students can use the laboratory to work on specific assignments and to view online tutorial and instructional programs that are required for their course. No appointment is necessary and laboratory instructors are available to help students who drop in during regular operating hours. During the fall and spring terms, additional assistance is offered through group tutoring that is scheduled during the week.

The tutoring center is available to all currently-enrolled students who need assistance with a variety of courses. Peer tutors provide assistance for assignments in courses that they have successfully completed. The variety of courses varies each term. No appointment is necessary. A schedule of tutors and their course expertise is sent to all credit students via email at the beginning of each term.

## **Fundamentals of College Study (SDV 100)**

To further increase the student's chances for academic success, Wor-Wic requires all new students who are attending college for the first time to take SDV 100 in their first term at the college. Exceptions are made for students with an associate or higher degree, students who have accumulated nine credit hours with a grade point average of 2.0 and students who transfer an equivalent course to Wor-Wic.

SDV 100 introduces students to the information and habits that facilitate academic success at the college level. This course specifically encourages students to explore the Wor-Wic experience by interacting with peers, faculty and administrators and by both examining and experiencing the types of skills and attitudes that will enable them to be successful in their college careers.

Students who do not receive a passing grade the first time they register for SDV 100 are required to re-register for the course in the next term. If a student fails the course a second time, he or she must attend mandatory counseling sessions with the senior director of student development prior to registering for a subsequent term.

## **Child Care Services**

Wor-Wic offers weekday educational programs for children from two through five years old. A day camp is also offered in the summer months for children from five through 12 years old. Child care services are provided in the Jordan Center for children of Wor-Wic students and employees, as well as local residents on a space-available basis.

## **Counseling**

Academic and personal counseling services are available to all students. Counseling services include screening and appropriate community referrals, as well as assistance with stress, time management, school anxiety and other issues that can affect a student's academic performance. College counselors also offer workshops on personal awareness, communication, stress management and other issues of interest to students. Information and resources related to health and wellness are also available.

## **Heroin and Opioid Addiction Training**

All new full-time students are required by Maryland law to participate in heroin and opioid addiction awareness and prevention training. Part-time students receive resources to alert and educate them about heroin and opioid addiction and prevention.

## **Dropping and Adding Courses**

A student who wants to drop or add a course after he or she registers must drop or add the course online. If the student is not eligible for online registration, he or she must meet with an advisor. Drop and add dates are listed in the academic calendar. Courses that are dropped are not recorded on a student's transcript.

Dropping a course does not necessarily eliminate the student's financial obligations to the college. Depending on the date the course is dropped, the student could be eligible for a refund. Students who are receiving financial aid should be aware that dropping a course could affect the amount of their award.

## **Withdrawal**

After the drop period ends, a student can withdraw from a course online. If the student is not eligible for online registration, he or she must meet with an advisor. Withdrawal dates are listed in the academic calendar. A "W" is recorded on the transcript of a student who has officially withdrawn from a course.

Withdrawing from a course does not eliminate the student's financial obligations to the college. Students who are receiving financial aid should be aware that withdrawing from a course could affect the amount of their award and jeopardize their eligibility for financial aid in the future.



## **New Student Welcome**

All new students are strongly encouraged to attend a welcome session prior to beginning their classes at Wor-Wic. These sessions give students the opportunity to meet with other students, faculty members and administrators and to learn about student activities and resources offered by the college. Students should contact student services to register for a welcome session.

## **Student Email**

All new students receive a college email account. A username and password for a student's college email account is sent to the email address the student provides on his or her admission application. Students must use their official Wor-Wic email account for all communications with other students and employees at the college. Faculty members provide their students with information about how email will be used in their classes. The email accounts of students who do not maintain continuous enrollment are deleted.

## **Identification Cards**

New students receive photo identification (ID) cards in student services after presenting acceptable documentation. Students who do not have a valid ID card are denied access to certain facilities, such as the fitness center. A fee of \$2 is charged to replace lost, stolen or mutilated cards.

## **Parking**

Student parking stickers are available at the college information desk. Students must park in student parking areas and display valid parking stickers on their vehicles. Violations of the college's parking/traffic regulations carry a \$20 fine and are delivered on a public safety citation form. Students with unpaid fines cannot obtain grades or transcripts, register for classes or participate in commencement. Parking/traffic information and regulations can be obtained at the college information desk.

## **Smoking/Tobacco Use**

Smoking/tobacco use, including smokeless tobacco and electronic cigarettes, is permitted on campus only in designated tobacco use or parking lot areas that are at least 25 feet from any building. Smoking/tobacco use is not permitted in the lot in front of Brunkhorst Hall (BH). Verbal warnings can be delivered by public safety officers, as well as other employees at the college. Repeat offenders or those who refuse to comply with verbal warnings can be issued a citation. Violations of the smoking/tobacco use policy carry a \$20 fine and are delivered on a public safety citation form. Students with unpaid fines cannot obtain grades or transcripts, register for classes or participate in commencement. Smoking/tobacco use in "no smoking/tobacco use" areas is also a violation of student conduct regulations and is subject to further disciplinary action. A copy of the smoking/tobacco use policy can be obtained at the college information desk.

## **Bookstore**

The college bookstore, located in the Hazel Center, sells all of the required and recommended textbooks, study guides, reference books, computers and supplies for classes offered by the college. Textbooks for select titles can be rented for the term with a valid credit card. The bookstore also sells cap and gown sets for commencement and a variety of Wor-Wic insignia items, such as clothing and mugs.

Wor-Wic is aware of the high cost of college textbooks. Faculty members try to select reasonably-priced textbooks that provide currency, relevance and the most effective presentation of course content. Students who buy textbooks can find specific ordering information, such as the author, title and ISBN number, on the bookstore website three weeks prior to each term. The information is as accurate as possible, but students should be cautioned that it is possible that ISBN numbers or editions can change. Students are encouraged to purchase textbooks from the college bookstore, but they can purchase used or new textbooks from other bookstores or online vendors.

The bookstore buys back used textbooks from students who want to sell them based on demand. The best time to sell textbooks is the final examination period in each term.

## **Café**

The café in the Hazel Center sells a variety of hot and cold food for breakfast, lunch or dinner. Items are prepared fresh daily and are available for dine in or carry out. The menu features a full breakfast, salads, deli and grilled sandwiches, pizza, chicken tenders, soups, snacks, homemade desserts, Rise Up coffee and Pepsi products. The café offers daily entree specials and combo meals. Cash, credit and Apple Pay are accepted forms of payment. SoGo debit cards are also available for purchase in the café. Additional money can be added to the card at the café or online. The dining area can seat more than 200 people and several computers are available for people to use when dining.

## **Food Pantry and Community Garden**

To help with the large percentage of community college students who experience some form of food insecurity, the college operates a community garden and food pantry. Located between the Hazel Center and the Jordan Center, the community garden is the primary supplier of produce to the food pantry. The college has also partnered with the Maryland Food Bank to augment the pantry with other nutritious food items. Located in HC 301, the food pantry is staffed by employee and student volunteers. All students must show a valid Wor-Wic ID card in order to obtain food for themselves and their families.

## **Library Services**

Wor-Wic's electronic library supports the academic, professional and institutional information needs of students, faculty and other college employees. Resource centers, located in Brunkhorst Hall, Fulton-Owen Hall, Guerrieri Hall, Henson Hall and Shockley Hall, are staffed to provide research assistance in using the internet, online full-text reference databases, videos, computer simulations and other specialized software applications. Web-delivered subscription databases cover a wide variety of academic disciplines and can be accessed both on and off campus through the library services web page.

Through cooperative agreements with Salisbury University (SU) and the University of Maryland Eastern Shore (UMES), Wor-Wic students with a current Wor-Wic identification card can obtain a special borrower's card at SU or UMES in order to check out materials.

## **Acceptable Use of Technology Resources**

The college provides access to technology resources necessary to support the educational mission of the college. Access to college technology resources is granted as a privilege, and as such, imposes certain responsibilities and obligations. By using the college's technology resources, users agree to abide by these policies and procedures. Disciplinary sanctions for violations range from the loss of technology privileges, dismissal from the college and/or legal action, depending on the nature of the violation. Specific information about violations and sanctions can be found in Appendix B.

## **Personal Electronic Account Privacy Protection**

Wor-Wic does not require, request, suggest or cause a student, an applicant or a prospective student to grant access to, allow observation of or disclose information that allows access to or observation of an individual's personal electronic account. The college's full policy regarding privacy for personal electronic accounts can be found in Appendix C.

## **Attendance**

Students are encouraged to attend all class sessions. Due to specific course requirements, some faculty members may place greater emphasis on regular attendance than others and student grades may be affected by attendance in these classes. It is the student's responsibility to comply with the individual attendance policies of his or her instructors. Failure to attend class does not eliminate the student's financial obligations to the college, and can cause the cancellation of the student's financial aid. Students who have issues that could affect their ability to attend classes on a regular basis should contact the senior director of student development.

## **Course and Class Cancellations**

The college reserves the right to cancel any course due to insufficient enrollment or for other reasons when such action is deemed necessary by the college. Every effort is made to schedule required classes so that a minimum of cancellations is necessary.

When a class is canceled due to the illness of an instructor, a notice is posted on the classroom door as soon as possible. Questions about class cancellations should be directed to the department head.

For inclement weather and security announcements, Wor-Wic uses Omnilert, a Web-based universal notification system, to send alerts to individuals who sign up for this free service. Anyone who creates an Omnilert account can register to receive announcements via text message, email and/or phone call. When classes are not canceled, students are responsible for making their own decisions based on their judgment of local road conditions.

## **Discrimination and Harassment**

Discrimination and harassment can seriously damage the integrity of an educational institution, destroy the institution's positive work and educational atmosphere and cause psychological and physiological damage to the victims. The college condemns such activity and is strongly committed to promoting a work and academic environment free from discrimination and harassment and to addressing and resolving complaints in a timely fashion.

It is the policy of Wor-Wic Community College not to discriminate on the basis of age, gender, race, color, religion, national origin, marital status, sexual orientation, genetic information, gender identity, disability or any other characteristic protected by law in the admission and treatment of students, access to educational programs and activities, and the terms and conditions of employment.

This policy applies to all students, employees, visitors and third party vendors who are hired by the college. This policy covers any prohibited conduct that occurs on campus or off campus when conducting college business or is circulated at or from the college, during college operating hours or using college equipment, via email, phone, voice mail, text messages, tweets, blog posts, social networking sites or other means.

Questions and complaints should be submitted to Wor-Wic's Title IX coordinators and discrimination investigators.

Student complaints:	Employee complaints:
Dr. Deirdra G. Johnson	Karen Berkheimer
Senior Director of Student Development	Senior Director of Human Resources
Wor-Wic Community College	Wor-Wic Community College
BH 109	BH 107
32000 Campus Drive	32000 Campus Drive
Salisbury, MD 21804	Salisbury, MD 21804
410-334-2902	410-334-2915
djohnson@worwic.edu	kberkheimer@worwic.edu

Definitions, examples and procedures for handling complaints can be found in Appendix D.

## Safety and Security

The college strives to provide students and employees with a learning and working environment that is safe and secure, free from substance abuse, sex offenses and other crimes. Policies and procedures are developed to meet this goal and to comply with federal, state and local laws that govern the conduct of students and employees at college facilities or at college-sponsored events. Specific policies and procedures related to safety and security are provided in Appendix E.

An annual security report, which contains policies and procedures regarding campus security, alcohol and drug use, safety and crime prevention tips, crime reporting procedures and crime statistics, is available to all students and employees and prospective students and employees. A copy of the report can be obtained by contacting the public safety department at 410-334-2937.

## Student Conduct

The college believes that its values of honesty, respect and responsibility should form the foundation of student conduct, particularly classroom behavior and academic work. All students are expected to abide by specific regulations that define appropriate behavior. These regulations apply to all students in any college facility or in the immediate vicinity or any college-sponsored event. Students in certain programs or facilities could be required to adhere to additional regulations issued by that program or facility.

In addition to following other student conduct regulations, all students are expected to exhibit appropriate classroom behavior. In order to adhere to the guidelines for civility in the classroom, students should:

1. Use electronic devices only for instructor-directed educational purposes or emergency situations in the classroom;
2. Arrive for class on time and avoid leaving early;
3. Remain attentive throughout the entire class session;
4. Listen actively and avoid side conversations while the instructor or another student is presenting information;
5. Demonstrate a respectful attitude toward the instructor and other students during discussion and debate;
6. See their instructor during office hours instead of during class time if they need clarification of course material missed due to absence;
7. Consume food in the classroom only with permission of the instructor; and
8. Leave a clean environment for the next class.

Appendix F contains a description of the student-faculty disciplinary committee, as well as definitions of behaviors that are considered primary or secondary offenses. A single violation of any primary offense or repeated violations of a secondary offense could result in referral to the student-faculty disciplinary committee. Any student or employee of the college can refer student conduct violations to the chairperson of the student-faculty disciplinary committee. Student conduct cases of an unusual or emergency nature can be referred to the evening and weekend administrator, the vice president for enrollment management and student services or the vice president for academic affairs when immediate action is deemed necessary. All other cases are handled by committee hearings.

## Mandatory Administrative Withdrawals

A mandatory administrative withdrawal of a student can occur when there is imminent danger, a threat of a serious nature, harm to others, damage to property or a serious disruption of the educational environment. An administrative withdrawal can occur with or without a student conference when a student is unwilling or unable to voluntarily withdraw from the college and a mandatory withdrawal is deemed appropriate. College officials hold a conference with the student, if practicable, in order to give the student an opportunity to present his or her case and discuss withdrawal procedures, if deemed necessary. In certain circumstances, counseling office employees are included to assist the student and make appropriate referrals.

An administrative withdrawal can be initiated by the president, the vice president for academic affairs, the vice president for enrollment management and student services or the evening and weekend administrator. An administrative withdrawal is considered an emergency action. It does not replace violations of the student code of conduct or consequences recommended by the student-faculty disciplinary committee. Students are notified in writing of the reason for the administrative withdrawal and conditions for readmission to the college. A student can appeal an administrative withdrawal to the president within five business days of the time the student is notified of the original decision. The decision of the president, upon notification of the parties involved, is final.

## Student Records

The registrar maintains a record on each credit student that includes the student's application form, any high school or college transcripts, a Wor-Wic transcript, current enrollment status and a record of disciplinary action, if applicable. In addition to student records maintained by the registrar, the business office maintains student financial payment records, and the emergency medical services, nursing, occupational therapy assistant, physical therapist assistant and radiologic technology department heads maintain the clinical evaluation records of their students. The continuing education and workforce development division maintains course records that contain information on continuing education students.

Certain information is considered public and is provided to any individual who makes a request for the information, unless the student submits a written request for the information to be withheld. This information includes, but is not limited to, the student's name, photo ID, whether or not an individual has ever attended Wor-Wic, the dates of the student's attendance, city of residence, dean's list honors, major, any degree received and date of graduation. A student's date of birth, last address and/or telephone number are verified by the college if the correct date, address and phone number are provided by the requester. Lists of graduates and dean's list students with city or town of residence are also routinely released to the news media. A student who would like to prevent the release of such information must submit a written request to the registrar or the dean of continuing education and workforce development before the end of the first week of class. Official enrollment verifications cannot be processed until after the last day for dropping classes for the term since the student's enrollment status is not official until the end of the schedule adjustment period.

However, notification of a student's current and expected enrollment status is mailed to specified parties upon the written request of the student. Access to other information is limited to those who have a legitimate need for such information, as designated by the registrar for credit students and by the dean of continuing education and workforce development for continuing education students. For example, a student's current address, telephone number and enrollment status may be provided to library personnel at Salisbury University or the University of Maryland Eastern Shore when this information is needed to assist Wor-Wic students. Any information in a student's record may be released in an emergency if the knowledge of such information is needed to protect the health and safety of an individual. More information about access to student records by individual students, college employees and outside requesters is provided in Appendix G.

## **Administrative Grievances**

A student who believes that he or she has been treated unfairly with regard to a college policy or procedure should submit a written grievance to the senior director of student development within six months from the date of the incident. The grievance should include the student's name, the policy or procedure that is the basis for the student's grievance, the names of any college employees the student has discussed the grievance with and an explanation of what the student wants the senior director of student development to do for the student.

After a written grievance is received, it is investigated by the senior director of student development, and a decision about the outcome of the case is rendered in 10 business days. A student can appeal the decision to the vice president for enrollment management and student services. The basis for the appeal must be submitted within five business days of the time the student is notified of the original decision. The decision of the vice president, upon notification of the parties involved, is final. All decisions regarding administrative grievances are filed as part of the permanent student record.

## **Messages for Students or Faculty Members**

College classes cannot be interrupted in order to communicate with students or faculty members, except in the event of a medical emergency.

A message received at the college information desk is defined as a medical emergency when it is received by telephone or in-person from a verifiable licensed physician, nurse, police officer or other emergency medical personnel. All such communications are immediately transferred to the senior director of student development or a college public safety officer. In these situations, the class or laboratory is interrupted by an appropriate official of the college, who contacts and assists the student or faculty member, or follows any specific instructions provided.

Other urgent (non-medical emergency) communications require specific information from the individual providing the information before arranging for a college public safety officer to post the message with the name of the student or faculty member to whom the message is directed, in an area clearly visible on the window of the door of the appropriate classroom or laboratory. Any unclaimed messages are discarded as soon as the room has been vacated.

## **Lost and Found**

Lost or found items can be retrieved or turned in to the college information desk. Items of perceived value such as wallets, purses and jewelry are immediately forwarded to public safety for safekeeping. Items found are retained for 90 days prior to disposal.

## **Bulletin Boards**

Bulletin boards are located at various locations throughout the campus. Students who want to post an item on a bulletin board must obtain permission from the director of student engagement. Posting anything on interior walls, wooden doors, or window inserts that eliminate views in or out of rooms, is not permitted. Students are encouraged to post items for sale through the classifieds section of the myWor-Wic portal.

## **Student Organizations and Activities**

### **Student Ambassador Program**

The student ambassador program provides Wor-Wic students with an opportunity to serve in leadership roles on campus. Student ambassadors serve as campus representatives at college tours, open houses, new student welcome sessions and as speakers to student groups. More information can be obtained from the director of student engagement.

### **Student Government Association**

All credit students are members of the Student Government Association (SGA). The purpose of the SGA is to establish, promote and finance organizations and events directed toward the benefit of the students and to provide a student representative on designated college committees. The SGA operates from SGA fees generated from students at the beginning of each fall and spring term. All organizations approved and recognized by the SGA are eligible to be considered to receive funds from the SGA. Procedures to obtain recognition include the submission of a constitution and bylaws, a list of officers, the signature of a proposed advisor and the signatures of at least five interested students. The SGA's executive board then makes a recommendation through the college administration to the college's board of trustees.

### **Alpha Nu Omicron**

Membership in Wor-Wic's Alpha Nu Omicron chapter of Phi Theta Kappa is open to all students working toward an associate degree who accumulate at least 12 credit hours in courses at the 100 level or above and achieve a minimum grade point average of 3.5. Phi Theta Kappa is an international honor society for two-year college students.

### **Arts Club**

The Arts Club provides an opportunity for students to discuss, appreciate and examine the cultural arts, including writing, music, drama and photography. The club also sponsors a reading series, which promotes contemporary literature by bringing nationally-acclaimed poets, novelists and nonfiction writers to the college. Membership is open to all Wor-Wic students, alumni and employees.

### **Black Student Association**

The Black Student Association provides a support network for the black community at Wor-Wic and provides cultural enrichment and awareness to the campus and the community at large. Membership is open to all students and employees interested in actively working to make a change for unity by encouraging the principles of scholarship, leadership and the uplifting of the culture.

## Chemical Dependency Counseling Student Association

The Chemical Dependency Counseling Student Association is a professional student association that promotes the interests and needs of Wor-Wic's chemical dependency counseling students. Membership is open to all students majoring in chemical dependency counseling or any student interested in the field.

## Computer Club

Membership in the Computer Club is open to all students enrolled in any credit or continuing education course, as well as any credit program student who graduated in 1985 or later.

## Criminal Justice Club

The Criminal Justice Club provides students with information about different career choices in criminal justice, opportunities to network with students and professionals employed in the field and with opportunities for members to discuss issues and current events directly related to criminal justice. Membership is open to all credit students at the college.

## "Echoes & Visions" Editorial Board

The "Echoes & Visions" Editorial Board provides an opportunity for students to learn how to curate submissions, sequence, layout, edit and promote a student literary journal. This club produces "Echoes & Visions," the college's nationally award-winning literary journal. Membership is open to all students, alumni and employees.

## Equestrian Club

The Equestrian Club promotes horse-related activities, fosters an interest in riding, enables students to learn about horses and provides opportunities for students to compete in Intercollegiate Horse Show Association events. Membership is open to all credit students at the college. Students can participate as either competition team or recreation team members.

## Eta Sigma Delta

Wor-Wic's Eta Sigma Delta chapter of the International Hospitality Management Honor Society recognizes the scholastic and professional achievements of students and alumni in hospitality, tourism and culinary arts. Membership is open to currently-enrolled hotel-motel-restaurant management majors with a 3.0 grade point average who meet eligibility criteria for induction into the organization.

## Future Educators of America Club

The Future Educators of America Club promotes student awareness of the field of education and the development of future teachers. Membership is open to all students.

## The Gaming Association

The purpose of The Gaming Association is to establish an environment in which everyone can feel welcome and be leaders while engaging in many different types of gaming. The club promotes education, self-growth and skill development through gaming in order to increase creativity, enhance literacy through collaborative storytelling and provide a healthy atmosphere for role-playing. Membership is open to students, alumni and employees interested in participating in role-playing and games.



## Gay-Straight Alliance

The Gay-Straight Alliance promotes a positive and inclusive atmosphere for all people and works to combat misconceptions and prejudgments of lesbian, gay, bisexual, transgender, questioning and intersex (LGBTQI) individuals. The Gay-Straight Alliance raises awareness of LGBTQI culture and history among students and employees. Membership is open to all students, alumni and employees.

## Japanese Culture Club

The purpose of the Japanese Culture Club is to educate its members about the roots and history of anime, manga and East Asian culture and to further the knowledge of Japanese culture among its members. Membership is open to Wor-Wic students, alumni and employees.

## Nursing Student Organization

Membership in the Nursing Student Organization is open to all students who are enrolled in the nursing program. Pre-nursing students can attend meetings as non-voting members.

## Occupational Therapy Assistant Club

This club was formed to promote visibility, growth and fellowship among occupational therapy assistant students, faculty and the community. Membership is open to all students enrolled in the program.

## Soccer Club

The Soccer Club was established to promote the game of soccer and physical activity to credit students at Wor-Wic, promote and emphasize the development of teamwork and leadership skills, provide guidance to players new to the sport and promote cooperation between the Wor-Wic team and outside teams and organizations that encourage good sportsmanship and fair play among participants. Membership is open to currently-enrolled credit students who have an interest in playing soccer or in developing physical fitness and skills.

## Student United Way

Wor-Wic's Student United Way serves the local community by advocating, volunteering and giving in the areas of education, income and health. The club helps members grow as leaders, connect to the community and build lasting relationships among members and with the United Way movement. Membership is open to all students, alumni and employees.

## Veterans and Military Association

The Veterans and Military Association supports students who have served in the military or those who are currently serving in the military. This club raises awareness of veteran issues and organizes events pertaining to veterans. Membership is open to all students who have served any length of time in the U.S. armed forces.

## Wor-Wic Christian Community

The Wor-Wic Christian Community provides regular opportunities to discuss the Bible and to worship and pray in a group setting, providing opportunities for fellowship, outreach and spiritual development among members. Membership is open to all students and employees.

## Financial Information

### Tuition Rates

*The college reserves the right to change tuition rates without prior notice.*

In-County	\$120 per credit hour
Out-of-County	\$241 per credit hour
Out-of-State Bordering County	\$242 per credit hour
Out-of-State	\$302 per credit hour

The in-county rate applies to residents of Worcester, Wicomico and Somerset counties. The out-of-county rate applies to Maryland residents who live outside of Worcester, Wicomico and Somerset counties. The out-of-state bordering county rate applies to residents who live in Accomack County, Virginia, and Sussex County, Delaware. The out-of-state rate applies to residents of any state other than Maryland.

The Veterans Access, Choice and Accountability Act of 2014 as amended by the Veterans Health Care and Benefits Improvement Act of 2016 requires that public institutions of higher education charge qualifying veterans, dependents and other eligible individuals tuition and fees at the rate for in-state residents. Wor-Wic's in-state rates vary based on county residency. Information about eligibility is provided in Appendix H.

Deferred Action for Childhood Arrivals (DACA) students are eligible for in county tuition rates if they meet the college's residency requirements. Non- U.S. citizens who meet the requirements of the Maryland Dream Act can pay in-state tuition rates. Go to the college website for eligibility information.

### Residency Requirements

At the time of admission or whenever a student reports a change in student information, he or she must confirm his or her domicile for tuition classification purposes. As used here, "domicile" is defined as "a student's permanent place of abode, where physical presence and possessions are maintained with the intention of remaining indefinitely" or "the permanent place of abode of any person or persons contributing more than one-half of the student's financial support during the most recently-completed year." To establish domicile, an individual must permanently reside in the state or in the county for three months prior to the beginning of the term. However, in some cases, this does not automatically guarantee domicile status and supporting evidence of residency may be required in the form of income tax papers, driver's license, vehicle registration, insurance policies, voter's registration, rent receipts and/or other requested information.

### Tuition Waivers

Tuition (not including fees) is waived for Maryland residents who are 60 years old or older or who are retired as a result of a disability as defined by the Social Security or Railroad Retirement Act, who enroll in any credit class that has at least 10, or is being continued with less than 10, regularly-enrolled students. Members of the Maryland National Guard who have two or more years of service remaining are eligible for a 50 percent tuition waiver. Appropriate documentation for a Maryland National Guard waiver must be presented each term. In order to receive a tuition waiver based on retirement due to a disability, the student must provide appropriate documentation from the Social Security Administration. In order to receive a tuition waiver based on disability, students must submit

documentation of the disability and apply for federal financial aid annually. The disability waiver is applied only when the financial aid awarded to the student does not fully cover tuition charges. The senior citizen tuition waivers are provided on a space-available basis. In order to qualify for a senior citizen tuition waiver, the student must provide proof that his or her 60th birthday has occurred prior to the first class session. Tuition waiver forms are available in student services or the counseling office.

## Dual Enrollment

The College and Career Readiness and College Completion Act of 2013 offers qualified dual enrollment students discounts for tuition. Public high school students who qualify for free and reduced meals (FARM) can enroll in Wor-Wic fall and spring term classes for free, while those who do not qualify for FARM pay 90 percent of the 75 percent tuition rate.

Students attending any Worcester, Wicomico or Somerset public high school, the Salisbury School, Salisbury Christian School or Holly Grove Christian School, as well as Delmar High School students who live in Maryland, can provide certification by a high school official that they meet the school's dual enrollment eligibility requirements to receive a discount on the regular tuition rate.

## Fees

*The college reserves the right to change fees without prior notice.*

Technology Fee (per credit hour)	\$17
SGA Fee (per credit hour)	\$2
Proficiency Examination Fee (per credit hour)	\$35
Online Course Fee (per credit hour)	\$5
Other Course Fees	variable

## Payment Procedures

Wor-Wic accepts cash, checks, money orders, VISA, MasterCard, Discover and American Express. Payment can be made online, through Wor-Wic's mobile app, in person to the cashier (BH 108) or by mail to: Cashier, Wor-Wic Community College, 32000 Campus Dr., Salisbury, MD 21804. Checks, which must include the student's ID and phone numbers, should be made payable to Wor-Wic Community College. A \$20 fee is applied to the student's account for each returned check.

Students can view an itemized list of charges, payments and financial aid awards that have been applied to their accounts by accessing the myWor-Wic portal. Students who have not made full payment, enrolled in a payment plan, provided third-party payment documentation or accepted and signed their financial aid award package on myWor-Wic by the payment deadline for each term will have their registrations dropped. Students who register after the payment deadline must make full payment, enroll in a payment plan or provide third-party payment documentation at the time of registration.

Students whose tuition is being paid by a third party, such as an employer, must provide a letter from the third party guaranteeing payment to the cashier by the payment deadline for each term or at the time of registration for those who register after the payment deadline. The letter must be written on company letterhead and include the student's name, student ID number, course number and title, the total amount of the student's tuition and fees, the company's

billing address and the signature of the person authorizing payment. Since Wor-Wic's bookstore is an independent entity, a separate letter is required if the third party is guaranteeing payment for the student's books and/or supplies. If the third party refuses to pay after receiving an invoice, the student is responsible for the payment.

## Payment Plans

Interest-free payment plans are available to all credit students who register for at least three credit hours. Students must make a down payment and pay a \$20 payment plan fee when they sign up for a payment plan. Students can sign up for a payment plan on the myWor-Wic portal or in person at the cashier's office. The number of monthly payments is dependent upon the date the student signs up for the payment plan.

Students can view their payment due dates at the myWor-Wic portal. Students who do not make their monthly payments within seven days of each due date are charged a \$25 late payment fee. Students who have not paid in full before the end of the term cannot obtain grades or transcripts, register for classes or participate in commencement until full payment is made. Dropping or withdrawing from a course does not eliminate the student's financial obligations to the college.

## Delinquent Accounts

Students who have delinquent accounts with the college, the bookstore or the libraries at Salisbury University or the University of Maryland Eastern Shore cannot obtain grades or transcripts, register for classes or participate in commencement. Past due balances are forwarded to the Maryland Central Collection Unit (CCU). A 17 percent collection fee is added to all debts referred to the CCU.

## Refunds

Refunds of tuition and fees are provided to students who complete the drop process by the deadlines listed in the academic calendar. Students who are eligible for online registration can complete the drop process online, while those who are not eligible for online registration must meet with their advisor.

## Veterans Benefits

In addition to the standard student services offered by the college, veterans and their eligible dependents can receive added assistance from the regional Veterans Administration (VA) office. The tuition and fees of veterans and their eligible dependents approved for the Post 9-11 GI-Bill<sup>®</sup> and veterans approved for vocational rehabilitation programs are paid directly to the college by the VA. Since educational benefits for other veteran programs are paid directly to the student, students are directly responsible to the college for the payment of their tuition and fees. Wor-Wic complies with the Veterans Access, Choice and Accountability Act of 2014 as amended by the Veterans Health Care and Benefits Improvement Act of 2016. The college also complies with 38 USC 3679(e), which allows any student eligible for Chapter 33 Post 9-11 GI-Bill<sup>®</sup> benefits and Chapter 31 Vocational Rehabilitation benefits to enroll in classes without delay or penalty due to delayed funding from the VA. The college recognizes and adheres to VA standards and strives to assist veterans as much as possible in resolving discrepancies that relate to educational programming. GI Bill<sup>®</sup> is a registered trademark of the U.S. Department of Veterans Affairs. More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

## Education Tax Credits

American Opportunity Credit/Hope and Lifetime Learning tax credits are available to eligible students under federal legislation. The American Opportunity Credit/Hope enables students to receive a tax credit of up to \$2,500 per year for four years of postsecondary education. The Lifetime Learning tax credit is available for an unlimited number of years for up to \$2,000 each year. The business office sends 1098-T tuition statements to students by Jan. 31 each year.

## Financial Aid

Wor-Wic offers a variety of financial aid opportunities, including federal programs such as grants, work-study and educational loans, state scholarships and a variety of local scholarships.

Students interested in applying for aid with a need-based component must complete the "Free Application for Federal Student Aid" (FAFSA) and provide follow-up documentation as requested. Students can complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) as early as Oct. 1. Internet access and computers that can be used to complete the FAFSA are available in the financial aid office. Up to three copies of the paper application can be obtained by calling the Federal Student Aid Information Center at 1-800-433-3243.

To be eligible for consideration of any federal, state or local financial aid, students must have a high school diploma or its recognized equivalent.

## Federal Programs

Students who are interested in applying for federal financial aid are encouraged to apply by June 1 for the fall term and Nov. 1 for the spring term. Financial aid awards cannot be processed until all necessary documents are completed. Students who are receiving federal financial aid must maintain satisfactory academic progress in order to remain eligible to receive these funds. More information about satisfactory academic progress is available in the financial aid office.

**PELL GRANTS** -- Pell grants provide the primary source of federal financial aid for full- and part-time students. The amount of the award is based on the student's financial need, the cost of the student's education and the number of credit hours the student is taking. Financial need is determined by information provided on the FAFSA. These grants do not have to be repaid.

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)** -- These grants are based on the student's financial need, the availability of these grant funds and the amount of other aid the student is receiving. Preference is given to full-time students who have maximum Pell grant eligibility. These grants do not have to be repaid.

**WORK-STUDY** -- Students who demonstrate a need for financial aid may be eligible for part-time jobs to help finance their education. Students can work 10 to 15 hours per week. The number of positions is limited, and students are eligible based on their degree of financial need.

**LOANS** -- The federal government offers a variety of low interest loans. These loans are available to students who are enrolled in six or more credit hours and who are making satisfactory academic progress. In addition to the FAFSA, interested students must complete a student loan borrower packet, promissory note and entrance counseling. New borrowers to Wor-Wic must attend a mandatory loan seminar. The loan program includes: 1) subsidized direct loans, which are based on financial need, whereby the federal government pays the interest on the loan during periods of enrollment or during authorized periods of deferment and the borrower is obligated to begin repayment of the loan within six months after graduation or when he or she drops below six credit hours; 2) unsubsidized direct loans, which are not awarded on the basis of need, whereby the federal government does not pay

the interest while the student is enrolled, but the principal amount of the loan is deferred during periods of half-time enrollment status and the student is charged interest from the time the loan is disbursed until it is paid in full; and 3) direct PLUS (Parent Loans for Undergraduate Students) loans, which are available to parents of dependent students who are enrolled on a full- or half-time basis, whereby parents with good credit histories can borrow to pay the educational expenses of each child who is a dependent undergraduate, with repayment of the principal and interest beginning within 60 days of the final loan disbursement.

## Repayment Obligation

When a student who is receiving a Pell grant, FSEOG and/or a federal direct loan withdraws from the college or stops attending classes, a portion of the financial aid that has been received may need to be returned to the federal government. If a student withdraws or stops attending classes prior to the 60 percent point of the term, the percentage of financial aid to be returned is based on the number of days the student actually attended. If a student withdraws or stops attending classes after completing at least 60 percent of the term, the student is eligible for 100 percent of the federal financial aid funds received.

## State Scholarships & Grants

**EDUCATIONAL ASSISTANCE** -- Educational assistance grants are awarded based on financial need to full-time students who live in Maryland. March 1 is the deadline for completing the FAFSA in order to be considered for state aid.

**LEGISLATIVE** -- Senatorial and delegate scholarships are available to full-and part-time students who live in Maryland. In addition to completing the FAFSA, students interested in the senatorial and delegate scholarships must contact the senator and delegates in their districts.

**CONROY** -- The Edward T. Conroy memorial scholarship program is designed to provide financial assistance to sons and daughters of deceased, missing in action or prisoner of war U.S. armed forces personnel; a 100 percent service connected disabled veteran; a veteran who suffers a service connected disability of 25 percent or greater and who has exhausted or is no longer eligible for federal veteran's educational benefits; sons and daughters of deceased public safety personnel; surviving spouses of deceased public safety personnel who have not remarried; disabled public safety personnel and sons, daughters and/or surviving spouses of victims of the Sept. 11, 2001 terrorist attacks. New applicants are encouraged to apply by July 15 of each year, but applications are accepted throughout the year. The total dollar amount of the award cannot exceed the cost of attendance as determined by the financial aid office. Contact the financial aid office for more information.

## Local Merit Scholarships

A variety of scholarships based on scholastic achievement are available to Wor-Wic students through funding provided by individuals, businesses and organizations associated with the college or the college's foundation. In order to be considered for all merit scholarships, students must submit an application through the scholarship application system on the college website (<https://worwic.academicworks.com>). Students must re-submit a scholarship application each year that they want to be considered for a scholarship award.

**ROBERT ALMON AND MICHAEL GRAY** -- Wor-Wic's criminal justice department established a scholarship in honor of Professor Emeritus Robert E. Almon (1976-1987) and in memory of Professor Emeritus Michael D. Gray (1980-2005). In addition to their significant professional contributions to law enforcement training on Maryland's Eastern Shore, both have made generous financial gifts to this scholarship fund. Applicants must be criminal justice students who are registered for six or more credit hours. Selection is based on scholastic achievement. Recipients must maintain a 2.5 grade point average.

**BOARD OF TRUSTEES** -- The board of trustees provides a two-year, full-tuition scholarship for the most academically-talented high school senior applicant from each of the 10 public high schools and two of the four private high schools in Worcester, Wicomico and Somerset counties. Applicants must have at least a 3.25 grade point average on an unweighted 4.0 scale, they must apply for admission to Wor-Wic before April 1 of their senior year in high school and they must complete a "Board of Trustees Scholarship Application" form. The scholarships are awarded to the applicants with the highest grade point average from each school, followed by the highest total number of credits earned and the earliest admission application. Recipients must maintain a 3.0 grade point average and enroll in consecutive fall and spring terms. Recipients can use the scholarship funds in the summer terms as long as they do not exceed 70 credit hours.

**MARILYN AND ANDREW BOOTH** -- Marilyn G. and Andrew W. Booth of Salisbury established an endowed scholarship for students enrolled in Wor-Wic's general studies transfer program. Marilyn is a 1986 graduate of Wor-Wic, and Andy is founder of AWB Engineers and has been a member of the college's board of trustees since 2006. Income from the endowment is used for the annual scholarships. Preference is given to full-time students who plan to transfer to a four-year college or university to pursue a bachelor's degree in engineering. Selection is based on scholastic achievement, and recipients must maintain a 3.0 grade point average.

**GARLAND AND VIVIAN BULL** -- The late Garland D. and Vivian J. Bull of Pocomoke City established a perpetual scholarship fund with a \$20,000 donation to the Wor-Wic Community College Foundation. Income from the endowment is awarded in the following priority order: 1) nursing students from Pocomoke City; 2) radiologic technology students from Pocomoke City; 3) nursing students from Worcester County; 4) radiologic technology students from Worcester County; 5) nursing students from Somerset or Accomack County; and 6) radiologic technology students from Somerset or Accomack County. Selection is based on scholastic achievement. Recipients must have and maintain a 3.0 grade point average. They must agree to work in either Worcester, Somerset or Accomack County for one year after their graduation from Wor-Wic. The scholarship funds are provided for a maximum of two years for full-time students and three years for part-time students. The funds are provided after the recipient successfully completes the term.

**KATE BUNTING** -- The Ocean City Hotel-Motel-Restaurant Association provides \$1,000 in scholarship funds each year for this scholarship, which is named for the late Kate Bunting, a past president and member of the board of directors. Applicants must be enrolled in the hotel-motel-restaurant management program, and working or planning to work in the hospitality industry in Ocean City. Selection is based on scholastic achievement. Recipients must maintain a 3.0 grade point average.

**MAUREEN CAPELLI** -- Dr. Stephen L. Capelli, Wor-Wic's former senior vice president for academic affairs, along with other family and friends, established an endowed scholarship in memory of his wife, Maureen D. Capelli, an educator for more than 30 years. Income from the endowment is used for annual scholarships. Preference is given to students who are majoring in education who plan to transfer to a four-year college after earning an associate degree. Recipients must have completed at least 12 credit hours at Wor-Wic with a 2.5 grade point average, and they must maintain a 3.0 GPA each term in order to continue receiving the scholarship.

**CINDY COSTA** -- Shelley Lynch of Salisbury created a scholarship of \$725 in memory of Cindy Costa, a second-year radiologic technology student who died of cancer in the fall of 2008, before she was able to obtain her degree. Applicants must be enrolled in the radiologic technology program. The scholarship is awarded in the spring term of the student's second year. Selection is based on scholastic achievement and an essay submitted to the radiologic technology department head.

**DRAPER FAMILY** -- The Thomas H. Draper family (WBOC-TV 16 and Delmarva Online) established an endowed scholarship for computer studies students. Income from the endowment is used for the annual scholarships. Selection is based on scholastic achievement. Recipients must maintain a 3.0 grade point average.

**EASTON ELKS** -- The Easton Elks Lodge No. 1622 established an endowed scholarship fund for students from Talbot and Caroline counties to attend Wor-Wic. Income from the endowment is used for the annual scholarships. Applicants are selected in the following priority order: 1) students whose fathers or other relatives are members of the Elks; 2) students who have been accepted into Wor-Wic's certificate or associate degree nursing program; and 3) students enrolled in any other program of study. Selection is based on scholastic achievement. Recipients must maintain a 2.5 grade point average.

**ELECTRONICS EMPLOYERS** -- Local companies interested in developing a pool of skilled electronic engineering technicians for future employment opportunities have established an endowed scholarship fund for students majoring in electronics. Contributors included Delmarva Power, Filtronic Comtek, K&L Microwave, Lorch Microwave, Peninsula Regional Medical Center and RelComm Technologies. Income from the endowment is used for the annual scholarships. Selection is based on scholastic achievement.

**FACULTY HONORS** -- Wor-Wic's faculty members provide \$500 in scholarship funds each spring to a student who has successfully completed one or more honors courses or who is registered for an honors course. Selection is based on scholastic achievement and an essay submitted to the honors program committee.

**AVERY HALL INSURANCE** -- The Avery Hall Insurance Group provides \$1,000 in scholarship funds each year for students enrolled in any credit program of study. Selection is based on scholastic achievement.

**BARBARA HALL** -- The late Elizabeth S. Hall of Salisbury established an endowed scholarship fund at the Community Foundation of the Eastern Shore in memory of her daughter, Barbara Rogers Hall, who worked in emergency medicine for most of her professional career. Applicants must be residents of Worcester, Wicomico or Somerset County and enrolled in emergency medical services at Wor-Wic. Selection is based on scholastic achievement.

**BRIAN HELLER** -- In memory of their son, Deputy 1st Class Brian K. Heller, who died in the line of duty in 2000, Connie and David Widmann of Parsonsburg, other Heller family members, the Fraternal Order of Police Lodge No. 50 and the Worcester County Sheriff's Office established an endowed scholarship fund for residents of Worcester, Wicomico or Somerset County enrolled in the criminal justice program. Selection is based on scholastic achievement, and recipients must maintain a 2.5 grade point average.

**FREDERICK HOWARD** -- Frederick L. Howard, a retired U.S. Navy senior chief, provides \$1,000 each year for this scholarship, which pays tribute to veterans of the U.S. armed forces. Recipients must have been honorably discharged from the U.S. Army, Air Force, Marine Corps, Navy or Coast Guard with a minimum of three years of active duty, and they must have completed at least 12 credit hours at Wor-Wic. Selection is based on scholastic achievement. Recipients must maintain a 3.0 grade point average.

**RUTH LANGELER** -- Chapter V, Maryland, of the P.E.O. Sisterhood, established an endowed scholarship fund with a \$25,000 donation in memory of Ruth R. Langelier of Salisbury, an educator, and a founder and charter member of the local chapter. Income from the endowment is used for the annual scholarships. Preference is given to female students. Selection is based on scholastic achievement, and recipients must maintain a 3.0 grade point average.

**SPENCER LUBBEN** -- Melody and the late Cal Lubben of Pocomoke City established an endowed scholarship fund at the Community Foundation of the Eastern Shore in memory of their son, Spencer, who was working as a physical therapist technician and studying to be a physical therapist assistant at Wor-Wic at the time of his death. Applicants must be in the second year of Wor-Wic's physical therapist assistant program. Preference is given to residents of Worcester County. Selection is based on scholastic achievement and an essay submitted to the physical therapist assistant department head.



PAUL AND GERALDINE MARTIN -- The late Paul and Geraldine Martin established an endowed scholarship at the Community Foundation of the Eastern Shore for Wicomico County residents to attend Wor-Wic. Paul Martin was mayor of Salisbury from 1982 to 1998. Applicants must be enrolled in nursing or radiologic technology. Selection is based on scholastic achievement, and recipients must maintain a 3.0 grade point average.

ERIC MONK -- The Tri-County Lodge of the Maryland Troopers Association established an endowed scholarship fund in memory of Maryland State Police Trooper 1st Class Eric D. Monk, who died in the line of duty in Somerset County in 1988. Income from the endowment is used for the annual scholarships. Applicants must be residents of Worcester, Wicomico or Somerset County and enrolled in the criminal justice program. Selection is based on scholastic achievement, and recipients must maintain a 3.0 grade point average.

KRISTIN RENDINE -- Friends and family members of the late Kristin Rendine established an endowed scholarship fund for early childhood education students at Wor-Wic. The daughter of Paul and Nancy Rendine of Salisbury and a 2000 general studies graduate, Kristin ultimately wanted to become a teacher. She re-enrolled to complete a degree in early childhood education, but she did not live long enough to achieve her goal. Income from the endowment is used for the annual scholarships. Selection is based on scholastic achievement and an essay submitted to the human services department head. Recipients must maintain a 3.0 grade point average.

CYNTHIA ROSS -- Cynthia Ross, assistant professor of radiologic technology at Wor-Wic, provides \$500 each year for students enrolled in the radiologic technology program. The scholarship is awarded in the fall term of the student's second year of the program. Selection is based on scholastic achievement. Recipients must maintain a 3.0 grade point average in their radiologic technology courses. Preference is given to students who have participated in health care-related volunteer activities.

MARK AND LUCILLE RUDNICK -- Mark Rudnick and the late Lucille Rudnick established an endowed scholarship fund for nursing students from Worcester, Wicomico or Somerset County enrolled in NUR 223. Income from the endowment is used for the annual scholarships. Selection is based on scholastic achievement, with preference given to students who are involved in the nursing student organization. Recipients must maintain a 3.0 grade point average.

ANNE SMITH -- The Student Government Association established an endowed scholarship in memory of the late Anne Kathryn Smith, a chemical dependency counseling student from Snow Hill. Income from the endowment is used for the annual scholarships. Recipients must have completed at least 15 credit hours in one of Wor-Wic's credit programs of study, have a 3.0 grade point average and currently be registered for at least six credit hours. Selection is based on scholastic achievement. Preference is given to students who are majoring in chemical dependency counseling.

## Local Need-Based Scholarships

A variety of scholarships with a need-based component are available to Wor-Wic students through funding provided by individuals, businesses and organizations associated with the college or the college's foundation. In order to be considered for all need-based scholarships, students must complete the FAFSA and submit an application through the scholarship application system on the college website (<https://worwic.academicworks.com>). Students must re-submit a FAFSA and a scholarship application each year that they want to be considered for a scholarship award.

KATHLEEN AND MICHAEL ABERCROMBIE JR. -- Kathleen and Michael Abercrombie Jr. of Salisbury established an endowed scholarship for students enrolled in Wor-Wic's health care (emergency medical services, nursing, occupational therapy assistant, physical therapist assistant or radiologic technology) programs. Income from the endowment is used for the annual scholarships. Selection is based on financial need.

**MICHAEL AND JOANNA ABERCROMBIE** -- Michael and Joanna Abercrombie of Salisbury established an endowed scholarship at the Community Foundation of the Eastern Shore for students enrolled in the nursing program at Wor-Wic. Selection is based on financial need and scholastic achievement. Recipients must maintain a 3.0 grade point average.

**LAUREL ANDERSON** -- The Snow Hill Rotary Club provides \$2,000 in scholarship funds each year for this scholarship, which is named for the late Laurel Anderson, a retired nurse and Snow Hill Rotary Club member. Applicants must be Worcester County students enrolled in the nursing program. Selection is based on financial need. First preference is given to residents of Snow Hill. Recipients must maintain a 3.0 grade point average in order to receive the scholarship for a maximum of two consecutive years.

**BOWDLE FAMILY** -- The Claudell Bowdle family of Salisbury provides a two-year scholarship in the amount of \$5,000 each year for a resident of Worcester, Wicomico or Somerset County who has been admitted into the nursing program. Selection is based on financial need and scholastic achievement.

**GEORGE BROUS** -- The late Rose M. Brous and her sons established an endowed scholarship in memory of her husband and their father, George N. Brous of Ocean City, who was a member of the original steering committee for the formation of the college in 1975. Income from the endowment is used for the annual scholarships. Selection is based on financial need and scholastic achievement. Recipients must maintain a 3.0 grade point average.

**LOIS BRUNKHORST** -- The late Lois E. Brunkhorst, RN, of Berlin, established an endowed scholarship for students enrolled in Wor-Wic's nursing or radiologic technology program. Income from the endowment is used for the annual scholarships. Applicants must be officially admitted into the program. They must demonstrate financial need and have a 3.0 grade point average. First preference is given to nursing students, with second priority to students enrolled in the radiologic technology program.

**DORIS CALCOTT** -- Betty Wootten and the late Richard S. "Dick" Wootten of Salisbury established an endowed scholarship fund at the Community Foundation of the Eastern Shore in memory of Mrs. Wootten's mother, Doris Gay Calcott. Applicants must be graduating from high school in Worcester, Wicomico or Somerset County and enrolled in an education transfer program at Wor-Wic. Selection is based on financial need, and recipients must maintain a 3.0 grade point average in order to receive the scholarship for a maximum of two consecutive years.

**MILTON AND THELMA CONNER** -- Friends and family members of the late Milton L. and Thelma C. Conner established an endowed scholarship fund in their memory. Mr. and Mrs. Conner were active in the hospitality industry in Ocean City for more than 40 years. Mrs. Conner was a member of Wor-Wic's board of trustees from the founding of the college in 1975 to 1996. Income from the endowment is used for the annual scholarships. Applicants are selected in the following priority order: 1) residents of Worcester County; 2) residents of Somerset County; and 3) residents of any other county. Selection is based on financial need, and recipients must maintain a 2.5 grade point average.

**MAX COOLEY** -- Art and Billie Cooley of Salisbury established an endowed scholarship fund at the Community Foundation of the Eastern Shore in memory of their son, Max, who was pursuing a degree in business at Wor-Wic at the time of his death in 2007. Recipients must be graduating from a public or private high school in Wicomico County. Selection is based on financial need and scholastic achievement.

**BILLIE COOPER** -- Friends and family members of the late Billie Mae Cooper, founder of the Cooper Insurance Agency in Salisbury established an endowed scholarship fund at the Community Foundation of the Eastern Shore for students enrolled in Wor-Wic's physical therapist assistant program. Priority is given to Wicomico County residents. Selection is based on financial need and scholastic achievement.

**JIM DRYDEN** -- The late Jim Dryden of Newark established an endowed scholarship fund for students from Worcester County to attend Wor-Wic. Income from the endowment is awarded to one student each term. Applicants are selected in the following priority order: 1) nursing students; 2) radiologic technology students; and 3) business students. Selection is based on financial need and scholastic achievement. Recipients must maintain a 3.0 grade point average.

**FACULTY** -- Wor-Wic's faculty members provide \$500 in scholarship funds each year for full-time students who have declared a major and completed at least one term at Wor-Wic. Applicants must demonstrate financial need and have a 3.0 grade point average.

**FRATERNAL ORDER OF EAGLES** -- The Fraternal Order of Eagles Aerie No. 4503 established an endowed scholarship at the Community Foundation of the Eastern Shore for students graduating from high school in Wicomico County. Priority is given to students with the greatest financial need, with secondary consideration given to students planning to major in nursing, emergency medical services or law enforcement. Recipients must maintain a 3.0 grade point average in order to receive the scholarship for a maximum of two consecutive years.

**JAY HANCOCK** -- The late James "Jay" Hancock III, who worked at the Ocean City Police Department for more than 30 years, established an endowed scholarship fund for students majoring in law enforcement. Income from the endowment is used for the annual scholarships. Preference will be given to residents of Worcester County. Selection is based on financial need.

**THOMAS HANLEY** -- The Thomas G. Hanley Trust established an endowed scholarship in memory of Thomas G. Hanley, a businessman and philanthropist who lived in Ocean City. He was the owner and manager of the Ocean Lodge in Ocean City and the Coral Reef Apartments in Deerfield Beach, Florida. Recipients must be from Worcester, Wicomico or Somerset County and enrolled in the hotel-motel-restaurant management program. Selection is based on financial need and scholastic achievement. Recipients must maintain a 2.5 grade point average.

**RICHARD HENSON** -- An endowed scholarship for Wor-Wic students was established at the Community Foundation of the Eastern Shore with contributions received in memory of Richard A. Henson. Applicants must be graduating high school seniors from Wicomico County with a 3.0 grade point average. Selection is based on financial need, and recipients must maintain a 3.0 grade point average in order to receive the scholarship for a maximum of two consecutive years.

**HOSPITALITY CAREERS** -- Through gifts provided by individuals, businesses and organizations in the community, the Wor-Wic Community College Foundation established an endowed scholarship fund for students enrolled in culinary arts or hotel-motel-restaurant management. Income from the endowment is used for the annual scholarships. Selection is based on financial need and scholastic achievement.

**RAY AND DONNA HOY** -- Ray and Donna Hoy established an endowed scholarship for students enrolled in any credit program of study from Worcester, Wicomico or Somerset County. Dr. Ray Hoy came to Wor-Wic in the summer of 2000, to serve as the second president of the college. Income from the endowment is used for the annual scholarships. Selection is based on financial need and academic achievement. Recipients must maintain a 3.0 grade point average.

**HARRY KELLEY** -- Members of the Grand Ball of Ocean City Committee established an endowed scholarship in memory of the late Harry W. Kelley, mayor of Ocean City from 1970 to 1985. Income from the endowment is used for the annual scholarships, which can be used for tuition, fees, books or any other related educational expenses at Wor-Wic. Recipients must be from Worcester County. Priority is given to Ocean City residents, with secondary consideration given to students enrolled in the hotel-motel-restaurant management program. Selection is based on financial need. Recipients must maintain a 2.5 grade point average.

**LORA** -- The Local Owner Restaurant Association (LORA) established an endowed scholarship fund at the Community Foundation of the Eastern Shore for students majoring in culinary arts at the college. Applicants must be residents of Worcester, Wicomico or Somerset County. Selection is based on financial need.

**TRES LYNCH** -- The Bank of Ocean City provides \$1,000 in scholarship funds each year for this scholarship, which is named for the late John B. "Tres" Lynch III, a second-generation member of the board of directors of the Ocean City Hotel-Motel-Restaurant Association and co-owner of the Commander Hotel, who died in 2008. Applicants must be enrolled in the hotel-motel-restaurant management program, and working or planning to work in the hospitality industry. Selection is based on financial need and scholastic achievement. Recipients must maintain a 3.0 grade point average.

**ARNOLD MANER** -- Friends of Dr. Arnold H. Maner established an endowed scholarship in honor of Wor-Wic's founding president who retired in June of 2000 after 25 years of service. Income from the endowment is used for the annual scholarships. Selection is based on financial need and scholastic achievement.

**JULIA MARTIN** -- Friends, family members and co-workers of the late Julia S. Martin, a developmental reading faculty member at the college, established this endowed scholarship fund for students who are at least 23 years old and whose placement test scores indicate a need for one or more developmental reading courses. Income from the endowment is used for the annual scholarships. Recipients must enroll in developmental reading during their first term at the college. Selection is based on financial need. Awards are provided to meet direct expenses for tuition, fees and/or books not covered by other sources of financial aid.

**MCCREADY FOUNDATION** -- McCready Memorial Hospital and the Alice B. Tawes Nursing and Rehabilitation Center provide \$1,000 in scholarship funds each year for students who are enrolled in nursing and are planning to work on the Lower Eastern Shore. Preference is given to Somerset County residents. Selection is based on financial need and scholastic achievement.

**MICHAEL MCMULLEN** -- Friends and family members of the late Staff Sgt. Michael McMullen established an endowed scholarship fund for students enrolled in the emergency medical services program. A 2004 EMS graduate and career firefighter/paramedic with the Salisbury Fire Department, McMullen died in 2006 as a result of injuries sustained while serving with the Maryland Army National Guard in Iraq. Income from the endowment is used for the annual scholarships. Selection is based on financial need, and recipients must maintain a 2.5 grade point average.

**MEDICAL STAFF** -- The medical staff of Peninsula Regional Medical Center provides \$1,500 each year for students studying medical office assisting. Applicants must be residents of Worcester, Wicomico or Somerset County. Selection is based on financial need and scholastic achievement, and recipients must maintain a 3.0 grade point average.

**LOUISE MORGAN** -- Louise Morgan of Salisbury, a retired nursing instructor at Wor-Wic, established an endowed scholarship at the Community Foundation of the Eastern Shore for students who have been admitted into Wor-Wic's nursing program. Selection is based on financial need and scholastic achievement. Preference is given to non-traditional students.

**MUNICIPALITIES** -- The Eastern Shore Association of Municipalities established an endowed scholarship at the Community Foundation of the Eastern Shore for students enrolled at Wor-Wic on a full-time basis. Selection is based on financial need and scholastic achievement.

**VIRGINIA NICOLL** -- Family members of the late Virginia Holland Nicoll, RN, established an endowed scholarship in her memory. Born in Whaleyville, Mrs. Nicoll grew up in Berlin and enjoyed a successful 38-year career in nursing, serving for many years as director of nursing of the Wicomico County Health Department. Income from the endowment is used for the annual scholarships. Applicants must be residents of Worcester, Wicomico or Somerset County, officially admitted into Wor-Wic's nursing program and planning to work on Maryland's Lower Eastern Shore. Selection is based on financial need and scholastic achievement.

DEBBIE PARKER -- The Eastern Division Motorola Service Shops Association (EDMSSA) provides \$2,000 in scholarship funds each year for this scholarship, which is named for the late Debbie Parker, business manager at Caldabaugh Communications from 1985 to 2002 and secretary of the EDMSSA from 2000 to 2002. Applicants must be enrolled in the computer studies program. Selection is based on financial need and scholastic achievement, and recipients must maintain a 3.0 grade point average.

HENRY AND NELLIE PARKER -- The late Henry S. and Nellie T. Parker of Salisbury established an endowed scholarship fund for students from Wicomico County to attend Wor-Wic. Income from the endowment is used for the annual scholarships. Selection is based on financial need. Recipients must maintain a 2.5 grade point average.

PGH SCHOOL OF NURSING ALUMNI ASSOCIATION -- The Peninsula General Hospital School of Nursing Alumni Association provides \$500 in scholarship funds each year for students enrolled in the nursing program. Selection is based on financial need and scholastic achievement. Recipients must maintain a 3.0 grade point average.

POCOMOKE CITY AREA HEALTH CARE -- The Pocomoke City Area Health Care Scholarship Inc. established an endowed scholarship fund at the Community Foundation of the Eastern Shore for students enrolled in Wor-Wic's health care (emergency medical services, nursing or radiologic technology) programs. Selection is based on financial need and scholastic achievement. Recipients must have at least 15 credit hours toward the completion of the program, and they must maintain a 3.0 grade point average. First preference is given to residents of Worcester, Somerset or Accomack County, with second priority to residents of Wicomico County. They must agree to work in one of the four counties on the Lower Eastern Shore for one year after their graduation. The scholarship funds are provided for a maximum of two years for full-time students and three years for part-time students.

PORTER-RINNIER FAMILY -- William B. and Marlene P. Rinnier and their children, W. Blair and Lisa L. Rinnier, established an endowed scholarship in memory of their parents/grandparents, Isabelle Toulson and Harold Lankford Porter, and Ethelyn Hopkins and Leslie John Rinnier. Income from the endowment is used for the annual scholarships, which can be used for tuition, fees or books. Selection is based on financial need and scholastic achievement. Applicants are selected in the following priority order: 1) office technology students from Wicomico County; 2) office technology students from Worcester or Somerset County; 3) accounting, business or computer studies students; and 4) other students. Recipients must maintain a 2.5 grade point average.

FRANKLIN AND GERTRUDE PURNELL -- The L. Franklin and Gertrude H. Purnell Foundation provides \$4,000 in scholarship funds each year through the Wor-Wic Community College Foundation for tuition and expenses for Wor-Wic nursing program applicants. Applicants must be residents of Worcester County with plans to practice nursing on the Lower Eastern Shore of Maryland. Selection is based on financial need and scholastic achievement. Preference is given to students who are enrolled on a full-time basis.

ELIZABETH PUSEY -- The Community Foundation of the Eastern Shore provides \$10,000 in scholarship funds from an endowed scholarship fund established by the late Elizabeth Brittingham Pusey, a lifelong resident of Wicomico County. Applicants must be high school graduates from Wicomico County who are enrolled in a transfer program at the college. Selection is based on financial need and scholastic achievement.

QUOTA INTERNATIONAL OF SALISBURY -- Quota International of Salisbury provides \$1,000 in scholarship funds each year for students attending Wor-Wic. Selection is based on financial need and scholastic achievement. Applicants are selected in the following priority order: 1) students who are hearing or speech impaired; 2) nursing students who intend to work with the hearing or speech impaired; and 3) nursing students. Scholarships can be awarded to new students if their placement test scores do not indicate a need for any developmental education course work. Recipients must maintain a 3.0 grade point average.

ROTARY CLUB OF SALISBURY -- The Rotary Club of Salisbury provides \$1,000 in scholarship funds each year for Wicomico County students who exemplify the principles of the organization. The principles of Rotary are based on honesty, fairness, high ethical standards, and international and community service. Selection is based on financial need and scholastic achievement.

**SALISBURY OPTIMIST CLUB** -- The Salisbury Optimist Club provides \$500 in scholarship funds each year for a student enrolled in any credit program of study. Applicants must be residents of Wicomico County and they must enroll at Wor-Wic within two years after graduating from a high school in the county or returning from the military. Selection is based on financial need and scholastic achievement. Recipients must maintain a 3.0 grade point average.

**MARILYN AND SAMUEL SEIDEL** -- The late Marilyn C. and Samuel W. Seidel of Salisbury established an endowed scholarship at the Community Foundation of the Eastern Shore for Wor-Wic students from Wicomico County enrolled in any credit program of study. Selection is based on financial need and scholastic achievement. Preference is given to students who have completed 12 or more credit hours at the 100 level or above. Recipients must maintain a 3.0 grade point average.

**GERT SHOCKLEY** -- The Gert Shockley Foundation, established in memory of Gertrude W. Shockley, a member of the board of trustees at Wor-Wic Community College from 1980 until her death in 1991, provides two annual \$2,000 scholarships, one for a student majoring in education and one for a student enrolled in any credit program of study. Selection is based on financial need, and recipients must maintain a 3.0 grade point average. Recipients must agree to complete 50 hours of volunteer work with disadvantaged students in coordination with the Shockley Foundation.

**SHORE DISTRIBUTORS** -- Shore Distributors, a wholesale distributor of plumbing, heating, air conditioning and water-related systems, established an endowed scholarship fund for students in any credit program of study. Income from the endowment is used for the annual scholarships. Selection is based on financial need and scholastic achievement. Recipients must maintain a 3.0 grade point average.

**DOROTHY WARWICK SMITH** -- Rick and Melody Nelson of Princess Anne established an endowed scholarship fund in memory of her mother, Dorothy Warwick Smith, a 1946 graduate of the Peninsula General Hospital School of Nursing who worked as a registered nurse for more than 40 years and retired as a public health nurse in Somerset County in 1987. Income from the endowment is used for the annual scholarships. Applicants must be enrolled in the nursing program, and selection is based on financial need.

**MARIAN SNEE** -- John Snee of Salisbury established an endowed scholarship at the Community Foundation of the Eastern Shore in memory of his wife, Marian. Applicants must have been admitted into Wor-Wic's nursing program. Selection is based on financial need.

**SONS OF ITALY** -- The Sons of Italy of Ocean City Lodge No. 2474 established an endowed scholarship for students from Worcester or Wicomico County to attend Wor-Wic. Income from the endowment is used for the annual scholarships. Preference is given to students enrolled in general studies or business-related programs (accounting, business, computer studies, hotel-motel-restaurant management and office technology). Selection is based on financial need, and recipients must maintain a 2.5 grade point average.

**JOHN SPURRIER** -- The Maryland Law Enforcement Officers Inc. provides \$1,000 in scholarship funds each year for this scholarship, which is named for the late John W. Spurrier Sr., a past president who served as chairman of the scholarship committee for more than 20 years. Students must be Maryland residents and enrolled in the law enforcement program. Selection is based on financial need and scholastic achievement. Recipients must maintain a high standard of excellence, and they must be employed or pursuing a career in the law enforcement field.

**TAYLOR BANK** -- The Calvin B. Taylor Bank provides a \$1,000 scholarship each year in memory of the late Calvin B. Taylor for a Worcester County high school graduate enrolled in Wor-Wic's business, computer studies or office technology program. The scholarship funds are provided during the student's first year of study, with an additional \$200 incentive (\$100 per term) if the student is named to the dean's list. Selection is based on financial need and scholastic achievement. Students must be registered for at least six credit hours, and preference is given to full-time students. Community involvement, school activities and whether or not the student plans to remain and work in the local area are also considered. In addition to the FAFSA, interested students must complete a "Calvin B. Taylor Memorial Scholarship Application," available in the financial aid office.

ANNAMAE PERDUE VINCENT -- AnnaMae Perdue Vincent of Salisbury, a 1945 graduate of the Peninsula General Hospital School of Nursing and mother of the late Wicomico County Deputy State's Attorney Sam Vincent, established an endowed scholarship fund for students who are enrolled in the associate degree nursing program. Income from the endowment is used for the annual scholarships. Selection is based on financial need, and recipients must maintain a 2.5 grade point average. Preference is given to students who are residents of Wicomico County and planning to work on Maryland's Lower Eastern Shore.

HENRY LEE VINYARD JR. -- Phyllis A. Vinyard of Salisbury established an endowed scholarship fund in memory of her husband, Henry Lee Vinyard Jr., an attorney in Salisbury for more than 35 years. Income from the endowment is used for the annual scholarships. Applicants must be a minimum of 24 years of age and committed to completing a college degree. Selection is based on financial need, and recipients must maintain a 2.75 grade point average.

C.T. AND ELLEN WEBSTER -- Richard C. Webster, son of the late C.T. and Ellen Ridgely Webster of Salisbury, provides \$2,000 in scholarship funds each year for students enrolled in any of Wor-Wic's transfer programs. Selection is based on financial need and scholastic achievement. Preference is given to students who have completed 12 or more credit hours at the 100 level or above. Recipients must maintain a 3.0 grade point average.

WOR-WIC FOUNDATION GENERAL SCHOLARSHIP FUND -- Through outright gifts, as well as income from endowment contributions, provided by individuals, businesses and organizations in the community, the Wor-Wic Community College Foundation established a general scholarship fund to help students who have financial need, without regard to program of study, county of residence or part-time or full-time enrollment status. These scholarships can help Maryland residents pay for tuition, fees, books, uniforms and any other related educational expenses at Wor-Wic. Recipients must maintain a 2.0 grade point average.

## Academic Information

### Academic Freedom Policy

Wor-Wic strives to create an educational environment that encourages academic freedom as an essential component of scholarship. Faculty are free to present information and ideas related to their course content, and college students should expect to test and explore their personal views, beliefs and philosophies in new contexts during the educational process. Faculty are, however, expected to present as many sides of a controversial issue as practical within their classroom teaching, assigned readings or instructional handouts.

### Grading System

In the fall and spring terms, students who are not progressing satisfactorily receive a mid-term notice of a "U" (unsatisfactory) grade. At the end of each term, all students are issued final grades and these grades become part of the student's transcript. Each letter grade is equivalent to a specific number of points, as follows:

Grade	Definition	Points
A	Excellent -- An "A" denotes intellectual initiative as well as high academic achievement.	4
B	Good -- A "B" denotes above average completion of course requirements.	3
C	Average -- A "C" denotes a satisfactory understanding of course principles and techniques.	2
D	Poor -- A "D" denotes marginal understanding of course principles and techniques.	1
F	Unacceptable -- An "F" denotes that course requirements and standards were not met.	0
P	Pass -- A "P" denotes a passing grade of "C" or better in a pass/fail course.	0
I	Incomplete -- An "I" denotes that the student was unable to complete the work or take the final examination because of illness or other causes over which the student had no control. The student does not re-register for the course the following term, but continues to complete the course work as designated by the instructor of the incompleted course. The "I" automatically becomes an "F" if the work is not made up prior to the mid-term point of the following fall or spring term.	0
R	Re-register -- For self-paced courses (except OFT 103), an "R" denotes that the student has completed at least half, but was unable to complete all, of the course requirements by the end of the term. For developmental education courses, an "R" denotes that the student has a final average of 70-74 percent. The student is required to re-register for the same self-paced or developmental education course during the following fall or spring term. If the student does not re-register for the course in the following fall or spring term, the "R" grade automatically becomes an "F."	0
W	Withdrawal -- A "W" denotes that the student has officially withdrawn from the course.	0
U	Unsatisfactory -- A "U" denotes that course requirements and standards are not being met.	0
AU	Audit -- An "AU" denotes that minimum standards of attendance were met.	0



## Credit Hours

A credit hour is the unit by which academic work is measured. The minimum requirements are 750 minutes of contact per credit hour for lecture, 1,500 minutes for a laboratory and 2,250 minutes for a practicum or field experience. A minimum of two hours of out-of-class student work is expected for each credit hour per week.

## Self-Paced Courses

Self-paced courses allow students to work at their own pace, either in a classroom or laboratory, or, in the case of related field experience and practicum courses, at a work site. Self-paced office technology courses require the course work to be completed in FOH 305. Students registered for a self-paced office technology class must pick up a syllabus in FOH 305 during the first week of class.

## Proficiency Examinations

A student can receive credit for selected courses offered by the college by achieving a passing grade on an institutional proficiency examination. Only students who have been formally admitted to the college are eligible to take proficiency examinations. Students cannot take a proficiency examination for a course in which they are currently enrolled or have previously been enrolled. Each academic department determines which courses can be challenged and when the examinations will be administered. Students should obtain specific information on examination dates, registration procedures and any prerequisites or fees from the department head.

## Auditing a Course

A student interested in auditing a course must meet prerequisites and register during a regular registration session, indicating that the course is being audited. A full- or part-time student who audits a course must pay regular tuition rates. The student is entitled to participate in all course activities, but is not required to take examinations or produce papers or projects. The student does not receive college credit for the course. In order for an audited course to be recorded on the student's transcript as an "AU" grade, minimum standards of attendance must be met, with such standards set by the instructor at the beginning of the course. After obtaining the consent of the instructor, a student who has registered to audit a course can request that it be changed to the status of a credit course, or vice versa, if such a change is requested prior to the last day for dropping classes and if all course requirements have been met.

## Course Substitutions

A student can request a course substitution or waiver by submitting a written request to his or her advisor. The advisor completes a "Request for Course Substitution/Waiver" form, attaches supporting documentation and submits it to the department head of the student's program of study. The department head provides his or her recommendation to the dean. After it is recommended by the dean and approved by the vice president for academic affairs, the request is submitted to the registrar for implementation.

## Distance Education

Distance education is an alternative method of taking credit courses whereby the majority of the instruction occurs when the student and the instructor are not in the same place at the same time. Information is distributed through learning technologies to students who have time constraints, work schedule conflicts or are otherwise unable to attend classes at a specific college location at a designated time. All first-time hybrid and online students are required to complete a one-time online orientation in Blackboard, Wor-Wic's learning management system. This self-paced orientation is available in Blackboard within 24 hours after a student registers for his or her first hybrid or

online course and should be completed prior to the start of classes. First-time hybrid and online students can access their hybrid or online course in Blackboard only if the orientation has been successfully completed. Wor-Wic offers the following distance education options:

## Hybrid Courses

A hybrid course is a blend of face-to-face and web-based instruction. Required classroom time is split between on-campus class time and web-based activities, which include interactive forums, assessments, research and/or video. In order to participate, students must have access to a computer with an internet connection.

## Online Courses

Blackboard is used to facilitate learning in each online course. Active participation, although not simultaneous, includes interactive forums, assessments, research and/or video. In order to participate, students must have access to a computer with an internet connection. Online courses require on-campus testing or testing at an approved off-campus testing center.

## Virtual Courses

Virtual courses are held in distance learning classrooms on Wor-Wic's campus. Students interact with the instructor, who is located at another site, through a computer connection.

## Academic Performance

Students are expected to maintain a high level of academic performance. Assistance is provided in an attempt to help students maintain satisfactory academic progress. A student who does not maintain satisfactory academic progress can be dismissed from the institution. A student who is concerned about his or her academic progress should consult with his or her academic advisor.

## Grade Point Average

A student's grade point average (GPA) is recorded on his or her transcript. Courses for which a grade of "A," "B," "C" or "D" is received are included as both credit hours attempted and points earned. An "F" grade is included as credit hours attempted, but no points are earned. Grades in developmental education courses are not included in the GPA calculation. Transfer credits are counted toward credits needed for a degree, but they are not used in the computation of grade point average (except for the calculation of admission points in the emergency medical services, nursing, occupational therapy assistant, physical therapist assistant and radiologic technology programs). The GPA is calculated in the following manner:

$$\frac{\text{Total Points Earned}}{\text{Total Credit Hours Attempted}} = \text{Grade Point Average}$$

## Repeating a Course

When a student repeats a course, all grades received from Wor-Wic for that course appear on the student's transcript. Only the last grade is used for computing grade point average.

## Satisfactory Academic Progress

Satisfactory academic progress is based on the student's academic standing as determined by his or her grade point average and the percentage of courses passed. To make satisfactory academic progress, students must maintain the following standards in accordance with their overall credit hours attempted:

Total Credit Hours Attempted	Minimum GPA	Minimum Percentage Of Credits Passed
0-9	no evaluation	no evaluation
10+	2.0	67%

Credit hours counted as attempted for the purpose of measuring satisfactory academic progress are from all courses, including developmental, in which a student received a grade, with the exception of "AU."

## Academic Probation

Academic progress is measured at the end of each fall and spring term and combined summer terms. When a student fails to meet the standards for satisfactory academic progress, he or she is placed on academic probation. A student can continue to re-enroll while on probation as long as his or her probation term GPA is 2.0 or higher and he or she passes at least 67 percent of the credits attempted during the term. A student on probation is limited to three courses per term, is required to consult with his or her academic advisor in order to maximize his or her chances of successfully reattaining satisfactory academic progress and must complete study skills workshops conducted by the director of student success. To be removed from probation, a student must meet or exceed the minimum requirements for continuous enrollment with his or her overall GPA and percentage of credits passed.

## Academic Suspension

A student is placed on academic suspension when his or her probation term GPA or percentage of credits passed falls below the minimum standards for satisfactory academic progress. A student suspended after a spring or summer term cannot register for courses until the following spring term. A student suspended after a fall term cannot register for courses until the next summer term. A student readmitted after a suspension is considered to be on probation and must follow the regulations of that academic status.

After a second academic suspension, a student interested in readmission must appeal to the senior director of student development and explain, in writing, how he or she plans to address his or her academic weaknesses. The student is also required to attend a conference with the senior director of student development, the student's assigned advisor and other appropriate college employees to determine the advisability of the student continuing his or her studies at the college.

## Academic Grievances

A student who believes that he or she has been treated unfairly by a faculty member regarding an academic matter must make an appointment with the faculty member to discuss the situation within 30 days after the alleged incident. Academic matters include interactions between a faculty member and a student that affect student performance and/or evaluation in a particular course.

If, after meeting with the faculty member, the student does not believe the problem is solved, a credit student must meet with the department head. If the faculty member is also the department head, the student must meet with the dean. If, after meeting with the faculty member, the student does not believe the problem is solved, a continuing education student must meet with the continuing education director responsible for initiating the course. If the student still believes the problem has not been satisfactorily resolved, then he or she can submit a completed academic grievance form to the chairperson of the academic standards committee of the faculty council. The form can be obtained either online through the student portal or from a faculty member, department head or dean.

A student grievance to the academic standards committee includes the grievance form, with the student's name, the faculty member's action that is the basis for the student's grievance, what the student believes is unfair about the faculty member's action, the steps pursued, the results of each step, an explanation of what the student wants the academic standards committee to do for the student and copies of all relevant documents.

The academic standards committee has 10 days after receiving the grievance to determine if the grievance has merit. If the committee determines that the grievance does not have merit, the committee sends its recommendation to the vice president for academic affairs. The vice president reviews the recommendation and the grievance process, and forwards a recommendation to the president. The decision of the president, upon notification of the parties involved, is final. If the committee determines that the grievance does have merit, the committee schedules a hearing within 30 days of receiving the grievance. Extension requests of up to 10 days can be granted by mutual consent of the academic standards committee, the student and the faculty member. The hearing guidelines for the academic standards committee are provided in Appendix I.

## Dean's List

Students who complete a fall or spring term with six credit hours or more with a grade point average of 3.5 or better without having received a grade of "I," "F," "R" or "W" are cited as superior students by the vice president for academic affairs. At the end of each fall and spring term, an official list with the names of these students is submitted to area newspapers for their publication consideration. A student whose name appears on the list also receives formal recognition on his or her transcript.

## General Education

### Philosophy and Objectives

Wor-Wic strives to combine the advantages of a general education core with opportunities to pursue a variety of occupational and technical programs. The curricula for the associate degree are designed to broaden and deepen the student's education by helping the student meet the following objectives:

1. Writing -- Express ideas effectively through written text.
  - Content:*
    - a. Select appropriate topics.
    - b. Identify a clear purpose and audience.
    - c. Use sound reasoning to support a central claim.
    - d. Use specific evidence.
    - e. Integrate and correctly document reliable sources.
  - Organization:*
    - a. Organize content logically.
    - b. Maintain focus.
    - c. Demonstrate coherence.
    - d. Adhere to the structural conventions of an individual discipline.

*Style and Expression:*

- a. Demonstrate clarity and precision in language choices.
- b. Adhere to specific academic conventions, including tone, point of view and diction.
- c. Control a variety of sentence structures.

*Grammar/Punctuation/Mechanics (GPM):*

- a. Demonstrate writing that is substantially free of errors in grammar, punctuation and mechanics.
- b. Eliminate all GPM errors that do not impede comprehension or distract the reader.

2. Speaking -- Demonstrate a command of oral communication that is accurate, ethical and audience-centered.

*Accurate and Ethical*

- a. Organize the oral communication in a manner that is logical and fluid within the context of the discipline.
- b. Support a main idea with information that is credible, reliable, relevant, specific and sufficient.
- c. Fully integrate, explicitly acknowledge and orally document outside sources.

*Audience-Centered*

- a. Employ a tone and language that are appropriate for the assignment and setting.
- b. Select a topic that reflects careful consideration of audience and assignment guidelines.
- c. Deliver a speech in a manner that engages the audience (e.g., use of voice, eye contact, gestures, posture and energy are effective).
- d. Provide presentation aids (if used) that are vivid and relevant and that enhance and/or clarify rather than substitute for core content.

3. Reading -- Analyze and/or evaluate texts within and across disciplines.

- a. Identify key textual features (e.g., headings, captions and illustrations).
- b. Identify explicit and derive implicit meanings.
- c. Examine textual and contextual relationships.
- d. Summarize, generalize and/or predict from the text.

4. Critical Thinking -- Apply critical analysis and reasoning skills to evaluate evidence and draw conclusions.

- a. Interpret information to investigate arguments, claims and beliefs and a point of view.
- b. Use evidence to support a position (perspective/thesis/hypothesis).
- c. Identify and analyze alternative outcomes to a problem or case.
- d. Determine a solution(s) to a problem.

5. Information Literacy -- Access, evaluate and appropriately use information and technology to accomplish tasks and communicate ideas.

- a. Acquire: Use multiple forms of media to identify, gather and synthesize information from a variety of sources.
- b. Assess: Critically determine the credibility, accuracy and utility of source information.
- c. Use: Effectively employ technological tools and vocabulary to manage projects and/or solve problems.
- d. Cite: Responsibly use information according to legal and ethical standards.
- e. Create: Incorporate information and technology into the design and development of quality products that successfully communicate ideas.

6. Quantitative Reasoning -- Use and apply quantitative concepts and methods to calculate and interpret numerical problems.

- a. Interpret: Explain information presented in numerical forms.
- b. Represent: Convert relevant information into various numerical forms.
- c. Calculate: Solve numerical problems.
- d. Apply/Analyze: Make judgments and draw appropriate conclusions based on numerical information.

7. Scientific Reasoning -- Apply the process of scientific inquiry and analysis.

- a. Predict: Apply current scientific theories and models as unifying principles to comprehend natural phenomena and make predictions.
- b. Interpret: Infer meaning from statistical data and graphical data presentations.
- c. Distinguish: Recognize the current and historical interdependence of applied research, basic research and technology.
- d. Formulate: Develop hypotheses, identify relevant variables and design experiments to test hypotheses.
- e. Evaluate: Assess the credibility, use and misuse of scientific and mathematical information related to scientific and public policy issues.

8. Diversity -- Identify the influences of a variety of cultural contexts on social interactions and demonstrate civic engagement with the college and local community.
  - a. Explore: Describe how cultural diversity impacts human relations and its influence on historical events.
  - b. Engage: Increase inter- and intrapersonal skills through participation in:
    - i. A variety of academic, social and cultural events at the college and in the community; and
    - ii. Community-based activities.
  - c. Awareness: Compare and contrast differences in another person's beliefs, habits and behavior related to self.
9. Ethics -- Recognize ethical issues in a variety of settings and consider the consequences of alternative actions.
  - a. Assess personal core beliefs and their influence on personal decision-making.
  - b. Evaluate different ethical perspectives and their potential implications.
  - c. Apply ethical theories to the resolution of ethical dilemmas or social and professional issues.

## General Education Requirements

A specific distribution of at least 28 general education credit hours is required for an associate of arts, associate of science or associate of arts in teaching degree and at least 18 general education credit hours are required for an associate of applied science degree. Some degree programs have specific general education course requirements, but where none exist, students can select elective courses from the following categories in order to reach their 18 or 28 credit hour minimum. A student who has earned a bachelor's degree from a regionally-accredited institution in the U.S. is exempt from all general education courses within the major that are not major course requirements or prerequisites for other courses within the major.

## English and Composition

All associate degree students must complete the following English composition course:

- ENG 101 - Fundamentals of English I (3 Credits)

## Arts and Humanities

Associate of arts, associate of science and associate of arts in teaching students must complete ENG 151 and one other course in any of the other arts and humanities disciplines (art, communication, French, music, philosophy and Spanish). Associate of applied science students must complete ENG 151.

- ART 101 - Introduction to Art History (3 Credits)
- ART 101H - Introduction to Art History, Honors (3 Credits)
- COM 101 - Introduction to Public Speaking (3 Credits)
- COM 101H - Introduction to Public Speaking, Honors (3 Credits)
- COM 200 - Interpersonal Communication (3 Credits)
- COM 201 - Instructional Communication (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits)
- ENG 151H - Fundamentals of English II, Honors (3 Credits)
- FRN 101 - Fundamentals of French I (3 Credits)
- FRN 102 - Fundamentals of French II (3 Credits)
- HUM 101 - Introduction to the Arts (3 Credits) \*
- MUS 101 - Music Appreciation (3 Credits)
- PHL 101 - Introduction to Philosophy (3 Credits)
- SPN 101 - Fundamentals of Spanish I (3 Credits)
- SPN 102 - Fundamentals of Spanish II (3 Credits)
- \* This course satisfies the general education arts and humanities requirement only for students enrolled in associate of arts in teaching programs.

## Social/Behavioral Science

Associate of arts, associate of science and associate of arts in teaching students must complete one course in each of two social/behavioral science disciplines (economics, history, human geography, political science, psychology and sociology). Associate of applied science students must complete one course in any one of the five social/behavioral science disciplines.

- ECO 151 - Principles of Macroeconomics (3 Credits)
- ECO 201 - Principles of Microeconomics (3 Credits)
- GEO 102 - Human Geography (3 Credits)
- HIS 101 - World Civilizations I (3 Credits)
- HIS 151 - World Civilizations II (3 Credits)
- HIS 151H - World Civilizations II, Honors (3 Credits)
- HIS 201 - American History I (3 Credits)
- POL 101 - American Government (3 Credits)
- PSY 101 - Introduction to Psychology (3 Credits)
- PSY 101H - Introduction to Psychology, Honors (3 Credits)
- SOC 101 - Introduction to Sociology (3 Credits)
- SOC 101H - Introduction to Sociology, Honors (3 Credits)

## Biological/Physical Science

Associate of arts and associate of arts in teaching students must complete one laboratory course in each of two biological/physical science disciplines (biology, chemistry, environmental science, geography and physics). Associate of science students must complete two biological/physical science courses, with at least one being a laboratory course. Associate of applied science students must complete one course in any one of the five biological/physical science disciplines.

- BIO 101 - Fundamentals of Biology (4 Credits)
- BIO 105 - Principles of Biology I (4 Credits)
- BIO 115 - Introduction to Human Structure and Function (3 Credits)
- BIO 120 - Nutrition (3 Credits)
- BIO 202 - Anatomy and Physiology I (4 Credits)
- BIO 203 - Anatomy and Physiology II (4 Credits)
- BIO 220 - Microbiology (4 Credits)
- CHM 105 - General Chemistry I (4 Credits)
- ENV 101 - Environmental Science (4 Credits)
- GEO 101 - Earth and Space Science (4 Credits)
- GEO 101H - Earth and Space Science, Honors (4 Credits)
- IDS 200H - Scientific Thought and Data Analysis, Honors (3 Credits)
- PHY 104 - Physical Science (4 Credits)
- PHY 121 - General Physics I (4 Credits)
- PHY 141 - Principles of Physics I (4 Credits)

## Mathematics

All associate degree students must complete one of the following mathematics courses.

- MTH 102 - Applications in College Mathematics (3 Credits)
- MTH 103 - Fundamental Concepts I (4 Credits) \*
- MTH 104 - Fundamental Concepts II (4 Credits)
- MTH 121 - Precalculus I (3 Credits)
- MTH 122 - Precalculus II (4 Credits)
- MTH 152 - Elementary Statistics (3 Credits)
- MTH 152H - Elementary Statistics, Honors (3 Credits)
- MTH 160 - Applied Calculus (3 Credits)
- MTH 201 - Calculus I (4 Credits)
- \* This course satisfies the general education mathematics requirement only for students enrolled in the early childhood education associate of applied science degree program.

## Honors Program

The honors program provides qualified students with an opportunity to challenge their academic potential through enriched learning experiences. The program features small, seminar-style classes involving extensive interaction between faculty and students, with an emphasis on collaboration and inquiry. Honors courses encourage critical and creative thinking through the writing of short and long essays and the reading of original works of significant writers and thinkers from classical through contemporary times. The honors program prepares students to transfer and excel academically at a four-year college. Two core honors courses (ENG 200H and IDS 200H) and a selection of elective honors courses representing various academic departments are offered each year.

## Entrance Criteria

In order to accommodate students with diverse backgrounds and needs, the honors program offers a range of entrance criteria. Students can enter the honors program or take an honors course if they:

1. Possess a combined reading and mathematics SAT score of at least 1,100;
2. Possess a composite ACT score of at least 24;
3. Hold a high school diploma with a grade point average of 3.25 or higher (unweighted for certificate of merit courses);
4. Maintain a grade point average of at least 3.5 over nine credit hours at Wor-Wic or from a transfer institution;
5. Possess acceptable placement test scores at Wor-Wic; or
6. Are recommended by the honors program committee.

## Honors Designation

In order to receive designation as an honors program graduate at commencement exercises, a student must:

1. Complete ENG 200H and IDS 200H with grades of "B" or better;
2. Complete two other honors courses with grades of "B" or better;
3. Receive an overall grade point average of at least 3.0 in all honors courses; and
4. Maintain an overall grade point average of at least 3.25 while enrolled at Wor-Wic.



## Graduation Requirements

In order to be awarded a degree or certificate, students must apply for graduation through the myWor-Wic portal. Students should apply at least one term prior to their expected completion date.

Proficiency examination and transfer credit hours cannot equal more than 75 percent of the hours needed for an associate degree or certificate.

Students who have been continuously enrolled without having two consecutive terms (not including summer) of non-enrollment can graduate according to the course and graduation requirements of the catalog in the year in which they first enrolled or the catalog of any subsequent year.

## Associate Degree

An associate degree is awarded to students who complete their specific program requirements as well as the following college criteria:

1. At least 60 credit hours with a "C" (2.0) grade point average or better;
2. A minimum of 15 credits completed at Wor-Wic;
3. At least 18 credits in general education courses for an associate of applied science degree and 28 credits for an associate of arts, associate of science degree or associate of arts in teaching;
4. At least 24 credits directly related to the occupation in vocational and technical programs; and
5. A general education competency assessment (unless exempt).

## Certificate

A certificate is awarded to students who complete their specific program requirements as well as the following college criteria:

1. A "C" (2.0) grade point average or better; and
2. A minimum of 25 percent of the required courses completed at Wor-Wic.

## General Education Assessment (GEA)

Associate degree students must complete a general education assessment before being awarded a degree. The assessment measures the general education competencies exhibited by potential graduates. The assessment is administered only on specific dates during the year. These dates are available on the college website. It is the student's responsibility to arrange his or her schedule to take advantage of the assessment dates. A student who has an associate or bachelor's degree from a regionally-accredited institution in the U.S. is exempt from taking the assessment. Reverse transfer graduates are also exempt. Students who have questions about the general education assessment should contact their advisors.

## Awards and Honors

Associate degree graduates with a cumulative grade point average of at least 3.80 graduate "with high honors," while those with at least a 3.5 grade point average graduate "with honors." Certificate graduates with a grade point average of at least 3.5 graduate "with distinction." To be eligible for these honors, a student must not have any "F" grades in a course at the 100 level or above, no more than one "R" grade and no more than one "D" grade.

## Diplomas

Diplomas are ordered for students whose graduation has been confirmed by the registrar, at the end of each term. Diplomas are mailed to graduates after they are received, approximately eight weeks after the graduation date.

## Participation in Commencement

Wor-Wic conducts one commencement ceremony each year. Students are eligible to participate if they have completed the requirements for their degree or certificate at the end of the fall term or if they are completing the requirements for their degree or certificate at the end of the spring term. Students completing in the summer can also participate if they have nine credits or less remaining, they have registered for their remaining course work and they have met all other graduation requirements by the second Friday in April. Students graduating with an associate degree must also complete the general education competency assessment.

## Transfer

A student who wants to transfer to a four-year institution should consult with his or her advisor and the institution to which he or she intends to transfer to ensure that the courses taken at Wor-Wic will fulfill the requirements of the transfer institution. Students and advisors can determine if a course is transferable by visiting the website of the Articulation System for Maryland Colleges and Universities (ARTSYS) at [artsys.usmd.edu](http://artsys.usmd.edu). Maryland Higher Education Commission has policies governing the transfer of students among the two- and four-year public institutions in Maryland. These policies are provided in Appendix J.

## Transcripts

Students can request copies of their electronic or paper transcripts on the college website. Transcript requests are processed in the order in which they are received. Students ordering paper transcripts should allow ample time for processing and delivery through the U.S. Postal Service. A fee of \$3 is charged for an electronic transcript and the fee for a paper transcript is \$5.25. Alternate delivery methods are available for additional fees. Current students can print free copies of their unofficial transcripts from the myWor-Wic portal. More information about transcripts can be obtained by calling the registrar at 410-334-2907.

## Continuing Education

### Non-Credit Courses

Wor-Wic's continuing education and workforce development division offers career-oriented non-credit courses during three major terms each year, beginning in September, January and May. Courses are designed to help students prepare for a new career, upgrade existing skills, meet licensure, certification or continuing education requirements, improve technical skills and provide opportunities for self-improvement.

Categories of continuing education courses include business and leadership, child care, computers and technology (accounting, computer basics, desktop publishing and graphics, digital imaging and video editing, the internet and mobile technologies, office skills, operating systems, PC hardware, networking and security, social media, spreadsheets, webpage design and word processing), health and safety (cardiopulmonary resuscitation and basic first aid, certified nursing assisting, continuing education for nurses and other health care professionals, dental assisting, medical coding, medicine aide recertification, personal trainer certification, pharmacy technician examination preparation and phlebotomy), hospitality and culinary (food preparation and safety, bartending, pool operation and safety, and hotel and motel operations), trades and manufacturing (air conditioning, refrigeration, computer-aided design, construction, electricity, electronics, lead paint abatement, mold remediation, sanitary technology, solar energy and welding), personal enrichment, real estate, transportation (bus driver training, driver education, motorcycle safety and truck driver training) and veterinary assistant training. Computer courses are offered for senior adults, as well as enrichment courses for gifted and talented students in grades three through nine. Many online courses are also offered in a variety of areas.

Students can register online, through the mail, by fax or in person in Fulton-Owen Hall at the college campus in Salisbury. The college accepts VISA, MasterCard, Discover and American Express, and businesses can be billed for their employees who register for courses. Maryland senior adults, 60 years of age or older at the time of registration, can take most continuing education courses without paying tuition, but they must pay for any required fees and textbooks.

Schedules that list the courses being offered, course descriptions and meeting dates are mailed to most residents of Worcester, Wicomico and Somerset counties approximately one month prior to the scheduled starting dates of the courses. Anyone who is not regularly receiving a schedule can call Wor-Wic's continuing education and workforce development division at 410-334- 2815. Class schedules are also available on Wor-Wic's website.

### Customized Training for Business & Industry

As part of the college's commitment to train local people for local jobs and support local economic development efforts, the continuing education and workforce development division regularly partners with area businesses, industries, agencies and organizations to strengthen workforce skills by providing results-oriented customized training for their employees. Courses and seminars, which vary from basic skills development to sophisticated business operations, are developed for individual companies and clusters of companies with related training needs. Customized training is tailored to meet specific company schedules and needs, and is conducted both day and evening in college facilities or at company business sites. Laptop computers make computer applications training convenient for on-site locations at companies throughout the Lower Eastern Shore. More information about customized training can be obtained by calling the college's director of CEWD business and industry training at 410-334-2815 or by sending an email to [training@worwic.edu](mailto:training@worwic.edu).

## Credit Programs of Study

Wor-Wic's programs of study are developed by college faculty members in conjunction with business and industry representatives who serve on program advisory committees. This joint college-community effort results in programs that are designed to prepare graduates for entry-level positions in the local job market or for further study at four-year institutions.

Students enrolled in credit programs at Wor-Wic can earn an associate of applied science (A.A.S.) degree, associate of science (A.S.) degree, associate of arts (A.A.) degree, associate of arts in teaching (A.A.T.) degree or certificate. Current credit programs are listed below.

Students who do not declare a program of study are classified as special students and assigned a program code of AAA.ND.SPS.

The required courses in each program are presented in a suggested sequence. Students who do not follow the suggested sequence should contact their advisors for assistance with program planning.

Students who plan to transfer should meet with their advisors to select courses appropriate for the transfer institution. While assistance is provided by academic advisors, it is the student's responsibility to meet all of the requirements of his or her program of study. Students should become familiar with the prerequisites and other requirements of each course in the program they have selected.

## Business Management, A.A.S.

Program Code: BMT.AAS.BMT

This program is designed to provide students with the knowledge and skills needed to start their own business or to obtain a job as a supervisor or middle manager in the public or private sector.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- BMT 101 - Introduction to Business (3 Credits) \*
- or
- BMT 115 - International Business (3 Credits)
- and
- COM 101 - Introduction to Public Speaking (3 Credits)
- CMP 100 - Introduction to Computers (1 Credit)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- OFT 155 - Word Processing (3 Credits)
- GEN ED - Mathematics Requirement (3-4 Credits) \*

#### Spring

- BMT 125 - Finance (3 Credits)
- ACT 101 - Financial Accounting (3 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*
- OFT 160 - Introduction to Spreadsheets (3 Credits)
- GEN ED - Biological/Physical Science Requirement (3-4 Credits)

### Second Year

#### Fall

- BMT 102 - Marketing (3 Credits)
- or
- ACT 223 - Income Tax (3 Credits) \*
- and
- BMT 203 - Organizational Communications (3 Credits)
- BMT 205 - Business Law (3 Credits)
- ACT 153 - Microcomputer Accounting (3 Credits) \*
- ECO 151 - Principles of Macroeconomics (3 Credits) \*

#### Spring

- BMT 204 - Supervisory Development (2 Credits) \*
- or
- ACT 250 - Payroll and Accounting Applications (2 Credits) \*
- and
- BMT 220 - Professional Practices (3 Credits) \*
- BMT 260 - Business Management Field Experience (2 Credits) \*
- ECO 201 - Principles of Microeconomics (3 Credits)
- OFT 162 - Introduction to Database Design (3 Credits)

\* This course has a prerequisite.

Learning Outcomes

Graduates of this program should be able to:

1. Describe activities occurring within the basic functions of a business;
2. Create and communicate written and oral reports for internal and/or external stakeholders;
3. Demonstrate business skills and knowledge in a workplace setting and exhibit professional behaviors as per the standards of the respective agency; and
4. Demonstrate social media communication, planning, execution and assessment skills.

## Business Management, Social Media Specialist Concentration, A.A.S.

Program Code: BMT.AAS.SOM

This program prepares students to support an organization's social media efforts. Students focus on web-based communication skills, the computer software needed to manage and assess social media plans, and social media marketing.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- BMT 101 - Introduction to Business (3 Credits) \*
- BMT 102 - Marketing (3 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- MTH 152 - Elementary Statistics (3 Credits) \*
- OFT 155 - Word Processing (3 Credits)

#### Spring

- BMT 130 - Social Media Marketing (3 Credits) \*
- ACT 101 - Financial Accounting (3 Credits) \*
- COM 102 - Introduction to Human Communication (3 Credits) \*
- CMP 130 - Introduction to Web Development (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*

### Second Year

#### Fall

- BMT 220 - Professional Practices (3 Credits) \*
- BMT 235 - Social Media Planning Seminar (3 Credits) \*
- COM 120 - Writing for Digital Media (3 Credits) \*
- ECO 201 - Principles of Microeconomics (3 Credits) \*
- OFT 160 - Introduction to Spreadsheets (3 Credits) \*

#### Spring

- BMT 125 - Finance (3 Credits)
- BMT 260 - Business Management Field Experience (2 Credits)
- CMP 246 - Digital Content Management (3 Credits)
- SOC 101 - Introduction to Sociology (3 Credits)
- GEN ED - Biological/Physical Science Requirement (3-4 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Describe activities occurring within the basic functions of a business;
2. Create and communicate written and oral reports for internal and/or external stakeholders;
3. Demonstrate business skills and knowledge in a workplace setting and exhibit professional behaviors as per the standards of the respective agency; and
4. Demonstrate social media communication, planning, execution and assessment skills.

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## Business Transfer, A.A.

Program Code: BMT.AA.BTT

This program is for calculus-ready students who want to transfer to Salisbury University, the University of Maryland Eastern Shore or another four-year college or university and work toward a bachelor's degree in some area of business, such as accounting, banking, finance, economics, human resource management, marketing or management. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- BMT 101 - Introduction to Business (3 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (4 Credits) x
- MTH 152 - Elementary Statistics (3 Credits) \*
- Elective - History Elective (3 Credits)

#### Spring

- BMT 115 - International Business (3 Credits)
- BMT 203 - Organizational Communications (3 Credits)
- COM 101 - Introduction to Public Speaking (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (4 Credits) x

### Second Year

#### Fall

- BMT 205 - Business Law (3 Credits)
- ACT 101 - Financial Accounting (3 Credits) \*
- ECO 151 - Principles of Macroeconomics (3 Credits) \*
- MTH 160 - Applied Calculus (3 Credits) \*
- and
- Elective - Arts and Humanities Elective (ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN 102)
- or
- Elective - Social/Behavioral Science Elective (GEO 102, POL 101, PSY 101, PSY 201 or SOC 101) (3 Credits)

#### Spring

- ACT 151 - Managerial Accounting (3 Credits) \*
- ECO 201 - Principles of Microeconomics (3 Credits)
- PHE 106 - Integrated Health and Fitness (3 Credits)
- Elective - History Elective (3 Credits)

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Perform all phases of the accounting cycle for sole proprietorship, partnerships and corporations using manual systems;
2. Identify and describe core concepts of economics;
3. Identify and describe core concepts of business law; and
4. Identify, describe and apply core concepts of business communication.

## **Business Management, General Business, Certificate**

Program Code: BMT.CERT.BMC

This program provides students with a foundation of business knowledge to obtain an entry-level position in a commercial, nonprofit or governmental organization that requires a broad understanding of business operations. This program is also valuable for people who have an interest in self-employment.

### Certificate Requirements

- BMT 101 - Introduction to Business (3 Credits) \*
- or
- BMT 115 - International Business (3 Credits)
- and
- BMT 102 - Marketing (3 Credits)
- BMT 125 - Finance (3 Credits)
- ACT 101 - Financial Accounting (3 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)
- OFT 160 - Introduction to Spreadsheets (3 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Describe activities occurring within the basic functions of a business;
2. Create and communicate written and oral reports for internal and/or external stakeholders;
3. Demonstrate business skills and knowledge in a workplace setting and exhibit professional behaviors as per the standards of the respective agency; and
4. Demonstrate social media communication, planning, execution and assessment skills.

## Chemical Dependency Counseling, A.A.S

Program Code: CDC.AAS.CDC

This program allows graduates to enter the job market or transfer to a four-year college or university and work toward a bachelor's degree in social work or psychology. In order to graduate, students must obtain a grade of "C" or better in all chemical dependency counseling, psychology and sociology courses.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- CDC 101 - Introduction to Chemical Dependency (3 Credits)
- BIO 101 - Fundamentals of Biology (4 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- MTH 152 - Elementary Statistics (3 Credits) \*
- PSY 101 - Introduction to Psychology (3 Credits)

#### Spring

- CDC 151 - Drug Classification and Pharmacology (3 Credits) \*
- CDC 155 - Counseling Ethics (3 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*
- PSY 152 - Case Management (3 Credits) \*
- PSY 202 - Principles of Interviewing and Counseling (3 Credits) \*
- SDV 101 - Career Development (1 Credit)

### Second Year

#### Fall

- CDC 248 - Group Therapy and Practice (3 Credits) \*
- CDC 260 - Practicum I (3 Credits) ≈\*
- PHE 106 - Integrated Health and Fitness (3 Credits)
- PSY 251 - Human Growth and Development (3 Credits) \*

#### Spring

- CDC 261 - Practicum II (3 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)
- PSY 201 - Human Relations (3 Credits)
- PSY 252 - Abnormal Psychology (3 Credits) \*
- SOC 101 - Introduction to Sociology (3 Credits)

\* This course has a prerequisite.

≈ This course has a corequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and describe the medical aspects of chemical dependency and treatment;
2. Explain and practice the theories and techniques of counseling and therapy (individual, group and family);
3. Apply addiction treatment delivery practices through participation in authentic field experiences;
4. Identify basic psychological concepts, theories and developments related to human and abnormal behavior; and
5. Describe and demonstrate adherence to the ethical standards of client welfare.

## Chemical Dependency Counseling, Certificate

Program Code: CDC.CERT.CCD

This program provides students who have earned an associate degree or higher in a health or human services counseling field from a regionally-accredited college or university with specialized training in chemical dependency counseling. In order to graduate, students must obtain a grade of "C" or better in all chemical dependency counseling and psychology courses.

### Certificate Requirements

- CDC 101 - Introduction to Chemical Dependency (3 Credits)
- CDC 151 - Drug Classification and Pharmacology (3 Credits) \*
- CDC 155 - Counseling Ethics (3 Credits) \*
- CDC 248 - Group Therapy and Practice (3 Credits) \*
- CDC 260 - Practicum I (3 Credits) \*
- CDC 261 - Practicum II (3 Credits) \*
- PSY 101 - Introduction to Psychology (3 Credits)
- PSY 152 - Case Management (3 Credits) \*
- PSY 202 - Principles of Interviewing and Counseling (3 Credits) \*
- PSY 251 - Human Growth and Development (3 Credits) \*
- PSY 252 - Abnormal Psychology (3 Credits) \*
- SDV 101 - Career Development (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and describe the medical aspects of chemical dependency and treatment;
2. Explain and practice the theories and techniques of counseling and therapy (individual, group and family);
3. Apply addiction treatment delivery practices through participation in authentic field experiences;
4. Identify basic psychological concepts, theories and developments related to human and abnormal behavior;  
and
5. Describe and demonstrate adherence to the ethical standards of client welfare.

## Computer Studies Transfer, Game Development Concentration, A.A.

Program Code: CMP.AA.GDT

This program is for students who want to transfer to a four-year college or university and work toward a bachelor's degree in game development. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- CMP 104 - Introduction to Programming (4 Credits)
- CMP 141 - Introduction to Game Development (3 Credits)
- ART 101 - Introduction to Art History (3 Credits)
- COM 101 - Introduction to Public Speaking (3 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*

#### Spring

- CMP 120 - Introduction to Linux (2 Credits) \*
- CMP 142 - Game Engines I (3 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*
- MTH 121 - Precalculus I (3 Credits) \*
- Elective - General Elective (3 Credits)

### Second Year

#### Fall

- CMP 210 - Programming Structures and Applications (4 Credits) \*
- CMP 241 - Game Engines II (4 Credits) \*
- PHY 121 - General Physics I (4 Credits) \*
- Elective - General Elective (3 Credits)

#### Spring

- CMP 242 - Game Development Capstone (4 Credits)
- GEN ED - Biological/Physical Science Requirement (4 Credits)
- GEN ED - Social/Behavioral Science Requirement (6 Credits) x

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Develop a game project from beginning to end, producing a wellcrafted and working product;
2. Identify and describe elements needed to create a successful game project;
3. Identify and describe core concepts and components of game development; and
4. Identify and describe successful game development practices.

## Computer Studies Transfer, Information Systems Concentration, A.A.

Program Code: CMP.AA.IST

This program is for students who want to transfer to a four-year college or university and work toward a bachelor's degree in information systems. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- CMP 104 - Introduction to Programming (4 Credits)
- CMP 115 - Fundamentals of Computer Architecture (4 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (4 Credits) x

#### Spring

- CMP 120 - Introduction to Linux (2 Credits) \*
- CMP 130 - Introduction to Web Development (3 Credits)
- CMP 150 - Introduction to Networking (4 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*
- MTH 121 - Precalculus I (3 Credits) \*

### Second Year

#### Fall

- CMP 210 - Programming Structures and Applications (4 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)
- GEN ED - Arts and Humanities Requirement (3 Credits)
- GEN ED - Mathematics Requirement (3-4 Credits)
- Elective - History Elective (3 Credits)

#### Spring

- GEN ED - Arts and Humanities Requirement (3 Credits)
- GEN ED - Biological/Physical Science Requirement (4 Credits) x
- GEN ED - Social/Behavioral Science Requirement (3 Credits)
- Elective - History Elective (3 Credits)

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify various operating systems used in personal, business and industrial settings;
2. Apply programming techniques to develop solutions for satisfying business needs;
3. Identify computer components and their functions within a system; and
4. Identify computer networks and their components to maintain a personal and/or business network.

## Computer Technology, Computer and Network Support Technology Concentration, A.A.S.

Program Code: CMP.AAS.CNS

This program focuses on the skills and knowledge needed to install, configure and secure computer networks, and support users on those networks. Students learn how to design and implement computer networks, taking into account issues of cybersecurity and information security.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- CMP 104 - Introduction to Programming (4 Credits)
- CMP 115 - Fundamentals of Computer Architecture (4 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Mathematics Requirement (3-4 Credits) \*

#### Spring

- CMP 120 - Introduction to Linux (2 Credits) \*
- CMP 130 - Introduction to Web Development (3 Credits)
- CMP 150 - Introduction to Networking (4 Credits) \*
- COM 200 - Interpersonal Communication (3 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*

### Second Year

#### Fall

- CMP 225 - Data Communications and Networking (4 Credits) \*
- CMP 245 - Computer and Network Security (3 Credits) \*
- CMP 255 - Database Design and Management (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits)

#### Spring

- CMP 246 - Digital Content Management (3 Credits) \*
- CMP 247 - Advanced Topics in Information Technology (4 Credits) \*
- CMP 259 - Computer and Network Support Capstone (4 Credits) \*
- CMP 260 - Computer Technology Field Experience (2 Credits) \*
- GEN ED - Biological/Physical Science Requirement (3-4 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Use technology for information, research and problem solving;
2. Apply knowledge of hardware/software and operating systems for personal, business and industrial applications;
3. Apply knowledge of hardware/software and operating systems to implement and protect networks; and
4. Apply best practices to design, build and implement networks for home, business and industrial applications.



## Computer Technology, Web Development Concentration, A.A.S.

Program Code: CMP.AAS.CWD

This program focuses on developing web-based applications, designing and interacting with databases, and building communication skills needed to collaborate with cross-functional teams.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- CMP 104 - Introduction to Programming (4 Credits)
- CMP 115 - Fundamentals of Computer Architecture (4 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Mathematics Requirement (3-4 Credits) \*

#### Spring

- CMP 120 - Introduction to Linux (2 Credits) \*
- CMP 130 - Introduction to Web Development (3 Credits)
- CMP 150 - Introduction to Networking (4 Credits) \*
- COM 200 - Interpersonal Communication (3 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*

### Second Year

#### Fall

- CMP 210 - Programming Structures and Applications (4 Credits) \*
- CMP 215 - Website Content Management (4 Credits) \*
- CMP 245 - Computer and Network Security (3 Credits) \*
- CMP 255 - Database Design and Management (4 Credits) \*

#### Spring

- CMP 230 - Advanced Web Solutions (4 Credits) \*
- CMP 246 - Digital Content Management (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (3-4 Credits)
- CMP 260 - Computer Technology Field Experience (2 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Use technology for information, research and problem solving;
2. Apply web development techniques to create, organize and style appropriate content;
3. Apply best practices to design, build and implement database solutions for home, business and industry applications; and
4. Apply best practices to design, build and implement web solutions for home, business and industrial applications.

## Computer Technology, Computer Information Security, Certificate

Program Code: CMP.CERT.CIS

This program provides basic hardware, software and internet knowledge to support users.

### Certificate Requirements

- CMP 104 - Introduction to Programming (4 Credits)
- CMP 115 - Fundamentals of Computer Architecture (4 Credits)
- CMP 120 - Introduction to Linux (2 Credits) \*
- CMP 150 - Introduction to Networking (4 Credits) \*
- CMP 225 - Data Communications and Networking (4 Credits) \*
- CMP 245 - Computer and Network Security (3 Credits) \*
- CMP 247 - Advanced Topics in Information Technology (4 Credits) \*
- CMP 259 - Computer and Network Support Capstone (4 Credits) \*
- CMP 260 - Computer Technology Field Experience (2 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and use hardware/software and operating systems for personal, business and industrial computers;
2. Identify and use hardware/software and operating systems for implementing and protecting networks;
3. Apply software and database programs to the solution of real world problems, websites, data capture and information reporting; and
4. Use technology for information, research and problem solving.

## Computer Technology, Web Development, Certificate

Program Code: CMP.CERT.CWT

This program focuses on the basic knowledge needed to obtain an entry-level web development position.

### Certificate Requirements

- CMP 104 - Introduction to Programming (4 Credits)
- CMP 120 - Introduction to Linux (2 Credits) \*
- CMP 130 - Introduction to Web Development (3 Credits)
- CMP 210 - Programming Structures and Applications (4 Credits) \*
- CMP 215 - Website Content Management (4 Credits) \*
- CMP 230 - Advanced Web Solutions (4 Credits) \*
- CMP 246 - Digital Content Management (3 Credits) \*
- CMP 255 - Database Design and Management (4 Credits) \*
- CMP 260 - Computer Technology Field Experience (2 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Use technology for information, research and problem solving;
2. Apply web development techniques to create, organize and style appropriate content;
3. Apply best practices to design, build and implement database solutions for home, business and industry applications; and
4. Apply best practices to design, build and implement web solutions for home, business and industrial applications.

## Criminal Justice, Corrections Concentration, A.A.S.

Program Code: CMJ.AAS.COR

This program is for students who want an entry-level position in corrections or to transfer to the University of Maryland Eastern Shore, Wilmington University, the University of Baltimore, Troy University, the University of Maryland University College or another four-year college or university and work toward a bachelor's degree in criminal justice. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Fall

- CMJ 102 - Introduction to Criminal Justice (3 Credits)
- CMJ 161 - Correctional Operations (3 Credits)
- CMJ 165 - Introduction to Correctional Law (3 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)
- SOC 101 - Introduction to Sociology (3 Credits)

#### Spring

- CMJ 155 - Ethics in Criminal Justice (3 Credits)
- CMJ 166 - Probation and Parole (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- PSY 101 - Introduction to Psychology (3 Credits)
- GEN ED - Mathematics Requirement (3-4 Credits) \*

### Second Year

#### Fall

- CMJ 202 - Preliminary Investigation, Interviewing and Report Preparation (3 Credits) \*
- CMJ 211 - Correctional Administration (3 Credits)
- COM 101 - Introduction to Public Speaking (3 Credits)
- PHE 106 - Integrated Health and Fitness (3 Credits)
- SOC 252 - Criminology (3 Credits) \*

#### Spring

- CMJ 201 - Evidence and Procedure (3 Credits)
- CMJ 251 - Criminal Investigation (3 Credits)
- CMJ 260 - Criminal Justice Field Experience (2 Credits) \*
- SOC 201 - Juvenile Delinquency (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (3-4 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Manage and administer the proper care, supervision and rehabilitation of diverse offender populations within a variety of correctional settings, including probation and parole;
2. 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;
3. 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; and
4. Critically analyze the theories and principles of criminology and criminal investigation for adults, juveniles and diverse populations and apply them to current practice.

## Criminal Justice, Forensic Science Technology Concentration, A.A.S.

Program Code: CMJ.AAS.FOR

This program is for students who want an entry-level position in forensics or to transfer to the University of Maryland Eastern Shore, Wilmington University, the University of Baltimore, Troy University, the University of Maryland University College or another four-year college or university and work toward a bachelor's degree in forensic science. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Fall

- CMJ 105 - Introduction to Forensic Science (3 Credits)
- BIO 101 - Fundamentals of Biology (4 Credits)
- CHM 105 - General Chemistry I (4 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)
- GEN ED - Mathematics Requirement (3-4 Credits) \*

#### Spring

- CMJ 102 - Introduction to Criminal Justice (3 Credits)
- CMJ 155 - Ethics in Criminal Justice (3 Credits)
- CMJ 251 - Criminal Investigation (3 Credits)
- CHM 106 - General Chemistry II (4 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*

### Second Year

#### Fall

- CMJ 104 - Criminal Law (3 Credits)
- CHM 201 - Organic Chemistry I (4 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*
- SOC 101 - Introduction to Sociology (3 Credits)

#### Spring

- CMJ 201 - Evidence and Procedure (3 Credits)
- CMJ 256 - Crime Scene Investigation (3 Credits) \*
- CHM 202 - Organic Chemistry II (4 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)
- PSY 101 - Introduction to Psychology (3 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and apply legally-accepted scientific and field-based techniques for identifying, collecting and processing crime scene data;
2. Critically analyze the theories and procedures of criminal investigation and relate them to practice; and
3. Describe the relevance of criminal law and the criminal court process to forensic investigations.

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## Criminal Justice, Law Enforcement Concentration, A.A.S.

Program Code: CMJ.AAS.LEF

This program is for students who want an entry-level position in law enforcement or to transfer to the University of Maryland Eastern Shore, Wilmington University, the University of Baltimore, Troy University, the University of Maryland University College or another four-year college or university and work toward a bachelor's degree in criminal justice. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Fall

- CMJ 102 - Introduction to Criminal Justice (3 Credits)
- CMJ 103 - Police Operations (3 Credits)
- CMJ 104 - Criminal Law (3 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)
- SOC 101 - Introduction to Sociology (3 Credits)

#### Spring

- CMJ 152 - Law Enforcement and the Community (3 Credits)
- CMJ 155 - Ethics in Criminal Justice (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- PSY 101 - Introduction to Psychology (3 Credits)
- GEN ED - Mathematics Requirement (3-4 Credits) \*

### Second Year

#### Fall

- CMJ 151 - Police Administration (3 Credits)
- CMJ 202 - Preliminary Investigation, Interviewing and Report Preparation (3 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)
- PHE 106 - Integrated Health and Fitness (3 Credits)
- SOC 252 - Criminology (3 Credits) \*

#### Spring

- CMJ 201 - Evidence and Procedure (3 Credits)
- CMJ 251 - Criminal Investigation (3 Credits)
- CMJ 252 - Traffic and Public Safety (3 Credits)
- CMJ 260 - Criminal Justice Field Experience (2 Credits) \*
- GEN ED - Biological/Physical Science Requirement (3-4 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Differentiate the institutions, laws and theories that comprise the U.S. legal system;
2. Apply investigative principles and techniques used in the field of criminal investigation;
3. Explain the nature and causes of crime and victimization;
4. Demonstrate effective oral and written communication skills that are used with a range of client populations, colleagues and members of the community;
5. Explain the importance of practicing safe and ethical behavior while managing police operations, investigations and public safety; and
6. Demonstrate competence with objectives of the Maryland Police Training Commission (ESCJA graduates).



## **Criminal Justice, Corrections Technology, Certificate**

Program Code: CMJ.CERT.CRT

This program is limited to students who have been admitted into the entrance-level training program for police officers offered by Wor-Wic's Eastern Shore Criminal Justice Academy.

### Certificate Requirements

- CMJ 161 - Correctional Operations (3 Credits)
- CMJ 260 - Criminal Justice Field Experience (2 Credits) \*
- CMJ 265 - Critical Issues in Corrections (3 Credits)
- PHE 106 - Integrated Health and Fitness (3 Credits)
- SDV 100 - Fundamentals of College Study (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Manage and administer the proper care, supervision and rehabilitation of diverse offender populations within a variety of correctional settings, including probation and parole;
2. 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;
3. 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; and
4. Critically analyze the theories and principles of criminology and criminal investigation for adults, juveniles and diverse populations and apply them to current practice.

## Criminal Justice, Corrections, Certificate

Program Code: CMJ.CERT.CRC

This program provides students with the skills and knowledge needed to begin a career in corrections.

### Required Courses

- CMJ 102 - Introduction to Criminal Justice (3 Credits)
- CMJ 161 - Correctional Operations (3 Credits)
- CMJ 165 - Introduction to Correctional Law (3 Credits)
- CMJ 166 - Probation and Parole (3 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)

### Electives

Students must also select five of the following courses to complete a total of 31 credit hours:

- CMJ 155 - Ethics in Criminal Justice (3 Credits)
- CMJ 201 - Evidence and Procedure (3 Credits)
- CMJ 202 - Preliminary Investigation, Interviewing and Report Preparation (3 Credits) \*
- CMJ 211 - Correctional Administration (3 Credits)
- CMJ 251 - Criminal Investigation (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- PHE 106 - Integrated Health and Fitness (3 Credits)
- PSY 101 - Introduction to Psychology (3 Credits)
- SOC 101 - Introduction to Sociology (3 Credits)
- SOC 201 - Juvenile Delinquency (3 Credits) \*
- SOC 252 - Criminology (3 Credits) \*

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Manage and administer the proper care, supervision and rehabilitation of diverse offender populations within a variety of correctional settings, including probation and parole;
2. 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;
3. 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; and
4. Critically analyze the theories and principles of criminology and criminal investigation for adults, juveniles and diverse populations and apply them to current practice.

## **Criminal Justice, Investigative Forensics Technology, Certificate**

Program Code: CMJ.CERT.IFO

This program provides students with the skills and knowledge needed to begin a career in forensics.

### Certificate Requirements

- CMJ 102 - Introduction to Criminal Justice (3 Credits)
- CMJ 105 - Introduction to Forensic Science (3 Credits)
- CMJ 104 - Criminal Law (3 Credits)
- CMJ 201 - Evidence and Procedure (3 Credits)
- CMJ 251 - Criminal Investigation (3 Credits)
- CMJ 256 - Crime Scene Investigation (3 Credits) \*
- BIO 101 - Fundamentals of Biology (4 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and apply legally-accepted scientific and field-based techniques for identifying, collecting and processing crime scene data;
2. Critically analyze the theories and procedures of criminal investigation and relate them to practice; and
3. Describe the relevance of criminal law and the criminal court process to forensic investigations.

## **Criminal Justice, Law Enforcement Technology, Certificate**

Program Code: CMJ.CERT.LET

This program is limited to students who have been admitted into the entrance-level training program for law enforcement officers offered by Wor-Wic's Eastern Shore Criminal Justice Academy.

### Certificate Requirements

- CMJ 103 - Police Operations (3 Credits)
- CMJ 104 - Criminal Law (3 Credits)
- CMJ 152 - Law Enforcement and the Community (3 Credits)
- CMJ 202 - Preliminary Investigation, Interviewing and Report Preparation (3 Credits) \*
- CMJ 251 - Criminal Investigation (3 Credits)
- CMJ 252 - Traffic and Public Safety (3 Credits)
- CMJ 260 - Criminal Justice Field Experience (2 Credits) \*
- PHE 106 - Integrated Health and Fitness (3 Credits)
- SDV 100 - Fundamentals of College Study (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Differentiate the institutions, laws and theories that comprise the U.S. legal system;
2. Apply investigative principles and techniques used in the field of criminal investigation;
3. Explain the nature and causes of crime and victimization;
4. Demonstrate effective oral and written communication skills that are used with a range of client populations, colleagues and members of the community;
5. Explain the importance of practicing safe and ethical behavior while managing police operations, investigations and public safety; and
6. Demonstrate competence with objectives of the Maryland Police Training Commission (ESCJA graduates).

## Criminal Justice, Law Enforcement, Certificate

Program Code: CMJ.CERT.LEC

This program provides students with the skills and knowledge needed to begin a career in law enforcement.

### Required Courses

- CMJ 102 - Introduction to Criminal Justice (3 Credits)
- CMJ 103 - Police Operations (3 Credits)
- CMJ 104 - Criminal Law (3 Credits)
- CMJ 201 - Evidence and Procedure (3 Credits)
- CMJ 202 - Preliminary Investigation, Interviewing and Report Preparation (3 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)

### Electives

Students must also select four of the following courses to complete a total of 31 credit hours:

- CMJ 151 - Police Administration (3 Credits)
- CMJ 152 - Law Enforcement and the Community (3 Credits)
- CMJ 155 - Ethics in Criminal Justice (3 Credits)
- CMJ 251 - Criminal Investigation (3 Credits)
- CMJ 252 - Traffic and Public Safety (3 Credits)
- COM 101 - Introduction to Public Speaking (3 Credits)
- PHE 106 - Integrated Health and Fitness (3 Credits)
- PSY 101 - Introduction to Psychology (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- SOC 101 - Introduction to Sociology (3 Credits)
- SOC 252 - Criminology (3 Credits) \*

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Differentiate the institutions, laws and theories that comprise the U.S. legal system;
2. Apply investigative principles and techniques used in the field of criminal investigation;
3. Explain the nature and causes of crime and victimization;
4. Demonstrate effective oral and written communication skills that are used with a range of client populations, colleagues and members of the community;
5. Explain the importance of practicing safe and ethical behavior while managing police operations, investigations and public safety; and
6. Demonstrate competence with objectives of the Maryland Police Training Commission (ESCJA graduates).

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## Early Childhood Education Transfer, A.A.T.

Program Code: EDU.AAT.TEC

This program prepares students to transfer to a four-year college or university and work toward a bachelor's degree in order to teach pre-kindergarten through third grade. Students should familiarize themselves with the program requirements of the institution to which they plan to transfer. In order to graduate, students must obtain a grade point average of 2.75 or better and receive a grade of "C" or better in all required courses. They must also obtain the following minimum scores in one of the following standardized tests: Praxis Core individual scores of 156 in reading, 162 in writing and 150 in mathematics; SAT (Scholastic Aptitude Test) combined reading and mathematics score of 1,180; ACT (American College Testing) composite score of 24; or GRE (Graduate Record Examination) combined verbal and quantitative score of 297.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- EDU 101 - Introduction to Early Childhood Education (3 Credits)
- EDU 102 - Child Development (3 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEO 101 - Earth and Space Science (4 Credits) \*
- MTH 103 - Fundamental Concepts I (4 Credits) \*

#### Spring

- EDU 103 - Preschool Child Care (3 Credits) \*
- BIO 101 - Fundamentals of Biology (4 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- MTH 104 - Fundamental Concepts II (4 Credits) \*
- PSY 101 - Introduction to Psychology (3 Credits)

### Second Year

#### Fall

- EDU 201 - Foundations of Reading (3 Credits) \*
- COM 201 - Instructional Communication (3 Credits)
- HIS 201 - American History I (3 Credits)
- MTH 152 - Elementary Statistics (3 Credits) \*

#### Spring

- EDU 251 - Introduction to Special Education (3 Credits) \*
- GEO 102 - Human Geography (3 Credits)
- HUM 101 - Introduction to the Arts (3 Credits)
- PHY 104 - Physical Science (4 Credits) \*
- POL 101 - American Government (3 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and describe the principles of early childhood development and learning, through research, study and observation of children of different ages, cultural and linguistic backgrounds and exceptionalities;
2. Identify a variety of developmentally-appropriate learning strategies and curriculum models that demonstrate different approaches to early childhood pedagogy and accommodate children of different ages, cultural and linguistic backgrounds, and exceptionalities; and
3. Create curriculum using a variety of instructional strategies that create meaningful and challenging learning experiences and alternative models and methodologies.



## Early Childhood Education, A.A.S.

Program Code: EDU.AAS.ECE

This program prepares students to become child care center operators, program directors or senior staff members in child care agencies or organizations. Together, EDU 102 and EDU 103 meet the 90 hours of approved training for senior staff members required by the child care administration of the Maryland State Department of Education.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- EDU 101 - Introduction to Early Childhood Education (3 Credits)
- EDU 102 - Child Development (3 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- PSY 101 - Introduction to Psychology (3 Credits)
- GEN ED - Mathematics Requirement (3-4 Credits) \*

#### Spring

- EDU 103 - Preschool Child Care (3 Credits) \*
- EDU 151 - Infant and Toddler Care (3 Credits) \*
- EDU 152 - School-Age Group Child Care (3 Credits) \*
- EDU 153 - Child Health, Safety and Nutrition (3 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*

### Second Year

#### Fall

- EDU 104 - Teaching Mathematics to Early Learners (1 Credit) \*
- EDU 201 - Foundations of Reading (3 Credits) \*
- EDU 205 - Children's Literature (3 Credits) \*
- BIO 101 - Fundamentals of Biology (4 Credits)
- Elective - Communication Elective (COM 101, COM 200 or COM 201) (3 Credits)

#### Spring

- EDU 204 - Center Management (3 Credits) \*
- EDU 210 - Effective Teaching Methodology (3 Credits) \*
- EDU 251 - Introduction to Special Education (3 Credits) \*
- EDU 252 - Family and Community Relations (3 Credits) \*
- EDU 260 - Early Childhood Education Field Experience (3 Credits) \*

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and apply the theories of early childhood growth and development to create developmentally-appropriate learning experiences and environments;
2. Design, implement and assess early childhood education curriculum and programming, including accommodations for special needs children;
3. Identify, establish and maintain health, safety and nutrition practices in an early childhood learning facility;
4. Develop and sustain family and community relationships that support an early childhood educational environment; and
5. Apply ethical and professional standards of the early childhood profession through critical reflection and informed practice.

## Elementary Education/Generic Special Education PreK-12 Transfer, A.A.T.

Program Code: EDU.AAT.TEG

This program enables graduates to transfer to a four-year institution to major in elementary education and teach first through sixth grade including middle school or to major in special education and teach students with mild to moderate disabilities from Pre-K through 12th grade. Students should familiarize themselves with the program requirements of the institution to which they plan to transfer. In order to graduate, students must obtain a grade point average of 2.75 or better and receive a grade of "C" or better in all required courses. They must also obtain the following minimum scores in one of the following standardized tests: Praxis Core individual scores of 156 in reading, 162 in writing and 150 in mathematics; SAT (Scholastic Aptitude Test) combined reading and mathematics score of 1,180; ACT (American College Testing) composite score of 24; or GRE (Graduate Record Examination) combined verbal and quantitative score of 297.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEO 101 - Earth and Space Science (4 Credits) \*
- MTH 103 - Fundamental Concepts I (4 Credits) \*
- PSY 101 - Introduction to Psychology (3 Credits)

#### Spring

- EDU 102 - Child Development (3 Credits)
- or
- PSY 251 - Human Growth and Development (3 Credits) +\*
- and
- EDU 155 - Foundations of Education (3 Credits)
- BIO 101 - Fundamentals of Biology (4 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- MTH 104 - Fundamental Concepts II (4 Credits) \*

### Second Year

#### Fall

- EDU 156 - Educational Psychology (3 Credits) \*
- EDU 201 - Foundations of Reading (3 Credits) \*
- COM 201 - Instructional Communication (3 Credits)
- HIS 201 - American History I (3 Credits)
- MTH 152 - Elementary Statistics (3 Credits) \*

#### Spring

- EDU 251 - Introduction to Special Education (3 Credits) \*
- HUM 101 - Introduction to the Arts (3 Credits)
- PHE 106 - Integrated Health and Fitness (3 Credits)
- PHY 104 - Physical Science (4 Credits) \*
- POL 101 - American Government (3 Credits)

\* This course has a prerequisite.

+ This course is required for students who plan to major in special education at the University of Maryland Eastern Shore.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and describe the historical, philosophical, sociological, political and legal foundations of education and explain the structure and organization of schools, roles of classroom teachers, influences on teaching and learning and contemporary educational policy and issues;
2. Explain and compare the major theories, concepts and principles of child development;
3. Identify and describe student learning and motivation principles and theories through research, study and observation of elementary school children; and
4. Plan instruction based on learning theory and curriculum goals that address the needs of diverse learners, encourage higherorder thinking skills and promote active and collaborative engagement in learning.

## Secondary Education Transfer, A.A.

Program Code: EDU.AA.TES

This program prepares students to transfer to a four-year institution to major in secondary education and teach seventh through 12th grade. Students should familiarize themselves with the program requirements of the institution to which they plan to transfer. In order to graduate, students must obtain a grade point average of 2.75 or better and receive a grade of "C" or better in all required courses. They must also obtain the following minimum scores in one of the following standardized tests: Praxis Core individual scores of 156 in reading, 162 in writing and 150 in mathematics; SAT (Scholastic Aptitude Test) combined reading and mathematics score of 1,180; ACT (American College Testing) composite score of 24; or GRE (Graduate Record Examination) combined verbal and quantitative score of 297.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- ENG 101 - Fundamentals of English I (3 Credits) \*
- PHE 106 - Integrated Health and Fitness (3 Credits)
- GEN ED - Biological/Physical Science Requirement (4 Credits) x
- PSY 101 - Introduction to Psychology (3 Credits)
- Elective - History Elective (3 Credits)

#### Spring

- EDU 155 - Foundations of Education (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- MTH 152 - Elementary Statistics (3 Credits) \*
- PSY 251 - Human Growth and Development (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (4 Credits) x

### Second Year

#### Fall

- EDU 156 - Educational Psychology (3 Credits) \*
- Elective - General Elective (3 Credits)
- COM 201 - Instructional Communication (3 Credits)  
and
- Elective - Arts and Humanities Elective (ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN 102)  
or
- Elective - Social/Behavioral Science Elective (ECO 151, ECO 201, GEO 102, POL 101 or SOC 101) (3 Credits)

#### Spring

- EDU 210 - Effective Teaching Methodology (3 Credits) \*
- Elective - History Elective (3 Credits)
- Elective - General Electives (9 Credits)

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and describe the historical, philosophical, sociological, political and legal foundations of education and explain the structure and organization of schools, roles of classroom teachers, influences on teaching and learning and contemporary educational policy and issues;
2. Explain and compare the major theories, concepts and principles of human growth and development; and
3. Identify the basic theories of learning and teaching and apply the theories of teaching to a learning environment.

## Early Childhood Education, Certificate

Program Code: EDU.CERT.ECC

This program prepares students to care for and provide instruction to preschool children as a senior staff member or lead teacher, or to continue their studies in the associate of applied science degree program. Together, EDU 102 and EDU 103 meet the 90 hours of approved training for senior staff members required by the child care administration of the Maryland State Department of Education.

### Certificate Requirements

- EDU 101 - Introduction to Early Childhood Education (3 Credits)
- EDU 102 - Child Development (3 Credits)
- EDU 103 - Preschool Child Care (3 Credits) \*
- EDU 151 - Infant and Toddler Care (3 Credits) \*
- EDU 152 - School-Age Group Child Care (3 Credits) \*
- EDU 153 - Child Health, Safety and Nutrition (3 Credits) \*
- EDU 252 - Family and Community Relations (3 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and apply the theories of early childhood growth and development to create developmentally-appropriate learning experiences and environments;
2. Design, implement and assess early childhood education curriculum and programming, including accommodations for special needs children;
3. Identify, establish and maintain health, safety and nutrition practices in an early childhood learning facility;
4. Develop and sustain family and community relationships that support an early childhood educational environment; and
5. Apply ethical and professional standards of the early childhood profession through critical reflection and informed practice.

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## Emergency Medical Services, A.A.S.

Program Code: EMS.AAS.EMS or GNS.AA.EMS for applicants

This program prepares graduates to work in a variety of positions in emergency medical services or to transfer to a four-year institution to complete a bachelor's degree. In order to graduate, students must obtain a grade of "C" or better in all emergency medical services courses.

### Pre-Emergency Medical Services Courses

- EMS 101 - Emergency Medical Technician I (4 Credits) ♦
- EMS 151 - Emergency Medical Technician II (4 Credits) ♦ \*
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

### Remaining Courses

#### Summer

- EMS 201 - Introduction to Advanced EMS Practice (4 Credits) \*

#### Fall

- EMS 207 - Patient Assessment and Trauma Emergencies I (3 Credits) \*
- EMS 240 - Crisis Operations (2 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) ♦ \*
- and
- BIO 115 - Introduction to Human Structure and Function (3 Credits) ♦
- or
- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*

#### Spring

- EMS 208 - Emergency Cardiology (3 Credits) \*
- EMS 241 - Trauma Emergencies II (2 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) ♦ \*
- GEN ED - Mathematics Requirement (3-4 Credits) \*

#### Summer

- EMS 212 - Medical Emergencies I (3 Credits) \*
- EMS 242 - Medical Emergencies II (3 Credits) \*
- EMS 261 - EMS Field Experience I (2 Credits) \*

#### Fall

- EMS 213 - Special Populations I (3 Credits) \*
- EMS 243 - Special Populations II (1 Credit) \*
- PSY 101 - Introduction to Psychology (3 Credits) ♦
- GEN ED - Arts and Humanities Requirement (3 Credits)

#### Spring

- EMS 255 - Preparation for Paramedic Certification (2 Credits) \*
- EMS 262 - EMS Field Experience II (2 Credits) \*
- SOC 101 - Introduction to Sociology (3 Credits) ♦

\* This course has a prerequisite.

♦ This course can be taken before being accepted into the program.

Learning Outcomes

Graduates of this program should be able to:

1. Critically analyze and assess medical intervention needs for emergency patients;
2. Integrate assessment findings to formulate a safe, field treatment plan for all patient population types; and
3. Perform emergency medical treatment as determined by the field treatment plan.

## Emergency Medical Services, Paramedic, Certificate

Program Code: EMS.CERT.EMP or GNS.AA.EMS for applicants

This program prepares graduates to work as paramedics. In order to graduate, students must obtain a grade of "C" or better in all emergency medical services courses.

### Pre-Emergency Medical Services Courses

- EMS 101 - Emergency Medical Technician I (4 Credits) ♦
- EMS 151 - Emergency Medical Technician II (4 Credits) ♦ \*

### Remaining Courses

#### Summer

- EMS 201 - Introduction to Advanced EMS Practice (4 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

#### Fall

- EMS 207 - Patient Assessment and Trauma Emergencies I (3 Credits) \*
- EMS 240 - Crisis Operations (2 Credits) \*
- and
- BIO 115 - Introduction to Human Structure and Function (3 Credits) ♦
- or
- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*

#### Spring

- EMS 208 - Emergency Cardiology (3 Credits) \*
- EMS 241 - Trauma Emergencies II (2 Credits) \*

#### Summer

- EMS 212 - Medical Emergencies I (3 Credits) \*
- EMS 242 - Medical Emergencies II (3 Credits) \*
- EMS 261 - EMS Field Experience I (2 Credits) \*

#### Fall

- EMS 213 - Special Populations I (3 Credits) \*
- EMS 243 - Special Populations II (1 Credit) \*

#### Spring

- EMS 255 - Preparation for Paramedic Certification (2 Credits) \*
- EMS 262 - EMS Field Experience II (2 Credits) \*

\* This course has a prerequisite.

♦ This course can be taken before being accepted into the program.

### Learning Outcomes

Graduates of this program should be able to:

1. Critically analyze and assess medical intervention needs for emergency patients;
2. Integrate assessment findings to formulate a safe, field treatment plan for all patient population types; and
3. Perform emergency medical treatment as determined by the field treatment plan.

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## General Studies Transfer, A.A.

Program Code: GNS.AA.GNS

This program prepares students to transfer to a four-year college or university and work toward a bachelor's degree. While pursuing a liberal arts background, students have the opportunity to explore an occupational area through their electives. To ensure maximum transferability, students enrolled in this program should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (4 Credits) x
- GEN ED - Mathematics Requirement (3-4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (ECO 151, ECO 201, GEO 102, POL 101, PSY 101, PSY 201 or SOC 101) (3 Credits)
- Elective - History Elective (3 Credits)

#### Spring

- ENG 151 - Fundamentals of English II (3 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)
- GEN ED - Arts and Humanities Requirement (ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN 102) (3 Credits)
- Elective - History Elective (3 Credits)
- Elective - General Elective (3 Credits)

### Second Year

#### Fall

- PHE 106 - Integrated Health and Fitness (3 Credits)
- Elective - English Elective (ENG 202, ENG 203 or ENG 204) (3 Credits)
- GEN ED - Arts and Humanities Requirement (ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN 102) (3 Credits)
- Elective - General Electives (6 Credits)

#### Spring

- GEN ED - Biological/Physical Science Requirement (4 Credits) x
- Elective - General Electives (8-9 Credits)

\* This course has a prerequisite.

x Each course must be from a different discipline.

## Learning Outcomes

Graduates of this program should be able to:

1. Apply appropriate mathematical and scientific concepts and skills to effectively formulate, solve and/or interpret problems with individual or societal significance and communicate evidence-based conclusions related to these issues;
2. Use reading strategies and background knowledge to retrieve specific information and to interpret, evaluate and critically reflect upon various textual elements, including styles, structures and contexts, as well as personal and societal applications;
3. Present information, orally and in writing, to accomplish a stated purpose using sound reasoning and logic, clear organization, appropriate and correctly-documented supporting materials, and adherence to appropriate conventions for writing and speaking;
4. Demonstrate the ability to select and use appropriate technology to locate, access and present information based on the needs of the assignment; and
5. Analyze an awareness of self, human behavior, cultural diversity and the complexity of dynamic social, political and economic systems within the context of history, philosophy and artistic expression.

## General Studies Transfer, Communication Studies Concentration, A.A.

Program Code: GNS.AA.COM

This program prepares students to transfer to a four-year college or university and work toward a bachelor's degree. Students enrolled in this program focus on communication-related electives. To ensure maximum transferability, students enrolled in this program should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- COM 101 - Introduction to Public Speaking (3 Credits)
- GEN ED - Biological/Physical Science Requirement (4 Credits) x
- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Mathematics Requirement (3-4 Credits) \*
- and
- PSY 101 - Introduction to Psychology (3 Credits)
- or
- SOC 101 - Introduction to Sociology (3 Credits)

#### Spring

- COM 102 - Introduction to Human Communication (3 Credits) \*
- COM 200 - Interpersonal Communication (3 Credits) \*
- Elective - History Elective (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- GEN ED - Arts and Humanities Requirement (ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN 102) (3 Credits)

### Second Year

#### Fall

- COM 110 - Mass Communication (3 Credits) \*
- Elective - History Elective (3 Credits)
- PHE 106 - Integrated Health and Fitness (3 Credits)
- Elective - English Elective (ENG 202, ENG 203 or ENG 204) (3 Credits) \*
- Elective - General Elective (3 Credits)

#### Spring

- COM 105 - Introduction to Communication Theory (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (4 Credits) x
- COM 120 - Writing for Digital Media (3 Credits) \*
- Elective - General Elective (2-3 Credits)

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Critically analyze and apply communication scholarship and theories as they are related to oral, written and visual communication in academic, professional and interpersonal contexts;
2. Deliver formal and informal presentations to various audiences in multiple contexts using effective rhetorical devices and presentation techniques in a variety of formats and styles; and
3. Communicate ethically and responsibly following guides within a community, society, discipline and profession based on various perspectives and standards.



## Hotel-Motel-Restaurant Management, Culinary Arts Concentration, A.A.S.

Program Code: HMR.AAS.CAA

This program provides students with the knowledge and skills needed for an entry-level position in the culinary industry or to transfer their credits to the University of Maryland Eastern Shore or another four-year college or university to earn a bachelor's degree. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- HMR 101 - Introduction to the Hospitality Industry (3 Credits)
- HMR 115 - Sanitation and Safety Systems (1 Credit)
- HMR 120 - Principles of Food Preparation (3 Credits) ≈
- GEN ED - Mathematics Requirement (3-4 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits)

#### Spring

- HMR 140 - International Cuisine -- Continental (3 Credits) \*
- HMR 160 - Customer Service (3 Credits)
- HMR 170 - Healthy Menu Management (2 Credits)
- BMT 101 - Introduction to Business (3 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*

### Second Year

#### Fall

- HMR 150 - Baking and Pastry Production (3 Credits) \*
- HMR 205 - Purchasing and Cost Control (3 Credits)
- HMR 225 - American Regional Cuisine (3 Credits) \*
- HMR 240 - International Cuisine -- Latin America (3 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)

#### Spring

- HMR 245 - International Cuisine -- Asia (3 Credits) \*
- HMR 254 - Garde Manger (3 Credits) \*
- HMR 256 - Food and Beverage Management (3 Credits)
- HMR 260 - Hotel-Motel-Restaurant Field Experience (2 Credits) \*
- BIO 120 - Nutrition (3 Credits)

\* This course has a prerequisite.

≈ This course has a corequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and utilize proper food and beverage preparation and service practices to operate a food service facility that also meets industry standards for safety, cleanliness and sanitation;
2. Describe and employ appropriate management practices to manage multiple facets of a food service facility;
3. Develop a comprehensive marketing plan for a food service facility;
4. Apply procurement/inventory procedures and purchasing/cost controls to the operation of a food service facility; and
5. Create and serve a variety of cuisines typically found in a food service facility in a team environment.

## Hotel-Motel-Restaurant Management, Hotel-Motel-Restaurant Management Concentration, A.A.S.

Program Code: HMR.AAS.HMR

This program provides students with knowledge in supervisory management, facilities management, accounting and law, as they relate to hospitality management. Students can apply the credits they earn at Wor-Wic toward a bachelor's degree by transferring to the hotel and restaurant management program at the University of Maryland Eastern Shore or another four-year college or university. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- HMR 101 - Introduction to the Hospitality Industry (3 Credits)
- HMR 115 - Sanitation and Safety Systems (1 Credit)
- HMR 120 - Principles of Food Preparation (3 Credits) ≈
- HMR 135 - Introduction to Lodging Operations (3 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*

#### Spring

- HMR 160 - Customer Service (3 Credits)
- BMT 101 - Introduction to Business (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (3-4 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- GEN ED - Mathematics Requirement (3-4 Credits) \*

### Second Year

#### Fall

- HMR 154 - Food Service Management (3 Credits)
- HMR 235 - Travel and Tourism (3 Credits)
- ACT 101 - Financial Accounting (3 Credits) \*
- BMT 102 - Marketing (3 Credits)
- GEN ED - Social/Behavioral Science Requirement (3 Credits)

#### Spring

- HMR 250 - Events and Meeting Management (3 Credits) \*
- HMR 256 - Food and Beverage Management (3 Credits)
- HMR 258 - Food Service Trends (2 Credits) \*
- HMR 260 - Hotel-Motel-Restaurant Field Experience (2 Credits) \*
- HMR 265 - HMR Capstone (3 Credits) \*
- COM 101 - Introduction to Public Speaking (3 Credits)

\* This course has a prerequisite.

≈ This course has a corequisite.

Learning Outcomes

Graduates of this program should be able to:

1. Identify and utilize proper food and beverage preparation and service practices to operate a hospitality facility that also meets industry standards for safety, cleanliness and sanitation;
2. Describe and employ appropriate management and legal practices to operate all facets of a hospitality business;
3. Develop a comprehensive marketing plan for a hospitality business; and
4. Apply accounting and procurement/inventory procedures and controls to the operation of a hospitality business.

## Hotel-Motel-Restaurant Management, Culinary Arts, Certificate

Program Code: HMR.CERT.CAC

This program prepares students for an entry-level position in the culinary industry.

### Certificate Requirements

- SDV 100 - Fundamentals of College Study (1 Credit)
- HMR 115 - Sanitation and Safety Systems (1 Credit)
- HMR 120 - Principles of Food Preparation (3 Credits) ≈
- HMR 140 - International Cuisine -- Continental (3 Credits) \*
- HMR 150 - Baking and Pastry Production (3 Credits) \*
- HMR 160 - Customer Service (3 Credits)
- HMR 205 - Purchasing and Cost Control (3 Credits)
- and
- HMR 240 - International Cuisine -- Latin America (3 Credits) \*
- or
- HMR 245 - International Cuisine -- Asia (3 Credits) \*

\* This course has a prerequisite.

≈ This course has a corequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and utilize proper food and beverage preparation and service practices to operate a food service facility that also meets industry standards for safety, cleanliness and sanitation;
2. Describe and employ appropriate management practices to manage multiple facets of a food service facility;
3. Develop a comprehensive marketing plan for a food service facility;
4. Apply procurement/inventory procedures and purchasing/cost controls to the operation of a food service facility; and
5. Create and serve a variety of cuisines typically found in a food service facility in a team environment.

## **Hotel-Motel-Restaurant Management, Hotel-Motel Management, Certificate**

Program Code: HMR.CERT.HMC

This program prepares students for an entry-level position in a hotel or motel.

### Certificate Requirements

- HMR 101 - Introduction to the Hospitality Industry (3 Credits)
- HMR 135 - Introduction to Lodging Operations (3 Credits)
- HMR 160 - Customer Service (3 Credits)
- HMR 235 - Travel and Tourism (3 Credits)
- HMR 265 - HMR Capstone (3 Credits) \*
- ACT 101 - Financial Accounting (3 Credits) \*
- BMT 102 - Marketing (3 Credits)
- SDV 100 - Fundamentals of College Study (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and utilize proper food and beverage preparation and service practices to operate a hospitality facility that also meets industry standards for safety, cleanliness and sanitation;
2. Describe and employ appropriate management and legal practices to operate all facets of a hospitality business;
3. Develop a comprehensive marketing plan for a hospitality business; and
4. Apply accounting and procurement/inventory procedures and controls to the operation of a hospitality business.

## **Hotel-Motel-Restaurant Management, Restaurant Management, Certificate**

Program Code: HMR.CERT.HRC

This program prepares students for an entry-level job in a restaurant.

### Certificate Requirements

- HMR 101 - Introduction to the Hospitality Industry (3 Credits)
- HMR 115 - Sanitation and Safety Systems (1 Credit)
- HMR 120 - Principles of Food Preparation (3 Credits) ≈
- HMR 154 - Food Service Management (3 Credits)
- HMR 160 - Customer Service (3 Credits)
- HMR 250 - Events and Meeting Management (3 Credits)
- HMR 256 - Food and Beverage Management (3 Credits)
- HMR 258 - Food Service Trends (2 Credits) \*
- BMT 102 - Marketing (3 Credits)
- SDV 100 - Fundamentals of College Study (1 Credit)

≈ This course has a corequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Identify and utilize proper food and beverage preparation and service practices to operate a hospitality facility that also meets industry standards for safety, cleanliness and sanitation;
2. Describe and employ appropriate management and legal practices to operate all facets of a hospitality business;
3. Develop a comprehensive marketing plan for a hospitality business; and
4. Apply accounting and procurement/inventory procedures and controls to the operation of a hospitality business.

## Nursing, Direct Progression Pathway, A.S.

Program Code: NUR.AS.ADN or GNS.AA.LPN for applicants

This program provides a direct pathway into the associate degree program for those who completed Wor-Wic's practical nursing program. It is designed to prepare graduates for jobs as registered nurses (RNs). In order to graduate, students must obtain a grade of "C" or better in all nursing and biology courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in clinical nursing courses.

Fall (Fall Cohort) & Spring (Spring Cohort)

- NUR 216 - Advanced Nursing Pharmacology (1.5 Credits) \*
- NUR 222 - Advanced Nursing I and Community Health (7 Credits) \*
- NUR 255 - Issues in Nursing (0.5 Credit) \*
- BIO 220 - Microbiology (4 Credits) ♦ \*
- ENG 151 - Fundamentals of English II (3 Credits) ♦ \*

Spring (Fall Cohort) & Summer (Spring Cohort)

- NUR 223 - Advanced Nursing II and Leadership/Management (7 Credits) ≈ \*
- SOC 101 - Introduction to Sociology (3 Credits) ♦  
and
- COM 101 - Introduction to Public Speaking (3 Credits) ♦  
or
- COM 200 - Interpersonal Communication (3 Credits) ♦ \*

\* This course has a prerequisite.

≈ This course has a corequisite.

♦ This course can be taken before being accepted into the program.

### Learning Outcomes

Graduates of this program should be able to:

1. Provide individualized nursing care to clients experiencing selfcare deficits;
2. Use a variety of communication skills and techniques to establish and maintain effective communication;
3. Implement individualized teaching plans for clients who need information or support to promote, maintain or restore health;
4. Manage nursing care for a group of clients with common/complex, well-defined health problems in a variety of settings; and
5. Practice nursing within accepted ethical and legal parameters.



## Nursing, LPN to ADN Pathway, A.S.

Program Code: NUR.AS.ADN or GNS.AA.LPN for applicants

This program is for licensed practical nurses (LPNs) who have an active unencumbered Maryland or compact state LPN license who want to become a registered nurse (RN). Students in this pathway receive 16 credits for their prior nursing education course work. In order to graduate, students must obtain a grade of "C" or better in all pre-ADN, nursing and biology courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in clinical nursing courses.

### Pre-ADN Courses

- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*
- BIO 203 - Anatomy and Physiology II (4 Credits) ♦ \*
- ENG 101 - Fundamentals of English I (3 Credits) ♦ \*
- MTH 152 - Elementary Statistics (3 Credits) ♦ \*
- NUR 221 - LPN to ADN Transition (4 Credits) ♦ \*
- PSY 101 - Introduction to Psychology (3 Credits) ♦
- PSY 251 - Human Growth and Development (3 Credits) ♦ \*
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

### Remaining Courses

Fall (Fall Cohort) & Spring (Spring Cohort)

- NUR 216 - Advanced Nursing Pharmacology (1.5 Credits) \*
- NUR 222 - Advanced Nursing I and Community Health (7 Credits) \*
- NUR 255 - Issues in Nursing (0.5 Credit) \*
- BIO 220 - Microbiology (4 Credits) ♦ \*
- ENG 151 - Fundamentals of English II (3 Credits) ♦ \*

Spring (Fall Cohort) & Summer (Spring Cohort)

- NUR 223 - Advanced Nursing II and Leadership/Management (7 Credits) ≈ \*
- SOC 101 - Introduction to Sociology (3 Credits) ♦  
and
- COM 101 - Introduction to Public Speaking (3 Credits) ♦  
or
- COM 200 - Interpersonal Communication (3 Credits) ♦ \*

\* This course has a prerequisite.

≈ This course has a corequisite.

♦ This course can be taken before being accepted into the program.

### Learning Outcomes

Graduates of this program should be able to:

1. Provide individualized nursing care to clients experiencing selfcare deficits;
2. Use a variety of communication skills and techniques to establish and maintain effective communication;
3. Implement individualized teaching plans for clients who need information or support to promote, maintain or restore health;
4. Manage nursing care for a group of clients with common/complex, well-defined health problems in a variety of settings; and
5. Practice nursing within accepted ethical and legal parameters.

## Practical Nursing, ACT Admission Track, Certificate

Program Code: NUR.CERT.LPN or GNS.AA.LPN for applicants

This program admits students based partially on their ACT scores and prepares graduates for jobs as licensed practical nurses (LPNs). In order to graduate, students must obtain a grade of "C" or better in all required courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in clinical nursing courses.

### Fall

- NUR 101 - Nursing Fundamentals (6 Credits) \*
- NUR 115 - Introduction to Nursing Pharmacology (1.5 Credits) \*
- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*
- MTH 152 - Elementary Statistics (3 Credits) ♦ \*
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

### Spring

- NUR 110 - Nursing in Society (0.5 Credit) \*
- NUR 111 - Adult and Mental Health Nursing (6 Credits) \*
- BIO 203 - Anatomy and Physiology II (4 Credits) ♦ \*
- ENG 101 - Fundamentals of English I (3 Credits) ♦ \*
- PSY 101 - Introduction to Psychology (3 Credits) ♦

### Summer

- NUR 121 - Maternal-Child Nursing (6 Credits) \*
- PSY 251 - Human Growth and Development (3 Credits) ♦ \*

\* This course has a prerequisite.

♦ This course can be taken before being accepted into the program.

### Learning Outcomes

Graduates of this program should be able to:

1. Provide individualized nursing care to clients experiencing self-care deficits;
2. Use a variety of communication skills to establish effective communication;
3. Provide basic self-care information to clients who require support to restore or maintain health and meet self-care needs;
4. Plan and organize their own assignments in a variety of settings to provide a safe, effective care environment; and
5. Be responsible for their own nursing practice within accepted ethical and legal parameters.

## Practical Nursing, GPA Admission Track, Certificate

Program Code: NUR.CERT.LPN or GNS.AA.LPN for applicants

This program admits students based partially on their grade point average (GPA) and prepares graduates for jobs as licensed practical nurses (LPNs). In order to graduate, students must obtain a grade of "C" or better in all required courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in clinical nursing courses.

### Pre-Nursing Courses

- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*
- BIO 203 - Anatomy and Physiology II (4 Credits) ♦ \*
- ENG 101 - Fundamentals of English I (3 Credits) ♦ \*
- MTH 152 - Elementary Statistics (3 Credits) ♦ \*
- PSY 101 - Introduction to Psychology (3 Credits) ♦
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

### Remaining Courses

Fall (Fall Cohort) & Spring (Spring Cohort)

- NUR 101 - Nursing Fundamentals (6 Credits) \*
- NUR 115 - Introduction to Nursing Pharmacology (1.5 Credits) \*

Spring (Fall Cohort) & Summer (Spring Cohort)

- NUR 110 - Nursing in Society (0.5 Credit) \*
- NUR 111 - Adult and Mental Health Nursing (6 Credits) \*

Summer (Fall Cohort) & Fall (Spring Cohort)

- NUR 121 - Maternal-Child Nursing (6 Credits) \*
- PSY 251 - Human Growth and Development (3 Credits) ♦ \*

\* This course has a prerequisite.

♦ This course can be taken before being accepted into the program.

### Learning Outcomes

Graduates of this program should be able to:

1. Provide individualized nursing care to clients experiencing self-care deficits;
2. Use a variety of communication skills to establish effective communication;
3. Provide basic self-care information to clients who require support to restore or maintain health and meet self-care needs;
4. Plan and organize their own assignments in a variety of settings to provide a safe, effective care environment; and
5. Be responsible for their own nursing practice within accepted ethical and legal parameters.

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## Occupational Therapy Assistant, A.A.S.

Program Code: OTA.AAS.OTA or GNS.AA.OTA for applicants

This program prepares graduates for jobs as occupational therapy assistants. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number is 301-652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, graduates become certified occupational therapy assistants (COTAs). In addition, states require licensure in order to practice. However, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction could affect a graduate's ability to sit for the NBCOT certification exam or attain state licensure.

### Pre-Occupational Therapy Assistant Courses

- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*
- BIO 203 - Anatomy and Physiology II (4 Credits) ♦ \*
- ENG 101 - Fundamentals of English I (3 Credits) ♦ \*
- MTH 152 - Elementary Statistics (3 Credits) ♦ \*
- PSY 101 - Introduction to Psychology (3 Credits) ♦
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

### Remaining Courses

#### Fall

- OTA 101 - Fundamentals of Occupational Therapy (3 Credits) \*
- OTA 120 - Analysis of Human Motion and Performance Across the Lifespan (3 Credits) \*
- OTA 140 - Medical Terminology and Documentation for OT (2 Credits) \*
- PSY 251 - Human Growth and Development (3 Credits) ♦ \*
- PSY 252 - Abnormal Psychology (3 Credits) ♦ \*

#### Spring

- OTA 150 - Pediatric Occupations (3 Credits) \*
- OTA 160 - OT Intervention for Pediatrics (3 Credits) \*
- OTA 170 - Assistive Technology: Across the Lifespan (2 Credits) \*
- OTA 180 - Activity Analysis: Occupational Performance Across the Lifespan (2 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) ♦ \*

#### Summer

- OTA 200 - Adult and Geriatric Occupations (3 Credits) \*
- OTA 210 - OT Intervention for Physical Health Across the Lifespan (3 Credits) \*

#### Fall

- OTA 220 - Psychosocial Occupations (3 Credits) \*
- OTA 230 - OT Intervention for Psychosocial Health Across the Lifespan (3 Credits) \*
- OTA 250 - Professionalism, Ethics and Research Issues for OT (3 Credits) \*

#### Spring

- OTA 260 - Level II Internship I (4 Credits) \*
- OTA 270 - Level II Internship II (4 Credits) \*

\* This course has a prerequisite.

♦ This course can be taken before being accepted into the program.

## Learning Outcomes

Graduates of this program should be able to:

1. Engage and recognize the value of lifelong learning;
2. Understand physical and psychological development across the lifespan;
3. Understand the theory and practice of how engagement and occupation across the lifespan give meaning, fulfillment and quality to an individual's life by focusing on occupational therapy's practice framework and using the performance areas of occupation for intervention with individuals;
4. Demonstrate competency in the skills of an entry-level occupational therapy assistant, including observing patient performance, interpreting performance, implementing activity analysis, understanding and taking vital signs, understanding and working with groups of patients, constructing and/or modifying a splint and prioritizing treatment goals;
5. Demonstrate the ability to assist with assessment and provide treatment for range of motion, muscle testing and strengthening, adaptations, gradation, activities of daily living and instrumental activities of daily living, cognitive skills, sensory skills, tactile skills and fine motor performance;
6. Advocate for the client and profession of occupational therapy;
7. Demonstrate and use evidence-based practice and occupational therapy techniques;
8. Comply with the code of ethics and standards for the practice of occupational therapy;
9. Demonstrate collaborative relationships with occupational therapists and other health care team members;  
and
10. Successfully complete the national occupational therapy assistant certification exam.

## Office Technology, Medical Office Assistant, A.A.S.

Program Code: OFT.AAS.MOA

This program prepares students for employment in the health care or medical insurance industry. In addition to general office skills, students are taught computer applications particular to the medical field, as well as medical terminology, records management and health information.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- OFT 104 - Formatting and Typing (3 Credits)
- OFT 130 - Introduction to Health Information Technology (3 Credits)
- BIO 115 - Introduction to Human Structure and Function (3 Credits) \*
- CMP 100 - Introduction to Computers (1 Credit)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Mathematics Requirement (3-4 Credit) \*

#### Spring

- OFT 140 - Medical Terminology (3 Credits) \*
- OFT 155 - Word Processing (3 Credits)
- BMT 101 - Introduction to Business (3 Credits)
- COM 101 - Introduction to Public Speaking (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*

### Second Year

#### Fall

- OFT 131 - Basic Procedural Coding (3 Credits) \*
- OFT 160 - Introduction to Spreadsheets (3 Credits) \*
- OFT 162 - Introduction to Database Design (3 Credits)
- OFT 165 - Records Management (2 Credits)
- BMT 220 - Professional Practices (3 Credits) \*

#### Spring

- OFT 132 - Basic Diagnostic Coding (3 Credits) \*
- OFT 211 - Medical Typing (3 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits)
- OFT 270 - Medical Office Field Experience (2 Credits) \*
- GEN ED - General Education Elective (3 Credits)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Describe activities occurring within the basic functions of a medical office environment;
2. Communicate in written and oral formats;
3. Demonstrate competence in using office application software;
4. Demonstrate competence in medical terminology; and
5. Demonstrate office skills and knowledge in a workplace setting and exhibit professional behaviors as per the standards of the respective agency.



## Office Technology, Office Assistant, Certificate

Program Code: OFT.CERT.OAC

This program prepares students for entry-level positions or advancement. This program offers an opportunity for students to learn the basic personal and technical skills needed to function in an office environment. In addition to word processing, students receive training in other computer applications found in today's office.

### Certificate Requirements

- OFT 104 - Formatting and Typing (3 Credits)
- OFT 155 - Word Processing (3 Credits) \*
- OFT 160 - Introduction to Spreadsheets (3 Credits) \*
- OFT 162 - Introduction to Database Design (3 Credits)
- OFT 165 - Records Management (2 Credits)
- BMT 220 - Professional Practices (3 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit)

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Describe activities occurring within the basic functions of an office environment;
2. Communicate in written, oral and multimedia formats;
3. Demonstrate competence in using office application software; and
4. Demonstrate office skills and knowledge in a workplace setting and exhibit professional behaviors as per the standards of the respective agency.

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## Physical Therapist Assistant, A.A.S.

Program Code: PTA.AAS.PTA or GNS.AA.PTA for applicants

This program provides students with a foundation of knowledge and clinical skills required to pass the National Physical Therapy Examination, work as an entry-level physical therapist assistant under the direction and supervision of a physical therapist, function as an integral part of the health care team, promote health and wellness in the community and advance the profession of physical therapy. In order to graduate, students must obtain a grade of "C" or better in all PTA courses.

Wor-Wic's physical therapist assistant (PTA) program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, Va., 22314; phone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org. Graduates can apply for state licensure and take the National Physical Therapy Examination (NPTE) for physical therapist assistants, which is administered by the Federation of State Boards of Physical Therapy. Applicants for state licensure are required to pass the NPTE and complete a criminal background check. State licensure is required to work as a physical therapist assistant.

### Pre-Physical Therapist Assistant Courses

- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*
- ENG 101 - Fundamentals of English I (3 Credits) ♦ \*
- MTH 152 - Elementary Statistics (3 Credits) ♦ \*
- PSY 101 - Introduction to Psychology (3 Credits) ♦
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

### Remaining Courses

#### Fall

- PTA 101 - Introduction to Physical Therapist Assisting (2 Credits) \*
- PTA 110 - Therapeutic Procedures I (5 Credits) \*
- PTA 120 - Functional Anatomy and Biomechanics (3 Credits) \*
- BIO 203 - Anatomy and Physiology II (4 Credits) ♦ \*

#### Spring

- PTA 130 - Cardiopulmonary and Integumentary Issues (3 Credits) \*
- PTA 140 - Physical Agents (4 Credits) \*
- PTA 150 - Therapeutic Procedures II (4 Credits) \*
- PTA 160 - Foundations of Therapeutic Exercise (2 Credits) \*

#### Summer

- PTA 180 - Pathology for the PTA (2 Credits) \*
- PTA 200 - Ethics and Professional Issues (1 Credit) \*
- PTA 220 - Clinical Practice I (2 Credits) \*
- PTA 230 - Special Populations (3 Credits) \*

#### Fall

- PTA 210 - Neurology for the PTA (4 Credits) \*
- PTA 240 - Orthopedics for the PTA (4 Credits) \*
- PTA 250 - Advanced Issues (2 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) ♦ \*

## Spring

- PTA 260 - Clinical Practice II (4 Credits) \*
- PTA 270 - Clinical Practice III (4 Credits) \*

\* This course has a prerequisite.

◆ This course can be taken before being accepted into the program.

## Learning Outcomes

Graduates of this program should be able to:

1. Apply their knowledge and skills to perform the duties and patient care activities of an entry-level physical therapist assistant under the direction and supervision of a physical therapist in a variety of settings;
2. Recognize individual and cultural differences by appropriately adjusting interventions and communications in all aspects of physical therapy services;
3. Effectively and accurately communicate information verbally and non-verbally with clients, co-workers and others in the health care environment;
4. Practice in a legal, safe and ethical manner, consistent with the code of ethics of the American Physical Therapy Association and applicable state and federal laws; and
5. Demonstrate a commitment to the physical therapy profession by improving their skills and participating in community service.

## Radiologic Technology, ACT Admission Track, A.A.S.

Program Code: RDT.AAS.RDT or GNS.AA.RDT for applicants

This program admits students based partially on their ACT scores. In order to graduate, students must obtain a grade of "C" or better in all radiologic technology, biology and mathematics courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in the program.

### First Year

#### Summer II

- RDT 101 - Introduction to Radiologic Technology (2 Credits) \*
- RDT 105 - Introduction to Radiographic Positioning (3 Credits) \*
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

#### Fall

- RDT 104 - Principles of Exposure I (3 Credits) \*
- RDT 109 - Radiologic Nursing Procedures (3 Credits) \*
- RDT 155 - Radiographic Positioning and Clinical Practicum I (4 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) ♦ \*
- MTH 152 - Elementary Statistics (3 Credits) ♦ \*

#### Spring

- RDT 154 - Principles of Exposure II (3 Credits) \*
- RDT 205 - Radiographic Positioning and Clinical Practicum II (4 Credits) \*
- RDT 210 - Radiographic Pathology (2 Credits) \*
- RDT 211 - Image Analysis (2 Credits) \*
- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*

#### Summer

- RDT 215 - Clinical Practicum III (2 Credits) \*

### Second Year

#### Fall

- RDT 201 - Radiation Protection and Radiobiology (2 Credits) \*
- RDT 204 - Principles of Exposure III (2 Credits) \*
- RDT 255 - Radiographic Positioning and Clinical Practicum IV (4.5 Credits) \*
- BIO 203 - Anatomy and Physiology II (4 Credits) ♦ \*
- ENG 151 - Fundamentals of English II (3 Credits) ♦ \*

#### Spring

- RDT 256 - Imaging Equipment and Operation (2 Credits) \*
- RDT 257 - Introduction to Sectional Anatomy and Computed Tomography (2 Credits) \*
- RDT 275 - Seminar in Radiography and Clinical Practicum V (4.5 Credits) \*
- PSY 101 - Introduction to Psychology (3 Credits) ♦

\* This course has a prerequisite.

♦ This course can be taken before being accepted into the program.

### Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate clinical competence;
2. Demonstrate critical thinking and problem-solving skill proficiency in a variety of patient care contexts;
3. Demonstrate effective written and oral communication skills; and
4. Demonstrate professionalism and ethical behavior.

## Radiologic Technology, GPA Admission Track, A.A.S.

Program Code: RDT.AAS.RDT or GNS.AA.RDT for applicants

This program admits students based partially on their grade point average (GPA). In order to graduate, students must obtain a grade of "C" or better in all radiologic technology, biology and mathematics courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in the program.

### Pre-Radiologic Technology Courses

- BIO 202 - Anatomy and Physiology I (4 Credits) ♦ \*
- BIO 203 - Anatomy and Physiology II (4 Credits) ♦ \*
- ENG 101 - Fundamentals of English I (3 Credits) ♦ \*
- MTH 152 - Elementary Statistics (3 Credits) ♦ \*
- PSY 101 - Introduction to Psychology (3 Credits) ♦
- SDV 100 - Fundamentals of College Study (1 Credit) ♦

### Remaining Courses

#### Summer II

- RDT 101 - Introduction to Radiologic Technology (2 Credits) \*
- RDT 105 - Introduction to Radiographic Positioning (3 Credits) \*

#### Fall

- RDT 104 - Principles of Exposure I (3 Credits) \*
- RDT 109 - Radiologic Nursing Procedures (3 Credits) \*
- RDT 155 - Radiographic Positioning and Clinical Practicum I (4 Credits) \*

#### Spring

- RDT 154 - Principles of Exposure II (3 Credits) \*
- RDT 205 - Radiographic Positioning and Clinical Practicum II (4 Credits) \*
- RDT 210 - Radiographic Pathology (2 Credits) \*
- RDT 211 - Image Analysis (2 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) ♦ \*

#### Summer

- RDT 215 - Clinical Practicum III (2 Credits) \*

#### Fall

- RDT 201 - Radiation Protection and Radiobiology (2 Credits) \*
- RDT 204 - Principles of Exposure III (2 Credits) \*
- RDT 255 - Radiographic Positioning and Clinical Practicum IV (4.5 Credits) \*

#### Spring

- RDT 256 - Imaging Equipment and Operation (2 Credits) \*
- RDT 257 - Introduction to Sectional Anatomy and Computed Tomography (2 Credits) \*
- RDT 275 - Seminar in Radiography and Clinical Practicum V (4.5 Credits) \*

\* This course has a prerequisite.

♦ This course can be taken before being accepted into the program.

Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate clinical competence;
2. Demonstrate critical thinking and problem-solving skill proficiency in a variety of patient care contexts;
3. Demonstrate effective written and oral communication skills; and
4. Demonstrate professionalism and ethical behavior.



## Radiologic Technology, Computed Tomography, Certificate

Program Code: RDT.CERT.CTC

This program provides certified radiologic technologists with an opportunity to obtain advanced modality training to become computed tomography (CT) technologists. Enrollment is limited to those who graduated from a radiologic technology program accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) who are certified by the American Registry of Radiologic Technologists (ARRT).

Due to the limited number of spaces available in this program, selection is on a competitive basis. Interested individuals must follow the procedures in the computed tomography admission information packet. In order to be considered for admission into the program that begins in the spring, prospective students must complete the admission requirements by the first Friday in November.

In order to graduate, students must obtain a grade of "C" or better in all computed tomography courses. Students must also meet all clinical objectives, complete the required ARRT computed tomography examination repetitions and maintain current cardiopulmonary resuscitation certification while enrolled in the program.

Individuals who successfully complete this program can take a certification and licensure examination in computed tomography administered by the ARRT. State certification as a medical radiation technologist is required for employment in Maryland.

### Spring

- CTC 110 - Patient Care and Safety (3 Credits) \*
- CTC 112 - Advanced Sectional Anatomy (3 Credits) \*
- CTC 121 - Clinical Practicum I (2 Credits) \*

### Summer

- CTC 113 - Image Production and Evaluation (3 Credits) \*
- CTC 115 - Imaging Procedures (3 Credits) \*
- CTC 122 - Clinical Practicum II (2 Credits) \*

### Fall

- CTC 123 - Clinical Practicum III (3 Credits) \*

\* This course has a prerequisite.

### Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate clinical competence performing CT imaging procedures;
2. Utilize critical thinking and problem-solving skills in the performance of emergent and nonemergent CT exams; and
3. Demonstrate professional behaviors according to the ARRT Standards of Ethics for the radiologic technology profession.

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## STEM Transfer, A.S.

Program Code: STM.AS.STM

This program provides students with a multi-disciplinary approach to the study of STEM for students interested in pursuing a bachelor's degree in integrated, applied or interdisciplinary sciences or for students whose desired STEM transfer major is not represented in one of the areas of concentration offered. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- ENG 101 - Fundamentals of English I (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (BIO 105, CHM 105 or PHY 121) (4 Credits) \*  
and
- MTH 121 - Precalculus I (3 Credits) \*  
or
- MTH 122 - Precalculus II (4 Credits) \*  
and
- Elective - General Elective (3 Credits)

#### Spring

- ENG 151 - Fundamentals of English II (3 Credits) \*
- GEN ED - Biological/Physical Science Requirement (BIO 105, CHM 105 or PHY 121) (4 Credits) \*
- Elective - STEM Elective (4 Credits) ⌘
- Elective - General Elective (3 Credits)

### Second Year

#### Fall

- GEN ED - Arts and Humanities Requirement (COM 101, COM 200 or COM 201) (3 Credits)
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x
- Elective - STEM Electives (7 Credits) ⌘
- Elective - General Elective (3 Credits)

#### Spring

- GEN ED - Social/Behavioral Science Requirement (3 Credits) x
- Elective - STEM Electives (7 Credits) ⌘
- Elective - General Electives (6 Credits)

\* This course has a prerequisite.

x Each course must be from a different discipline.

⌘ A minimum of 18 credit hours of STEM electives is required. Any BIO (105 or higher), CHM, CMP (104 or higher), IDS 200H, MTH (122 or higher) or PHY (121 or higher) meets this requirement. At least six of the 18 credits hours must be in the same discipline at the 200 level or above.

### Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate logical thinking skills and professional ethics to design, conduct and report the results of a scientific investigation that safely employs laboratory equipment using the scientific method;
2. Retrieve, interpret, evaluate and critically reflect upon progress in STEM disciplines using information from professional sources;
3. Accurately apply mathematical skills to formulate, solve and interpret models that demonstrate mathematical and scientific concepts; and
4. Identify and apply fundamental core content theories and concepts in the biological and physical sciences.

## STEM Transfer, Biology Concentration, A.S.

Program Code: STM.AS.BIO

This program includes courses usually required during the first two years of a bachelor's degree for students pursuing careers in education, research, genetics, food safety, bioinformatics, microbiology, environmental management and conservation, pharmaceutical sales or laboratory science, as well as professions such as medicine, veterinary science, dentistry or mortuary science. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- BIO 105 - Principles of Biology I (4 Credits) \*
- CHM 105 - General Chemistry I (4 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*
- MTH 121 - Precalculus I (3 Credits) \*

#### Spring

- BIO 106 - Principles of Biology II (4 Credits) \*
- CHM 106 - General Chemistry II (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x
- ENG 151 - Fundamentals of English II (3 Credits) \*
- Elective - General Elective (3 Credits)

### Second Year

#### Fall

- CHM 201 - Organic Chemistry I (4 Credits) \*
- GEN ED - Arts and Humanities Requirement (3 Credits)
- PHY 121 - General Physics I (4 Credits) \*
- Elective - Biology Elective (BIO 202, BIO 203, BIO 220 or BIO 221) (4 Credits) \*

#### Spring

- CHM 202 - Organic Chemistry II (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x
- Elective - Science Elective (BIO 202, BIO 203, BIO 220, BIO 221 or PHY 122) (4 Credits) \*
- Elective - General Elective (3 Credits)

\* This course has a prerequisite.

x Each course must be from a different discipline.

Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate logical thinking skills and professional ethics to design, conduct and report the results of a scientific investigation that safely employs laboratory equipment using the scientific method;
2. Retrieve, interpret, evaluate and critically reflect upon progress in STEM disciplines using information from professional sources;
3. Accurately apply mathematical skills to formulate, solve and interpret models that demonstrate mathematical and scientific concepts; and
4. Identify and apply fundamental core content theories and concepts in the biological and physical sciences.

## STEM Transfer, Chemistry Concentration, A.S.

Program Code: STM.AS.CHM

This program includes courses usually required during the first two years of a bachelor's degree for students pursuing careers in biochemistry, biotechnology, chemical engineering, chemical sales and marketing, toxicology, forensic chemistry, public health, education, research or laboratory management. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- CHM 105 - General Chemistry I (4 Credits) \*
- BIO 105 - Principles of Biology I (4 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*
- MTH 122 - Precalculus II (4 Credits) \*

#### Spring

- CHM 106 - General Chemistry II (4 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*
- MTH 201 - Calculus I (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x

### Second Year

#### Fall

- CHM 107 - Laboratory Safety (1 Credit) \*
- CHM 201 - Organic Chemistry I (4 Credits) \*
- GEN ED - Arts and Humanities Requirement (3 Credits)
- PHY 141 - Principles of Physics I (4 Credits) \*
- Elective - General Elective (3 Credits)

#### Spring

- CHM 202 - Organic Chemistry II (4 Credits) \*
- MTH 202 - Calculus II (4 Credits) \*
- PHY 142 - Principles of Physics II (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate logical thinking skills and professional ethics to design, conduct and report the results of a scientific investigation that safely employs laboratory equipment using the scientific method;
2. Retrieve, interpret, evaluate and critically reflect upon progress in STEM disciplines using information from professional sources;
3. Accurately apply mathematical skills to formulate, solve and interpret models that demonstrate mathematical and scientific concepts; and
4. Identify and apply fundamental core content theories and concepts in the biological and physical sciences.



## STEM Transfer, Chemistry: Pre-Pharmacy Concentration, A.S.

Program Code: STM.AS.PHR

This program includes courses usually required for students pursuing an accelerated track to a bachelor's degree in chemistry or a doctor of pharmacy degree. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- CHM 105 - General Chemistry I (4 Credits) \*
- BIO 105 - Principles of Biology I (4 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*
- MTH 201 - Calculus I (4 Credits) \*

#### Spring

- CHM 106 - General Chemistry II (4 Credits) \*
- GEN ED - Arts and Humanities Requirement (3 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- Elective - General Elective (4 Credits)

### Second Year

#### Fall

- CHM 107 - Laboratory Safety (1 Credit) \*
- CHM 201 - Organic Chemistry I (4 Credits) \*
- BIO 202 - Anatomy and Physiology I (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x  
and
- PHY 121 - General Physics I (4 Credits) \*
- or
- PHY 141 - Principles of Physics I (4 Credits) \*

#### Spring

- CHM 202 - Organic Chemistry II (4 Credits) \*
- BIO 203 - Anatomy and Physiology II (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x  
and
- PHY 122 - General Physics II (4 Credits) \*
- or
- PHY 142 - Principles of Physics II (4 Credits) \*

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate logical thinking skills and professional ethics to design, conduct and report the results of a scientific investigation that safely employs laboratory equipment using the scientific method;
2. Retrieve, interpret, evaluate and critically reflect upon progress in STEM disciplines using information from professional sources;
3. Accurately apply mathematical skills to formulate, solve and interpret models that demonstrate mathematical and scientific concepts; and
4. Identify and apply fundamental core content theories and concepts in the biological and physical sciences.

## STEM Transfer, Engineering Concentration, A.S.

Program Code: STM.AS.EGR

This program includes courses usually required during the first two years of a bachelor's degree for students pursuing careers in aerospace, agricultural, biomedical, chemical, civil, electrical, environmental, industrial, mechanical or nuclear engineering. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- EGR 101 - Introduction to Engineering Design (3 Credits) \*
- CHM 105 - General Chemistry I (4 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*
- MTH 201 - Calculus I (4 Credits) \*

#### Spring

- CMP 104 - Introduction to Programming (4 Credits)
- ENG 151 - Fundamentals of English II (3 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x
- MTH 202 - Calculus II (4 Credits) \*
- Elective - General Elective (3 Credits)

### Second Year

#### Fall

- CMP 210 - Programming Structures and Applications (4 Credits) \*
- GEN ED - Arts and Humanities Requirement (3 Credits)
- PHY 141 - Principles of Physics I (4 Credits) \*
- Elective - General Elective (3 Credits)

#### Spring

- MTH 203 - Calculus III (4 Credits) \*
- MTH 205 - Differential Equations (4 Credits) \*
- PHY 142 - Principles of Physics II (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate logical thinking skills and professional ethics to design, conduct and report the results of a scientific investigation that safely employs laboratory equipment using the scientific method;
2. Retrieve, interpret, evaluate and critically reflect upon progress in STEM disciplines using information from professional sources;
3. Accurately apply mathematical skills to formulate, solve and interpret models that demonstrate mathematical and scientific concepts; and
4. Identify and apply fundamental core content theories and concepts in the biological and physical sciences.

## STEM Transfer, Mathematics Concentration, A.S.

Program Code: STM.AS.MTH

This program includes courses usually required during the first two years of a bachelor's degree for students pursuing careers in banking and finance, actuarial science, computer science, data science, systems analytics, education, research, market research or statistics. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- MTH 122 - Precalculus II (4 Credits) \*
- CMP 104 - Introduction to Programming (4 Credits)
- ENG 101 - Fundamentals of English I (3 Credits) \*
- Elective - General Elective (3 Credits)

#### Spring

- MTH 152 - Elementary Statistics (3 Credits) \*
- MTH 201 - Calculus I (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x
- ENG 151 - Fundamentals of English II (3 Credits) \*
- Elective - General Elective (3 Credits)

### Second Year

#### Fall

- MTH 202 - Calculus II (4 Credits) \*
- PHY 141 - Principles of Physics I (4 Credits) \*
- GEN ED - Arts and Humanities Requirement (3 Credits)  
and
- CMP 210 - Programming Structures and Applications (4 Credits) \*
- or
- ECO 201 - Principles of Microeconomics (3 Credits) \*

#### Spring

- MTH 203 - Calculus III (4 Credits) \*
- MTH 205 - Differential Equations (4 Credits) \*
- PHY 142 - Principles of Physics II (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x

\* This course has a prerequisite.

x Each course must be from a different discipline.

Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate logical thinking skills and professional ethics to design, conduct and report the results of a scientific investigation that safely employs laboratory equipment using the scientific method;
2. Retrieve, interpret, evaluate and critically reflect upon progress in STEM disciplines using information from professional sources;
3. Accurately apply mathematical skills to formulate, solve and interpret models that demonstrate mathematical and scientific concepts; and
4. Identify and apply fundamental core content theories and concepts in the biological and physical sciences.

## STEM Transfer, Physics Concentration, A.S.

Program Code: STM.AS.PHY

This program includes courses usually required during the first two years of a bachelor's degree for students pursuing careers in systems engineering, research, education, software engineering or manufacturing/mechanical engineering. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

### First Year

#### Summer II

- SDV 100 - Fundamentals of College Study (1 Credit)

#### Fall

- CHM 105 - General Chemistry I (4 Credits) \*
- ENG 101 - Fundamentals of English I (3 Credits) \*
- MTH 122 - Precalculus II (4 Credits) \*
- Elective - General Elective (3 Credits)

#### Spring

- CHM 106 - General Chemistry II (4 Credits) \*
- ENG 151 - Fundamentals of English II (3 Credits) \*
- MTH 201 - Calculus I (4 Credits) \*
- Elective - General Elective (3 Credits)

### Second Year

#### Fall

- PHY 141 - Principles of Physics I (4 Credits) \*
- CMP 104 - Introduction to Programming (4 Credits)
- GEN ED - Arts and Humanities Requirement (3 Credits)
- MTH 202 - Calculus II (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x

#### Spring

- PHY 142 - Principles of Physics II (4 Credits) \*
- MTH 203 - Calculus III (4 Credits) \*
- MTH 205 - Differential Equations (4 Credits) \*
- GEN ED - Social/Behavioral Science Requirement (3 Credits) x

\* This course has a prerequisite.

x Each course must be from a different discipline.

### Learning Outcomes

Graduates of this program should be able to:

1. Demonstrate logical thinking skills and professional ethics to design, conduct and report the results of a scientific investigation that safely employs laboratory equipment using the scientific method;
2. Retrieve, interpret, evaluate and critically reflect upon progress in STEM disciplines using information from professional sources;
3. Accurately apply mathematical skills to formulate, solve and interpret models that demonstrate mathematical and scientific concepts; and
4. Identify and apply fundamental core content theories and concepts in the biological and physical sciences.



## Course Descriptions

### Accounting

#### **ACT 101 - Financial Accounting (3 Credits)**

This course offers a comprehensive study of basic accounting principles and procedures. Students record accounting transactions, prepare financial statements, apply internal controls, account for assets and liabilities, and utilize ratio analysis. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 and MTH 091 with grades of "C or better, acceptable reading and mathematics placement test scores or permission of the department head. Usually offered in the fall and spring.*

#### **ACT 151 - Managerial Accounting (3 Credits)**

The focus of this course is on identifying the characteristics of corporations and recording transactions for the preparation, analysis and interpretation of financial statements. Included are elements of management accounting for planning, control, long-term strategy and decision making. Students identify characteristics of corporations and partnerships and complete accounting transactions related to the preparation and analysis of corporate financial statements. Students also apply management accounting techniques in the accounting control and decision-making process. *Lecture Hours: 39. Prerequisite(s): ACT 101 with a grade of "C" or better or permission of the department head. Usually offered in the fall and spring.*

#### **ACT 153 - Microcomputer Accounting (3 Credits)**

This course covers set up, maintenance and recording accounting information using an accounting software package. The accounting cycle is completed by adjusting ledger accounts and performing year-end closing. Financial reports are created and modified. *Lecture Hours: 39. Prerequisite(s): ACT 100 or ACT 101 and OFT 160 with grades of "C" or better or permission of the department head. Materials Fee: \$15. Usually offered in the fall.*

#### **ACT 223 - Income Tax (3 Credits)**

This course offers an introduction to federal taxation. It provides an overview of the federal tax system, the determination of taxable income and the payment of taxes for the individual taxpayer. This course also provides an overview of the tax characteristics of business entities. Students determine the tax status, gross income, taxable income and tax liability of an individual taxpayer. Students also prepare an income tax return for a typical individual taxpayer. *Lecture Hours: 39. Prerequisite(s): ACT 101 with a grade of "C" or better or permission of the department head. Usually offered in the fall.*

#### **ACT 250 - Payroll and Accounting Applications (2 Credits)**

This course provides students with an understanding of federal and state laws, including the Fair Labor Standards Act, Federal Insurance Contributions Act (FICA), income tax withholding laws, and federal and state unemployment acts that relate to the payment of wages and salaries in a business. *Lecture Hours: 26. Prerequisite(s): ACT 101 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

### Art

#### **ART 101 - Introduction to Art History (3 Credits)**

This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present, focusing on Western civilization. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time. This course includes a field trip. *Lecture Hours: 39. Materials Fee: \$40. Usually offered in the fall, spring and summer.*

**ART 101H - Introduction to Art History, Honors (3 Credits)**

This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present, focusing on Western civilization. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time. Additionally, students gain a heightened understanding of aesthetic evaluation by learning how symbolism, allusion and intertextuality play significant roles in the visual arts. This course frequently utilizes an interdisciplinary approach that incorporates geography, anthropology and literary analysis. Not only do students gain a deeper understanding of the major epochs of human expression, they develop the necessary skills to thoughtfully discuss, explicate and comprehend painting, sculpture and other forms of visual media. This course includes a field trip. *Lecture Hours: 39. Materials Fee: \$40. Usually offered in the spring.*

**Biology****BIO 099 - Biology for Allied Health (3 Credit)**

This course, which is intended for students who have not achieved an acceptable biology placement test score to enroll in BIO 202, offers foundational science knowledge to support success in future allied health classes and careers. Topics include biochemistry and chemical reactions, cell biology and metabolism, organism homeostasis and genetics. Relevance of these topics and the application of the scientific method and reasoning to humans are emphasized. *Lecture Hours: 39. Prerequisite(s): MTH 091 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall, spring and summer.*

**BIO 101 - Fundamentals of Biology (4 Credits)**

This introductory course is designed to acquaint non-science students with the basic concepts of living organisms, including cell structure and function, metabolism, human and plant systems, genetics, evolution, adaptation and ecology. *Lecture Hours: 39. Laboratory Hours: 26. Laboratory Fee: \$30. Usually offered in the fall, spring and summer.*

**BIO 105 - Principles of Biology I (4 Credits)**

This course, which is intended for science majors, offers an introduction to the basic biological principles common to all living organisms. Topics include basic cell structure, cellular biochemistry and energy conversion, molecular biology and cellular signaling. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 092 with a grade of "C" or better or an acceptable mathematics placement test score or permission of the department head. Laboratory Fee: \$30. Usually offered in the fall.*

**BIO 106 - Principles of Biology II (4 Credits)**

This course is a continuation of BIO 105. Topics include mechanisms of evolution, biological diversity and the classification of life, and population and community ecology. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): BIO 105 with a grade of "C" or better or permission of the department head. Laboratory Fee: \$30. Usually offered in the spring.*

**BIO 115 - Introduction to Human Structure and Function (3 Credits)**

This course provides an overview of the structure and function of the various systems of the human body. Emphasis is placed on how the structure of body organs and tissues complement their functions. The relationship between body systems is explored, as is their contribution to the functioning of the body as a complete unit. *Lecture Hours: 39. Usually offered in the fall.*

**BIO 120 - Nutrition (3 Credits)**

The biochemical and physiological aspects of the science of nutrition are explored. Basic principles of normal nutrition and the relationship of nutrition and health throughout the life cycle are studied. This course also covers therapeutic nutrition to meet the needs of individuals who require changes in dietary intake because of disease, stress, trauma, metabolic alterations or allergies. *Lecture Hours: 39. Usually offered in the fall, spring and summer.*

**BIO 202 - Anatomy and Physiology I (4 Credits)**

This course offers an introduction to the structure and function of the human body, including cellular biology and histology. Systematic study involves homeostatic mechanisms of the integumentary, skeletal, muscular and nervous systems, including special senses. Laboratory study encompasses gross and microscopic anatomy of these systems, with dissection and selected experiments in physiology. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 092 with a grade of "C" or better or an acceptable mathematics placement test score and either an acceptable biology placement test score or BIO 099 with a grade of "C" or better, or permission of the department head. Corequisite(s): ENG 101. Laboratory Fee: \$30. Usually offered in the fall, spring and summer.*

**BIO 203 - Anatomy and Physiology II (4 Credits)**

This course is a continuation of BIO 202. The cardiovascular, respiratory, digestive, urinary and reproductive systems are studied. Endocrine relationships and homeostasis are stressed. Laboratory study involves gross and microscopic anatomy of these systems, with selected experiments in physiology. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): BIO 202 with a grade of "C" or better. Laboratory Fee: \$30. Usually offered in the fall, spring and summer.*

**BIO 220 - Microbiology (4 Credits)**

This course offers an introduction to the biology of microorganisms with emphasis on bacteria. General principles of microbial classification, morphology, physiology and genetics are covered, including the role of microorganisms in natural and disease processes of man. Current trends and topics are discussed. Laboratory study includes the basic use of the microscope and aseptic techniques in the observation, isolation, identification and control of selected bacteria. *Lecture Hours: 39. Laboratory Hours: 39. Prerequisite(s): BIO 101, BIO 202 or BIO 210 with a grade of "C" or better or permission of the department head. Laboratory Fee: \$55. Usually offered in the fall, spring and summer.*

**BIO 221 - Zoology (4 Credits)**

This course, which is intended for science majors, offers an introduction to the study of biodiversity, structure and function of animals and animal-like protists, with an emphasis on evolutionary relationships. *Lecture Hours: 52. Laboratory Hours: 26. Prerequisite(s): BIO 105 with a grade of "C" or better or permission of the department head. Laboratory Fee: \$30. Usually offered in the spring.*

**Business****BMT 101 - Introduction to Business (3 Credits)**

This course covers the role and function of the business enterprise within the U.S. economic framework. Students explore the internal and external environments that impact business organizations and the various forms of business ownership. Students study the responsibilities of functional groups that work together to achieve business success and evaluate real-life business situations. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

**BMT 102 - Marketing (3 Credits)**

This course covers the various activities that are required for businesses to successfully develop their products and services, bring them to the consumer, encourage sales and secure earnings. Students analyze marketing situations and recommend an appropriate marketing strategy. *Lecture Hours: 39. Usually offered in the fall and spring.*

**BMT 115 - International Business (3 Credits)**

This course examines the impact of international business on countries, small and large businesses, and individuals. The theoretical foundations of international business, culture and customs of various regions and countries, and the international business environment are explored. Students learn how business opportunities are analyzed, how market entrance approaches are determined and how the global enterprise is managed. Examples of international cooperation and controversy are integrated throughout the course. *Lecture Hours: 39. Usually offered in the fall and spring.*

**BMT 125 - Finance (3 Credits)**

This course is designed to provide essential financial tools and knowledge to start or operate small business enterprises. Material covered includes financial and economic concepts, financial planning and management, the preparation and analysis of financial statements, forecasting, working capital management, capital budgeting and principles of personal finance. *Lecture Hours: 39. Usually offered in the fall and spring.*

**BMT 130 - Social Media Marketing (3 Credits)**

This course explores various activities related to social media marketing, including target market identification, identifying appropriate marketing strategies, analyzing performance metrics and using tools to manage and monitor social media activity. *Lecture Hours: 39. Prerequisite(s): BMT 102 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

**BMT 203 - Organizational Communications (3 Credits)**

This course enables students to apply the theories and processes of successful communications. The focus is on the use of effective communications for correspondence, presentations and interviews. Students plan and execute strategies for solving communication problems within organizations. *Lecture Hours: 39. Usually offered in the fall and spring.*

**BMT 204 - Supervisory Development (2 Credits)**

Students apply relevant theories and practices related to the effective management of people in organizations. *Lecture Hours: 26. Prerequisite(s): Permission of the department head. Usually offered in the spring.*

**BMT 205 - Business Law (3 Credits)**

This course presents the basic framework of commercial and administrative law. Students explore law as it relates to contracts, agency and employment, business torts and crimes, the organization of business ownership, product safety and liability, warranties, antitrust regulations, and real and personal property. *Lecture Hours: 39. Usually offered in the fall and spring.*

**BMT 220 - Professional Practices (3 Credits)**

This course is designed to develop the student's ability to integrate the technical and human relations skills necessary to succeed in today's business environment. The focus is on project management, maintaining a professional online presence, business ethics and professional communications, as well as effective team interactions and advanced presentation skills. *Lecture Hours: 39. Prerequisite(s): OFT 155 with a grade of "C" or better or permission of the department head. Usually offered in the fall and spring.*

**BMT 235 - Social Media Planning Seminar (3 Credits)**

Working in teams, students participate in a semester-long case study designed to provide practical experience in auditing an online marketing effort and developing recommendations based on key findings. Students demonstrate proficiency in various areas of social media marketing planning, including conducting a marketing SWOT analysis and creating a social media marketing plan, budget and ROI analysis. *Lecture Hours: 39. Prerequisite(s): BMT 130 with a grade of "C" or better or permission of the department head. Usually offered in the fall.*

**BMT 260 - Business Management Field Experience (2 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 100. Prerequisite(s): Permission of the department head. Usually offered in the fall and spring.*

**Chemical Dependency Counseling****CDC 101 - Introduction to Chemical Dependency (3 Credits)**

This course provides an introduction to human services and addictions, including the types of clients served, the duties of human service personnel, philosophy and dynamics of addictions treatment and an overview of state and community resources. Case studies are used to examine the development, identification, dynamics and recovery of addicts. Attendance at an Alcoholics Anonymous meeting and a Narcotics Anonymous meeting is a requirement of the course. *Lecture Hours: 39. Usually offered in the fall and spring.*

**CDC 151 - Drug Classification and Pharmacology (3 Credits)**

This course focuses on the classification of alcohol and other drugs, pharmacological effects of drugs, comorbidity of alcohol and other disorders, assessment and diagnostic techniques, and treatment settings and modalities. *Lecture Hours: 39. Prerequisite(s): CDC 101 with a grade of "C" or better. Usually offered in the fall and spring.*

**CDC 155 - Counseling Ethics (3 Credits)**

This course is designed to help students develop a personal framework for ethical action and become more effective in addressing ethical issues in the field of alcohol and drug dependency counseling. This course uses the ethical standards of Maryland's Board of Professional Counselors & Therapists and the National Association for Addiction Professionals to build a theoretical framework for approaching ethical dilemmas in a systematic way. It is intended to deepen the student's awareness of new and emerging ethical issues. *Lecture Hours: 39. Prerequisite(s): CDC 101 with a grade of "C" or better or permission of the department head. Usually offered in the fall and spring.*

**CDC 248 - Group Therapy and Practice (3 Credits)**

This course provides the student with an opportunity to apply the principles and techniques of group counseling and to develop skills as a group leader by leading role-played groups in a didactic setting. Topics include the principles of group counseling, client-group relationships, characteristic stages of groups, resolving difficulties and terminating the group. Several varieties of groups are explored, including groups for children, adults and the elderly. Specialized instruction focuses on addiction groups. *Lecture Hours: 39. Prerequisite(s): CDC 151, PSY 152 and PSY 202 with grades of "C" or better or permission of the department head. Usually offered in the fall and spring.*

**CDC 260 - Practicum I (3 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 140. Prerequisite(s): CDC 155, SDV 101 and permission of the department head. Corequisite(s): CDC 248. Insurance: \$24. Usually offered in the fall, spring and summer.*

**CDC 261 - Practicum II (3 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 140. Prerequisite(s): CDC 260 with a grade of "C" or better and permission of the department head. Insurance: \$24. Usually offered in the fall, spring and summer.*

**Chemistry****CHM 105 - General Chemistry I (4 Credits)**

This course examines the fundamental laws of chemistry and atomic structure, with an emphasis on chemical calculations and quantitative relationships. *Lecture Hours: 39. Laboratory Hours: 39. Prerequisite(s): MTH 099 with a grade of "C" or better, an acceptable mathematics placement test score or permission of the department head. Laboratory Fee: \$30. Usually offered in the fall and spring.*

**CHM 106 - General Chemistry II (4 Credits)**

This course is a continuation of CHM 105, including chemical equilibrium, electrochemistry and organic chemistry. *Lecture Hours: 39. Laboratory Hours: 39. Prerequisite(s): CHM 105 with a grade of "C" or better or permission of the department head. Laboratory Fee: \$30. Usually offered in the spring and summer.*

**CHM 107 - Laboratory Safety (1 Credit)**

This course serves to develop the skills needed for students to work with chemicals in a confident and responsible way. Emphasis is placed on safety precautions and emergency procedures used in case of a chemical accident. *Lecture Hours: 15. Prerequisite(s): CHM 106 with a grade of "C" or better. Corequisite(s): CPR Certification. Usually offered in the fall.*

**CHM 201 - Organic Chemistry I (4 Credits)**

This course involves the systematic study of the compounds of carbon, including their organization, preparation and typical reactions. Classes of compounds studied include aliphatic and aromatic hydrocarbons, alcohols, ethers and epoxides. *Lecture Hours: 39. Laboratory Hours: 39. Prerequisite(s): CHM 106 with a grade of "C" or better or permission of the department head. Laboratory Fee: \$30. Usually offered in the fall.*

**CHM 202 - Organic Chemistry II (4 Credits)**

This course is a continuation of CHM 201 and includes the study of carbon-containing compounds, such as aldehydes, ketones, carboxylic acids and other carbonyl compounds. The focus is on the mechanism and stereochemistry of these compounds. Mass spectrometry, and infrared and nuclear magnetic resonance spectroscopy, are also explored in the identification of these compounds. *Lecture Hours: 39. Laboratory Hours: 39. Prerequisite(s): CHM 201 with a grade of "C" or better or permission of the department head. Laboratory Fee: \$30. Usually offered in the spring.*

## Communication

### **COM 101 - Introduction to Public Speaking (3 Credits)**

This course is an introduction to the theories of oral communication, focusing on pragmatic approaches to presentational styles and organizational skills. *Lecture Hours: 39. Usually offered in the fall, spring and summer.*

### **COM 101H - Introduction to Public Speaking, Honors (3 Credits)**

This course is an introduction to the theories of oral communication, focusing on pragmatic approaches to presentational styles and organizational skills. Students integrate a common theme into their speeches for the public speaking component of this course. They demonstrate their ability to critically think and listen through their analysis of speeches in both the classroom and the public arena. This course meets the requirements of COM 101. *Lecture Hours: 39. Prerequisite(s): Honors program eligibility. Usually offered in the fall.*

### **COM 102 - Introduction to Human Communication (3 Credits)**

This course provides an introduction to the field of communication. Interpersonal communication, nonverbal communication, group dynamics, intercultural communication, gender communication and public speaking contexts are covered. Students apply relevant theories and explore research within each context to develop a solid foundation in the discipline. *Lecture Hours: 39. Prerequisite(s): ENG 101 with a grade of "C" or better. Usually offered in the fall and spring.*

### **COM 105 - Introduction to Communication Theory (3 Credits)**

This course provides an introduction to basic communication theories through study and application. This course integrates various areas of the discipline to provide an overview of communication topics including verbal and nonverbal messages, interpersonal communication, small group communication and intercultural communication, as well as theories related to organizational communication and media messages. *Lecture Hours: 39. Prerequisite(s): COM 102 and ENG 101 with grades of "C" or better. Usually offered in the fall and spring.*

### **COM 110 - Mass Communication (3 Credits)**

This course examines the effect and impact of mass media on contemporary life and society. This course covers the historical evolution of media as well as contemporary developments and issues. Students develop the skills required to critically analyze a variety of media types and become more knowledgeable media consumers. Areas examined include newspapers and journalism, magazines, radio and television broadcasting, motion pictures, music recording, the internet and social media, cable and satellite communication, advertising and public relations, and media law and ethics. *Lecture Hours: 39. Prerequisite(s): ENG 101 with a grade of "C" or better. Usually offered in the spring.*

### **COM 120 - Writing for Digital Media (3 Credits)**

In this course, students develop digital literacy and learn to write for digital media environments, considering audience and context. Students produce multiple online projects with a focus on form and style. Students are introduced to writing for social media, as well as the theory of storytelling and scriptwriting for media such as games, a multimedia web series, podcasts and commercials. *Lecture Hours: 39. Prerequisite(s): ENG 101 with a grade of "C" or better. Usually offered in the fall and spring.*

### **COM 200 - Interpersonal Communication (3 Credits)**

This course offers an introduction to the theories of interpersonal communication, focusing on the development of an awareness of communication in social and professional contexts and on the perception of self and others. The course covers theory and the application of communication strategies used in daily interactions and one-on-one and small group communication, including how verbal and nonverbal communication can be used to improve relationships. *Lecture Hours: 39. Prerequisite(s): ENG 101. Usually offered in the fall.*

**COM 201 - Instructional Communication (3 Credits)**

This course covers the communicative factors involved in the teaching-learning process. The communication concept applicable to classroom instruction is explored, and the communication skills essential in teaching groups of students are developed. Special focus is placed on communicating a supportive classroom environment, developing effective questioning strategies and effective interpersonal relationships in a classroom setting. *Lecture Hours: 39. Usually offered in the fall and spring.*

**Computed Tomography****CTC 110 - Patient Care and Safety (3 Credits)**

This course introduces students to patient care and assessment for computed tomography (CT) imaging exams. Contrast administration and venipuncture techniques are explained. Students learn contrast administration precautions and management of medical emergencies in the CT suite. Radiation safety and minimizing patient radiation exposure for CT exam protocols is explained. *Lecture Hours: 39. Prerequisite(s): Graduation from a program accredited by the Joint Review Committee on Education in Radiologic Technology, certification by the American Registry of Radiologic Technologists (ARRT) and permission of the department head. Course Fee: \$50. Usually offered in the spring.*

**CTC 112 - Advanced Sectional Anatomy (3 Credits)**

This course introduces students to advanced sectional anatomy concepts in computed tomography. Students evaluate anatomical structures visualized in the axial, coronal and sagittal planes. Cross sectional anatomy of the face, head, neck, spine, chest, abdomen and pelvis are reviewed. Sectional anatomy of the musculoskeletal system are explained. Pathologies demonstrated in cross section are described. *Lecture Hours: 39. Prerequisite(s): Graduation from a program accredited by the Joint Review Committee on Education in Radiologic Technology, certification by the American Registry of Radiologic Technologists (ARRT) and permission of the department head. Course Fee: \$50. Usually offered in the spring.*

**CTC 113 - Image Production and Evaluation (3 Credits)**

This course covers the image formation, equipment operation and scanning principles related to computed tomography (CT). Students learn imaging and data acquisition parameters according to specific CT protocols. Image processing techniques, including retrospective reconstruction and post-processing views such as 3D-reconstruction and volume rendering, are described. Image quality and display, artifact recognition and CT informatics are taught in this course. *Lecture Hours: 39. Prerequisite(s): CTC 110, CTC 112 and CTC 121 with grades of "C" or better or permission of the department head. Course Fee: \$50. Usually offered in the summer.*

**CTC 115 - Imaging Procedures (3 Credits)**

This course covers computed tomography (CT) imaging procedures of the head, neck, chest, abdomen, pelvis, spine and musculoskeletal system. Protocol considerations according to the patient's age, clinical indication and medical diagnosis are discussed. Post-processing image functions and advanced imaging techniques are explained. Pathology diagnosed according to specific CT procedures performed are described. *Lecture Hours: 39. Prerequisite(s): CTC 110, CTC 112 and CTC 121 with grades of "C" or better or permission of the department head. Course Fee: \$50. Usually offered in the summer.*



**CTC 121 - Clinical Practicum I (2 Credits)**

Students practice computed tomography (CT) imaging principles and clinical skills under the direct supervision of certified CT technologists and preceptors. Patient preparation, scanning and evaluation of CT images are part of this learning experience. Image display, processing and artifact recognition are reviewed during clinical rotations.

Students practice venipuncture and monitor contrast injections according to the practice standards of the clinical affiliate. The American Registry of Radiologic Technologists (ARRT) expects students to complete 125 CT exams/procedures in specific categories as outlined in the ARRT CT requirements. This course provides students with the opportunity to complete CT imaging scans in a supervised clinical setting. *Clinical Hours: 208.*

*Prerequisite(s): Graduation from a program accredited by the Joint Review Committee on Education in Radiologic Technology, certification by the American Registry of Radiologic Technologists (ARRT) and permission of the department head. Course Fee: \$50. Insurance: \$18. Usually offered in the spring.*

**CTC 122 - Clinical Practicum II (2 Credits)**

This is a second in a series of CT clinical practicum courses. Students practice computed tomography (CT) imaging principles and clinical skills under the direct supervision of certified CT technologists and preceptors. Patient preparation, scanning and evaluation of CT images are part of this learning experience. Image display, processing and artifact recognition are reviewed during clinical rotations. Students practice venipuncture and monitor contrast injections according to the practice standards of the clinical affiliate. The American Registry of Radiologic Technologists (ARRT) expects students to complete 125 CT exams/procedures in specific categories as outlined in the ARRT CT requirements. This course provides students with the opportunity to complete CT imaging scans in a supervised clinical setting. *Clinical Hours: 208. Prerequisite(s): CTC 110, CTC 112, and CTC 121 with grades of "C" or better or permission of the department head. Course Fee: \$50. Insurance: \$18. Usually offered in the summer.*

**CTC 123 - Clinical Practicum III (3 Credits)**

This course prepares students to take the American Registry of Radiologic Technologists (ARRT) computed tomography (CT) exam. Students review ARRT exam topics, including patient care, safety, image production and image procedures related to the CT modality. Upon completion of this course and the required clinical CT exams, students are prepared to take the ARRT CT exam to become certified as a CT technologist. This is the third in a series of three clinical practicum courses during which students practice CT imaging principles and clinical skills under the direct supervision of certified CT technologists and preceptors. The American Registry of Radiologic Technologists (ARRT) expects students to complete 125 CT exams/procedures in specific categories as outlined in the ARRT CT requirements. This course provides students with the opportunity to complete CT imaging scans in a supervised clinical setting. *Lecture Hours: 26. Clinical Hours: 104. Prerequisite(s): CTC 113, CTC 115 and CTC 122 with grades of "C" or better or permission of the department head. Course Fee: \$50. Insurance: \$18. Usually offered in the fall.*

**Computer Studies****CMP 100 - Introduction to Computers (1 Credit)**

This course familiarizes students with the general operation of computers for business and academic use. Through hands-on exercises, students learn the skills required to navigate and customize the operating system, perform file management operations, navigate a learning management system and search the web and academic databases. Students also acquire the skills needed to utilize common applications such as email, word processing and presentation software. Keyboarding skills are recommended. *Lecture Hours: 13. Materials Fee: \$15. Usually offered in the fall and spring.*

**CMP 104 - Introduction to Programming (4 Credits)**

This course introduces students to the basic principles of programming, object-oriented concepts and terminology. Using an industry-appropriate and current programming language, students are introduced to the concepts of decision, repetition, objects, classes, inheritance and polymorphism with an easy-to-use and entertaining programming language. *Lecture Hours: 39. Laboratory Hours: 26. Laboratory Fee: \$25. Usually offered in the fall and spring.*

**CMP 115 - Fundamentals of Computer Architecture (4 Credits)**

This course covers the basic organization and design of computers. Topics include the organization and function of central processing units (CPUs), memory, bus structures, input/output devices, operating systems, application software and networks. *Lecture Hours: 39. Laboratory Hours: 26. Laboratory Fee: \$25. Usually offered in the fall and spring.*

**CMP 120 - Introduction to Linux (2 Credits)**

This course introduces single-board computing that students use to design and develop practical "Internet of Things" (IoT) devices for machine-to-machine (M2M) communications while learning programming and computer hardware. The focus is on the administration, configuration, use and maintenance of a Linux- and mobile-based operating system. *Lecture Hours: 13. Laboratory Hours: 39. Prerequisite(s): CMP 104. Laboratory Fee: \$25. Usually offered in the spring.*

**CMP 130 - Introduction to Web Development (3 Credits)**

This course covers the principles of creating hypertext markup language (HTML) for webpages and the elements used to create them. Cascading style sheets (CSS) are introduced to add style to webpages and to create enhanced visual effects. Responsive formatting techniques are introduced to make the site adaptable. This course covers the fundamental elements needed to create webpages. Students design and build a website using current technology. *Lecture Hours: 26. Laboratory Hours: 26. Laboratory Fee: \$25. Usually offered in the fall and spring.*

**CMP 141 - Introduction to Game Development (3 Credits)**

This course introduces students to the concepts of video game development. Students engage in the creative process of video game development with a focus on quality outputs. Topics covered include the history of game development, mechanics, genres, processes and quality. This course also covers the workflow of developing a video game from beginning to end. *Lecture Hours: 26. Laboratory Hours: 26. Corequisite(s): CMP 104. Laboratory Fee: \$25. Usually offered in the fall.*

**CMP 142 - Game Engines I (3 Credits)**

This course introduces the process of developing games utilizing existing game development platforms. A current industry-standard development platform is used for various game development tasks. Students examine the creation of design documents and the development of prototypes. Key concepts such as game play, game mechanics and game engine programming are addressed. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): CMP 141 or permission of the department head. Laboratory Fee: \$25. Usually offered in the spring.*

**CMP 150 - Introduction to Networking (4 Credits)**

This course provides a background to networks and how they are used. This course covers how local area networks (LANs) are managed, the types of LANs available today and the software that LANs use. Students are also introduced to the concepts of wide area networks. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): CMP 115 or permission of the department head. Laboratory Fee: \$25. Usually offered in the spring.*

**CMP 210 - Programming Structures and Applications (4 Credits)**

This course offers an introduction to the theory of programming structures and problem analysis to solve common computer problems. Problem-solving applications are developed using an object-oriented programming language. *Lecture Hours: 26. Laboratory Hours: 52. Prerequisite(s): CMP 104. Laboratory Fee: \$25. Usually offered in the fall.*

**CMP 215 - Website Content Management (4 Credits)**

This course builds on CMP 130 to further expand student skills in hypertext markup language (HTML) and cascading style sheets (CSS). Students are also introduced to web scripting for website enhancements, a current content management system (CMS) for managing content, and developing and customizing a website. Image editing for the web is used for creating graphics for websites. *Lecture Hours: 26. Laboratory Hours: 52. Prerequisite(s): CMP 104 and CMP 130, or permission of the department head. Laboratory Fee: \$25. Usually offered in the fall.*

**CMP 225 - Data Communications and Networking (4 Credits)**

This course covers the operations of computer networks and network operating systems. Documentation and network best practices are emphasized. This course provides students with hands-on experience in accessing computer networks. *Lecture Hours: 26. Laboratory Hours: 52. Prerequisite(s): CMP 150 or permission of the department head. Laboratory Fee: \$25. Usually offered in the fall.*

**CMP 230 - Advanced Web Solutions (4 Credits)**

This course covers advanced topics in web development. Custom website functionality, such as plugins and/or widgets, is covered. Using a web-based programming language and database concepts, students create web applications that increase website functionality and satisfy business requirements. *Lecture Hours: 26. Laboratory Hours: 52. Prerequisite(s): CMP 215. Laboratory Fee: \$25. Usually offered in the spring.*

**CMP 241 - Game Engines II (4 Credits)**

This course builds on the topics covered in CMP 142. Students continue utilizing existing game development platforms to perform more advanced tasks. Students examine the creation of design documents and the development of playable prototypes. Key concepts such as game world development, game character development, level development and level balancing are addressed. *Lecture Hours: 26. Laboratory Hours: 52. Prerequisite(s): CMP 142 or permission of the department head. Laboratory Fee: \$25. Usually offered in the fall.*

**CMP 242 - Game Development Capstone (4 Credits)**

This course is the capstone for the game development transfer degree program. Students are expected to design and develop a working game prototype. Students develop a proposal, explain the proposal to the instructor and to the class, and then complete the plan outlined in the proposal to create a working game. *Lecture Hours: 26. Laboratory Hours: 52. Prerequisite(s): CMP 241. Laboratory Fee: \$25. Usually offered in the spring.*

**CMP 245 - Computer and Network Security (3 Credits)**

This course covers the principles of computer system security, with a focus on network security. Topics include network attacks and defenses, application security (e.g., web, email and databases), viruses, social engineering attacks, privacy, digital rights management, authentication methods, access control, cryptography, public key infrastructure, identifying attacks and vulnerabilities, and wireless network security. Students also learn about security procedures to protect data in computer environments, the effects of viruses and ethical issues raised by computer security in the business world. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): CMP 150 or permission of the department head. Laboratory Fee: \$25. Usually offered in the fall.*

**CMP 246 - Digital Content Management (3 Credits)**

This course provides an opportunity for students to examine social networks, social media and online advertising techniques for improving web presence. Students also explore technical and creative elements to create organic search engine optimization (SEO) to improve ranking, drive traffic and increase awareness in search engines. Students identify web-based marketing opportunities and recommend an appropriate web-based management strategy. *Lecture Hours: 39. Prerequisite(s): CMP 130 or permission of the department head. Usually offered in the spring.*

**CMP 247 - Advanced Topics in Information Technology (4 Credits)**

This course exposes students to advanced networking topics not covered in previous networking courses. Advanced topics covering the latest advances in networking and best practices are explored. Students work individually and in group settings on advanced networking projects to enhance their knowledge. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): CMP 225 or permission of the department head. Usually offered in the spring.*

**CMP 255 - Database Design and Management (4 Credits)**

This course emphasizes database interaction with Structured Query Language (SQL) and MySQL, the fundamentals of programming with databases, application techniques and security -- skills that are the foundation to managing database-backed websites or any relational database application. Students gain practical experience in the laboratory through a database application language. *Lecture Hours: 26. Laboratory Hours: 52. Prerequisite(s): CMP 104 and CMP 130 or permission of the department head. Laboratory Fee: \$25. Usually offered in the fall.*

**CMP 259 - Computer and Network Support Capstone (4 Credits)**

This is the capstone course for the computer and network support technology degree program. Advanced projects, such as real world network proposals and security analysis reports, are employed to enhance the student's analytical skills. Students demonstrate proficiency in various areas of computer networking, security and support. *Lecture Hours: 26. Laboratory Hours: 52. Prerequisite(s): CMP 225 and permission of the department head. Usually offered in the spring.*

**CMP 260 - Computer Technology Field Experience (2 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 100. Prerequisite(s): CMP 245 or CMP 255 and permission of the department head. Usually offered in the fall, spring and summer.*

**Criminal Justice****CMJ 102 - Introduction to Criminal Justice (3 Credits)**

This course examines the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and operations of local, state and federal agencies are covered with a criminal justice career orientation. *Lecture Hours: 39. Usually offered in the fall and spring.*

**CMJ 103 - Police Operations (3 Credits)**

This course provides an understanding of the duties, authority, responsibilities and rights of the uniformed police officer. Emphasis is on the function of the patrol officer as it relates to criminal investigation, intelligence, vice units and traffic administration. *Lecture Hours: 39. Usually offered in the fall.*

**CMJ 104 - Criminal Law (3 Credits)**

This course examines substantive criminal law as it is applied to local, state and federal systems. Crimes as prosecuted in a court of law are examined. Court decisions are used to address various sources and types of criminal laws. *Lecture Hours: 39. Usually offered in the fall.*

**CMJ 105 - Introduction to Forensic Science (3 Credits)**

This course introduces the student to the scientific discipline directed at the recognition, identification and evaluation of physical evidence through the application of the natural sciences to criminal investigation. Emphasis is placed on the role of the forensic scientist. This course includes laboratory study designed to reinforce important forensic skills. *Lecture Hours: 26. Laboratory Hours: 26. Laboratory Fee: \$60. Usually offered in the fall.*

**CMJ 151 - Police Administration (3 Credits)**

This course is a study of police administration, including the organizational structure, function and theory related to the practice of policy management. *Lecture Hours: 39. Usually offered in the fall.*

**CMJ 152 - Law Enforcement and the Community (3 Credits)**

This course focuses on the relationship between police and the community with recommendations for ways of working together to reduce crime. Emphasis is placed on policing in a culturally-diverse society. *Lecture Hours: 39. Usually offered in the spring.*

**CMJ 155 - Ethics in Criminal Justice (3 Credits)**

This course examines the difficult decisions that criminal justice professionals make in an environment of competing interests. The decision making of criminal justice professionals can be impacted by ethical dilemmas. Emphasis is placed on addressing moral issues and concerns of our justice process in personal, social and criminal justice contexts. *Lecture Hours: 39. Usually offered in the spring.*

**CMJ 161 - Correctional Operations (3 Credits)**

This course provides students with an understanding of the duties, authority, responsibilities and rights of the correctional officer. The history and philosophy of correctional practices and their effect on the contemporary officer are examined. Also covered are the basic organization and objectives of a correctional department. *Lecture Hours: 39. Usually offered in the fall.*

**CMJ 165 - Introduction to Correctional Law (3 Credits)**

This course provides students with a history of the legal and procedural aspects of correctional law. Topics include the evolution of the prisoner's rights and the topical issues related to the liability of personnel working in the correctional system. *Lecture Hours: 39. Usually offered in the fall.*

**CMJ 166 - Probation and Parole (3 Credits)**

This course covers the principles of parole and probation as a governmental function at the federal, state and local levels. It examines the role of the probation and parole officer within the rehabilitation process and the criminal justice system as a whole. *Lecture Hours: 39. Usually offered in the spring.*

**CMJ 201 - Evidence and Procedure (3 Credits)**

This course examines the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions related to admissibility is emphasized. *Lecture Hours: 39. Usually offered in the spring.*

**CMJ 202 - Preliminary Investigation, Interviewing and Report Preparation (3 Credits)**

This course acquaints students with the basic principles of preliminary investigation and the psychology of victims, complainants, witnesses and suspects. The basic purposes and principles of police reports, search and seizure warrants and various types of record systems are discussed. Practical exercises are required. *Lecture Hours: 39. Prerequisite(s): ENG 101 or permission of the director of criminal justice. Usually offered in the fall.*

**CMJ 211 - Correctional Administration (3 Credits)**

This course examines the administration of the correctional system, including the organizational structure, function and theory related to the practice of corrections administration. *Lecture Hours: 39. Usually offered in the fall.*

**CMJ 251 - Criminal Investigation (3 Credits)**

This course covers the fundamental principles and procedures employed in the investigation of a crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information and the procedures necessary for the proper handling of evidence. This course is designed to develop a working knowledge of the steps of investigation beginning with the initial security of the crime scene and concluding with the presentation of evidence and proper testimony in court. Laboratory experiences are designed to reinforce the material covered in class lectures. *Lecture Hours: 26. Laboratory Hours: 26. Laboratory Fee: \$25. Usually offered in the spring.*

**CMJ 252 - Traffic and Public Safety (3 Credits)**

This course is designed to explore the limitations and problems that confront police officers in the performance of their duties as part of the total highway safety effort. Students are introduced to the responsibilities of the police in traffic service. Alcohol enforcement and officer survival are emphasized. *Lecture Hours: 39. Usually offered in the spring.*

**CMJ 256 - Crime Scene Investigation (3 Credits)**

This course provides a practical hands-on approach to evidence identification, documentation, collection and handling, from the crime scene to the crime laboratory to presentation in court. This course includes laboratory study designed to reinforce important forensic and investigative skills. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): CMJ 251 or permission of the director of criminal justice. Laboratory Fee: \$25. Usually offered in the spring.*

**CMJ 260 - Criminal Justice Field Experience (2 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 100. Prerequisite(s): Permission of the director of criminal justice. Usually offered in the fall, spring and summer*

**CMJ 265 - Critical Issues in Corrections (3 Credits)**

This course focuses on current issues facing corrections in contemporary American society, such as mental illness, individuals with developmental disabilities, substance abuse and the impact of female offenders in prison. The purpose of this course is to provide the correctional officer with the knowledge and skills necessary to interact with inmates who have special needs. This course provides a practical and theoretical basis for the correctional officer to interact with these inmates with understanding, compassion and safety for the officer as well as the inmate. *Lecture Hours: 39. Usually offered in the fall and spring.*

## Economics

### **ECO 151 - Principles of Macroeconomics (3 Credits)**

This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students examine how an economy allocates and uses resources, and they evaluate its economic condition. Students investigate different markets and the relationships among the markets. Students also study the interdependency of global economies. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

### **ECO 201 - Principles of Microeconomics (3 Credits)**

This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students apply an economic perspective to questions that firms and households must answer before making decisions. Students also study the interdependency of global economies. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

## Education

### **EDU 101 - Introduction to Early Childhood Education (3 Credits)**

This course provides a conceptual framework for understanding the role of the early childhood education professional and services in the field of educating children from birth through the age of eight. It examines the profession of early childhood education in the context of historical, philosophical and social influences and current trends, issues and practices. *Lecture Hours: 39. Observation Hours: 15. Usually offered in the fall and spring.*

### **EDU 102 - Child Development (3 Credits)**

This course reviews the cognitive, social, physiological and psychological growth and development of children from birth through the age of 14. Together, EDU 102 and EDU 103 meet the 90 hours of approved training for senior staff members required by the child care administration of the Maryland Department of Human Resources. *Lecture Hours: 39. Usually offered in the fall and spring.*

### **EDU 103 - Preschool Child Care (3 Credits)**

This course covers the design and implementation of the preschool curriculum. Specific consideration is given to language development, mathematics, science and the arts. Together, EDU 102 and 103 meet the 90 hours of approved training for senior staff members required by the child care administration of the Maryland Department of Human Resources. *Lecture Hours: 39. Observation Hours: 15. Prerequisite(s): EDU 101 and EDU 102 with grades of "C" or better. Usually offered in the spring.*

### **EDU 104 - Teaching Mathematics to Early Learners (1 Credit)**

This course prepares students to teach mathematical concepts to children in child care agencies and organizations. Teaching strategies focus on the skills defined by the Maryland State Department of Education as indicators of kindergarten readiness. Students are taught in a manner similar to how they are to teach. They are expected to actively participate in class activities. Students experience how concepts and skills are developed from the concrete stage to the symbolic state. The use of manipulatives is emphasized to promote the direct observation of mathematical kindergarten readiness skills. *Lecture Hours: 15. Prerequisite(s): MTH 092 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

**EDU 151 - Infant and Toddler Care (3 Credits)**

This course is an introduction to the field of infant and toddler child care in family care and group care settings. The design and implementation of age-appropriate activities and routines for infants and toddlers are explored. *Lecture Hours: 39. Prerequisite(s): EDU 102 with a grade of "C" or better. Usually offered in the spring.*

**EDU 152 - School-Age Group Child Care (3 Credits)**

This course is an introduction to school-age child care. The design and implementation of age-appropriate activities and routines for children from age five through eight are explored. *Lecture Hours: 39. Prerequisite(s): EDU 102 with a grade of "C" or better. Usually offered in the spring.*

**EDU 153 - Child Health, Safety and Nutrition (3 Credits)**

This course focuses on assessing the health and safety of young children, with an emphasis on preventive health maintenance and nutritional requirements. *Lecture Hours: 39. Prerequisite(s): EDU 102 with a grade of "C" or better. Usually offered in the spring.*

**EDU 155 - Foundations of Education (3 Credits)**

This course, which covers the major developments in the history of American education, offers a comprehensive overview of the historical, philosophical, sociological, political and legal foundations of 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. *Lecture Hours: 39. Observation Hours: 15. Usually offered in the fall and spring.*

**EDU 156 - Educational Psychology (3 Credits)**

This course covers the basic theories of learning and teaching and the application of theory to educational environments. Content includes the adaptation of the concepts of behavioral, cognitive and constructivist learning theories to teaching and managing an effective learning environment. Units of study also include the principles of motivation, classroom management and assessment of student performance. *Lecture Hours: 39. Observation Hours: 15. Prerequisite(s): EDU 155 and PSY 101 with grades of "C" or better or permission of the department head. Usually offered in the fall.*

**EDU 201 - Foundations of Reading (3 Credits)**

This course examines the theories, processes and acquisition of reading and language arts as well as cognitive, linguistic, social and physiological factors involved in oral and written language development. This course meets the "early childhood, elementary and special education -- process and acquisition of reading" requirement of the Maryland State Department of Education. *Lecture Hours: 39. Prerequisite(s): EDU 102 and ENG 101 (for early childhood education students) or EDU 102 or PSY 251, and ENG 101 (for elementary education students), with grades of "C" or better. Usually offered in the fall.*

**EDU 204 - Center Management (3 Credits)**

This course covers management practices and the administrative functions of center directors. Focus is placed on listening, facility operation and management, as well as legal, financial and personnel issues. *Lecture Hours: 39. Prerequisite(s): EDU 101 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*



**EDU 205 - Children's Literature (3 Credits)**

This course focuses on the study of classic and contemporary literature for children, with an emphasis on selecting and incorporating a wide variety of literature into the curricula for young children. This course satisfies the general education arts and humanities requirement only for students enrolled in the early childhood education associate of arts in teaching degree program. *Lecture Hours: 39. Prerequisite(s): ENG 151 with a grade of "C" or better. Usually offered in the fall.*

**EDU 210 - Effective Teaching Methodology (3 Credits)**

This course introduces students to a broad spectrum of instructional methodologies used in today's classrooms and to frameworks that will guide their instructional decisions. Topics include teaching strategies, classroom interactive procedures, principles of instruction and the adaptation of instruction to diverse populations. Students are taught how to design instruction to meet the needs of diverse student populations and to apply instructional techniques to manage and teach these children. This course meets the Maryland State Department of Education requirement for individuals seeking recertification and is intended for secondary content-area, special education and N-12 teachers. *Lecture Hours: 39. Prerequisite(s): EDU 101, EDU 102 and EDU 103 (for early childhood education students) or EDU 155 and EDU 156 (for elementary and secondary education students) with grades of "C" or better, or permission of the department head. Usually offered in the spring.*

**EDU 214 - Classroom Assessment of Students (3 Credits)**

This course provides balanced coverage of contemporary issues concerning classroom assessment. The emphasis is on real-world applications of student assessment using mainstream assessment principles. The subject matter covers a broad range of educational settings, including classroom teaching, school administration, school counseling, special education and related special services for students with special needs. Measurement concepts and tools are presented, focusing on the development of an understanding of the range of products available for student assessment, interpreting results and maintaining alignment with learning goals. *Lecture Hours: 39. Prerequisite(s): Permission of the department head. Usually offered in the spring.*

**EDU 251 - Introduction to Special Education (3 Credits)**

This course is an introduction to the field of special education in which various historical and theoretical aspects of the psychological, sociological, intellectual, emotional and physical characteristics of exceptional children are explored. Contributions of research to program development, educational approaches and the application of developmentally-appropriate classroom materials and instructional techniques are designed to help prepare practitioners to teach effectively in a pluralistic society. This course meets the special education requirement of the Maryland State Department of Education. *Lecture Hours: 39. Observation Hours: 15. Prerequisite(s): EDU 101, EDU 102 and PSY 101 (for early childhood education students) or EDU 155 and PSY 101 (for elementary and secondary education students) with grades of "C" or better. Usually offered in the spring.*

**EDU 252 - Family and Community Relations (3 Credits)**

This course covers the parent-school partnership and home-school participation. Students practice techniques to help parents, teachers and the community use and coordinate their resources. *Lecture Hours: 39. Prerequisite(s): EDU 101 with a grade of "C" or better. Usually offered in the spring.*

**EDU 260 - Early Childhood Education Field Experience (3 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 140. Prerequisite(s): EDU 103, EDU 151 and EDU 153 with grades of "C" or better and permission of the department head. Insurance: \$24. Usually offered in the fall, spring and summer.*

## Emergency Medical Services

### **EMS 101 - Emergency Medical Technician I (4 Credits)**

This course covers the theory and techniques of basic emergency care in the prehospital setting and follows the EMT curriculum guidelines of the U.S. Department of Transportation. Topics include EMS systems, the National Incident Management System (NIMS), roles and responsibilities, medical, legal concepts, patient assessment, airway management, CPR, automated external defibrillation, communication and proper documentation. *Lecture Hours: 43. Laboratory Hours: 36. Course Fee: \$80. Laboratory Fee: \$55. Usually offered in the fall and spring.*

### **EMS 151 - Emergency Medical Technician II (4 Credits)**

This course covers the theory and techniques of basic emergency care in the prehospital setting and follows the EMT curriculum guidelines of the U.S. Department of Transportation. Topics include musculoskeletal trauma, soft tissue trauma, bleeding and shock, cardiology, respiratory, diabetes, allergic reactions, gastrointestinal complaints, toxicology, environmental and behavioral patients, obstetrics and gynecology, pediatrics, triage, ambulance operations and hazmat operations. After successfully completing EMS 101 and 151, students are eligible for Maryland and national registry testing. *Lecture Hours: 43. Laboratory Hours: 36. Field Experience Hours: 16. Prerequisite(s): EMS 101 with a grade of "C" or better within the past two academic years. Course Fee: \$80. Laboratory Fee: \$55. Usually offered in the fall and spring.*

### **EMS 201 - Introduction to Advanced EMS Practice (4 Credits)**

This course introduces students to the preparatory information needed to work as advanced EMS providers. Topics include illness and injury prevention, medical and legal issues, ethics, general principles of pathophysiology, pharmacology, venous access and medication administration, therapeutic communications, life span development and airway management. *Lecture Hours: 52. Prerequisite(s): ENG 095 or ENG 097, EMT certification or EMS 151, and permission of the department head. Course Fee: \$60. Usually offered in the summer.*

### **EMS 207 - Patient Assessment and Trauma Emergencies I (3 Credits)**

This course provides students with patient assessment skills needed to appropriately assess, triage and treat patients with medical, traumatic and emotional injuries and illnesses. Topics in trauma include trauma systems, mechanism of injury, hemorrhage and shock, burns and thoracic injuries. *Lecture Hours: 39. Laboratory Hours: 24. Clinical Hours: 24. Prerequisite(s): EMS 201 with a grade of "C" or better or permission of the department head. Course Fee: \$60. Laboratory Fee: \$55. Insurance: \$52. Usually offered in the fall.*

### **EMS 208 - Emergency Cardiology (3 Credits)**

This course is designed to prepare students to manage cardiovascular emergencies most often seen by advanced EMS providers. Topics include three-lead and 12-lead electrocardiogram (ECG) interpretation, ECG dysrhythmia management, acute myocardial infarction, advanced coronary syndromes and stroke. *Lecture Hours: 39. Laboratory Hours: 24. Clinical Hours: 24. Prerequisite(s): EMS 201 with a grade of "C" or better or permission of the department head. Course Fee: \$60. Laboratory Fee: \$55. Usually offered in the spring.*

### **EMS 212 - Medical Emergencies I (3 Credits)**

This course prepares students to manage medical emergencies most commonly seen by advanced EMS providers. Topics include physiology, pathophysiology and anatomy of the pulmonary system, cardiovascular system, neurology, endocrinology, allergies and anaphylaxis, toxicology, and environmental and behavioral emergencies. *Lecture Hours: 26. Laboratory Hours: 36. Clinical Hours: 36. Prerequisite(s): EMS 207 and EMS 208 with grades of "C" or better or permission of the department head. Course Fee: \$60. Laboratory Fee: \$55. Usually offered in the summer.*

**EMS 213 - Special Populations I (3 Credits)**

This course prepares students to effectively triage, assess and treat the numerous types of special emergencies encountered by advanced EMS providers. Topics include gynecology, obstetrics, neonatology, pediatrics, geriatrics and assessment-based management. *Lecture Hours: 26. Laboratory Hours: 36. Clinical Hours: 36. Prerequisite(s): EMS 207 and EMS 208 with grades of "C" or better or permission of the department head. Course Fee: \$60. Laboratory Fee: \$55. Usually offered in the fall.*

**EMS 240 - Crisis Operations (2 Credits)**

This course prepares students to effectively manage stressful emergencies such as mass casualty accidents. Topics include resource management, ambulance operations, medical incident command, rescue awareness, hazardous materials incidents and crime scene awareness. *Lecture Hours: 26. Laboratory Hours: 16. Prerequisite(s): BIO 115 (can be taken concurrently with EMS 240), EMS 201 and permission of the department head. Course Fee: \$40. Laboratory Fee: \$55. Materials Fee: \$100. Usually offered in the fall.*

**EMS 241 - Trauma Emergencies II (2 Credits)**

This course is designed to prepare students to manage traumatic emergencies most often seen by advanced EMS providers. Topics include head and facial trauma, musculoskeletal trauma and abdominal trauma. *Lecture Hours: 13. Laboratory Hours: 24. Clinical Hours: 24. Prerequisite(s): EMS 240 with a grade of "C" or better or permission of the department head. Course Fee: \$40. Laboratory Fee: \$55. Insurance: \$52. Usually offered in the spring.*

**EMS 242 - Medical Emergencies II (3 Credits)**

This course prepares students to manage medical emergencies most commonly seen by paramedics. Topics include the renal system and urology, hematology, environmental conditions, infectious and communicable diseases, and psychiatric disorders. *Lecture Hours: 26. Laboratory Hours: 36. Clinical Hours: 36. Prerequisite(s): EMS 240 and EMS 241 with grades of "C" or better or permission of the department head. Course Fee: \$60. Laboratory Fee: \$55. Insurance: \$52. Usually offered in the summer.*

**EMS 243 - Special Populations II (1 Credit)**

This course is designed to prepare students to effectively triage, assess and treat the numerous types of special emergencies encountered by paramedics, including abuse and assault, patients with special challenges and acute interventions for the chronic care patient. *Lecture Hours: 13. Laboratory Hours: 16. Clinical Hours: 16. Prerequisite(s): EMS 240 and EMS 241 with grades of "C" or better or permission of the department head. Course Fee: \$20. Laboratory Fee: \$55. Usually offered in the fall.*

**EMS 255 - Preparation for Paramedic Certification (2 Credits)**

This course provides students with a comprehensive review and synthesis of the factual, conceptual and technical foundations required to successfully pass the certification examination of the National Registry of Emergency Medical Technicians -- Paramedic. *Lecture Hours: 26. Prerequisite(s): EMS 242 with a grade of "C" or better or permission of the department head. Course Fee: \$40. Materials Fee: \$30. Usually offered in the spring.*

**EMS 261 - EMS Field Experience I (2 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved ambulance unit or company designated as an Advanced Life Support Program unit by the Maryland Institute for Emergency Medical Services Systems (MIEMSS). Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 100 with a minimum of 30 runs. Prerequisite(s): EMS 207 and EMS 208 with grades of "C" or better or permission of the department head. Course Fee: \$40. Usually offered in the fall and summer.*

**EMS 262 - EMS Field Experience II (2 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved ambulance unit or company designated as an Advanced Life Support Program unit by the Maryland Institute for Emergency Medical Services Systems (MIEMSS). Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 100 with a minimum of 30 runs as the team leader.*

*Prerequisite(s): EMS 243 with a grade of "C" or better or permission of the department head. Course Fee: \$40. Usually offered in the fall, spring and summer.*

**Engineering****EGR 101 - Introduction to Engineering Design (3 Credits)**

This course provides an overview and application of the basic tools and techniques of engineering design, including computer-aided design (CAD), data collection and analysis, engineering reports, spreadsheets and the use of software tools. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): MTH 121 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall in even-numbered years.*

**English****ENG 081 - Reading for Speakers of Other Languages**

This ESL (English for Speakers of other Languages) course is offered through the continuing education and workforce development division. It prepares non-native speakers of English for the reading tasks they will encounter in college credit classes. Areas of instruction include spelling, vocabulary, reading comprehension, structural analysis, skimming and scanning, and note-taking and test-taking strategies. Students are placed in this course as a result of their computerized reading skills assessment and must register with an advisor in student development. Students who need ENG 081 must complete this course and any other required ESL course with a grade of "C" or better before taking the placement tests, which determine placement in college credit courses. *Lecture Hours: 26. Usually offered in the fall and spring.*

**ENG 082 - Grammar and Writing Skills for Speakers of Other Languages**

This ESL (English for Speakers of other Languages) course is offered through the continuing education and workforce development division. It prepares non-native speakers of English for the writing tasks they will encounter in college credit classes. Areas of instruction include common sentence patterns, spelling, punctuation, grammar and effective paragraph construction. Students are placed in this course as a result of their computerized writing skills assessment and must register with an advisor in student development. Students who need ENG 082 must complete this course and any other required ESL course with a grade of "C" or better before taking the placement tests, which determine placement in college credit courses. *Lecture Hours: 52. Usually offered in the fall and spring.*

**ENG 083 - Listening and Speaking Skills for Speakers of Other Languages**

This ESL (English for Speakers of other Languages) course is offered through the continuing education and workforce development division. It prepares non-native speakers of English for the listening and speaking tasks they will encounter in college credit classes. Areas of instruction include phonetics, pronunciation, listening comprehension, idioms, cultural rules, differentiation of informal and formal speech, and conversational skills. Emphasis is placed on the areas of spoken English where non-native English speakers have the greatest difficulty. Students are placed in this course as a result of their computerized listening skills assessment and must register with an advisor in student development. Students who need ENG 083 must complete this course and any other required ESL course with a grade of "C" or better before taking the placement tests, which determine placement in college credit courses. *Lecture Hours: 26. Usually offered in the fall and spring.*

**ENG 087 - Foundations of College Literacy**

This self-paced course, offered through the continuing education and workforce development division, is designed to prepare students for *ENG 095*, *ENG 096* or *ENG 097*. Areas of instruction include reading comprehension, vocabulary, grammar, and paragraph and essay writing. Students are placed in this course as a result of their reading or writing placement test score and must register with an advisor in student development. They must complete this course with a grade of "C" or earn acceptable placement test scores before taking *ENG 095*, *ENG 096* or *ENG 097* or any credit courses. *Usually offered in the fall, spring and summer.*

**ENG 095 - College Reading (4 Credits)**

This course is designed to prepare students for college-level courses. Areas of instruction include vocabulary and reading comprehension. Group and individual instruction are provided. Students are placed in this course as a result of their reading placement test score or they can enroll on their own. Students who receive an "R" grade in this course must repeat it the following fall or spring term or the "R" grade automatically becomes an "F." *Lecture Hours: 52. Prerequisite(s): An acceptable reading placement test score. Usually offered in the fall, spring and summer.*

**ENG 096 - Basic Writing (4 Credits)**

This course is designed to prepare students for ENG 101 and other college writing experiences. Areas of instruction include punctuation, grammar and sentence structure, as well as paragraph and essay writing. Group and individual instruction are provided. Students are placed in this course as a result of their writing placement test score or they can enroll on their own. *Lecture Hours: 52. Prerequisite(s): An acceptable writing placement test score. Usually offered in the fall, spring and summer.*

**ENG 096A - Basic Writing, Accelerated (3 Credits)**

This course is designed to accelerate the writing sequence for students who need ENG 096. Students enroll in ENG 096A and the related ENG 101A section concurrently. Students gain college-level writing skills through a scaffold of instruction and practice in a small group setting. The emphasis varies depending on class needs, but is typically placed on the writing process, organization of ideas, grammatical concerns and ethical research skills. This course is open to students who need ENG 096, but not ENG 095. *Lecture Hours: 39. Prerequisite(s): ENG 095 with a grade of "C" or better or an acceptable reading placement test score and an acceptable writing placement test score. Usually offered in the fall and spring.*

**ENG 097 - College Literacy: Reading and Writing (7 Credits)**

This course is designed to prepare students for ENG 101 and other college reading and writing experiences. Areas of instruction include vocabulary, reading comprehension, punctuation, grammar and sentence structure, as well as paragraph and essay writing. It is specifically designed for students who need both ENG 095 and ENG 096, and it fulfills the requirements of both of these courses. Group and individual instruction are provided. Students are placed in this course as a result of their reading and writing placement test scores or they can enroll on their own. *Lecture Hours: 91. Prerequisite(s): Acceptable reading and writing placement test scores. Usually offered in the fall and spring.*

**ENG 101 - Fundamentals of English I (3 Credits)**

This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of "C" or better in this course in order to enroll in ENG 151. *Lecture Hours: 39. Prerequisite(s): ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores. Usually offered in the fall, spring and summer.*

**ENG 101A - Fundamentals of English I, Accelerated (3 Credits)**

This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students in ENG 101A are concurrently enrolled in ENG 096A. *Lecture Hours: 39. Prerequisite(s): ENG 095 with a grade of "C" or better or acceptable reading and writing placement test scores. Usually offered in the fall and spring.*

**ENG 151 - Fundamentals of English II (3 Credits)**

This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. *Lecture Hours: 39. Prerequisite(s): ENG 101 with a grade of "C" or better. Usually offered in the fall, spring and summer.*

**ENG 151H - Fundamentals of English II, Honors (3 Credits)**

This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. This course takes an interdisciplinary, thematic approach to individual works of fiction, and emphasizes genre as well as the historical/cultural environment in which the work first appeared. A final honors presentation incorporates the student's integration of critical reading, research skills and creativity. This course meets the requirements of ENG 151. *Lecture Hours: 39. Prerequisite(s): Honors program eligibility and ENG 101 with a grade of "B" or better or permission of the instructor. Usually offered in the spring.*

**ENG 155 - Professional Writing and Communication (3 Credits)**

This course is designed to give students an introduction to technical and professional communication. Students practice written and oral communication for various professional settings using print and digital media. Students are asked to conduct, analyze and properly document research from multiple sources for various audiences. *Lecture Hours: 39. Prerequisite(s): ENG 101 with a grade of "C" or better. Usually offered in the fall, spring and summer.*

**ENG 200H - Critical Thinking and Writing, Honors (3 Credits)**

This course is designed to help students develop critical thinking and writing skills by focusing on the creation, analysis and evaluation of arguments. Students study the content and structure of arguments, the Toulmin model of argument and motivational appeals, and critically analyze the arguments of classical and modern writers. Students holistically apply these rhetorical principles to the creation of their own argumentative essays and to classroom debates and discussions. Independent research is required. This course is one of two core courses in the honors program and is required for honors program graduates. *Lecture Hours: 39. Prerequisite(s): Honors program eligibility and ENG 101 with a grade of "B" or better or permission of the instructor. Usually offered in the fall and spring.*

**ENG 202 - Studies in Literature I (3 Credits)**

The study of a different genre (drama or novel) is offered each term. The drama concentration offers an introduction to drama from Greek tragedy and comedy through modern/contemporary periods in the continental, British and American traditions. The novel concentration focuses on the study of novels, the form of the novel and its variations. *Lecture Hours: 39. Prerequisite(s): ENG 151 with a grade of "C" or better. Drama usually offered in the fall and summer. Novel usually offered in the spring.*

**ENG 203 - Studies in Literature II (3 Credits)**

The study of a different genre (short story or poetry) is offered each term. The short story concentration offers an introduction to the short story with a general emphasis on its forms and characteristics. Critical analysis of short stories is included. The poetry concentration focuses on reading and interpreting a wide variety of poems, examining the structure and content of poetry, and writing poems in traditional and open forms. Critical analysis of poems is included. *Lecture Hours: 39. Prerequisite(s): ENG 151 with a grade of "C" or better. Short story usually offered in the fall and summer. Poetry usually offered in the spring.*

**ENG 204 - African-American Literature (3 Credits)**

In this course, students read, analyze and discuss literary works in various forms and media written by African-Americans. Beginning with works written by enslaved African-Americans, this course provides a survey of writings representative of Reconstruction, the rise of the "New Negro," the Harlem Renaissance, black realism, modernism and postmodernism. *Lecture Hours: 39. Prerequisite(s): ENG 151 with a grade of "C" or better. Usually offered in the fall and spring.*

**Environmental Science****ENV 101 - Environmental Science (4 Credits)**

This is a general education natural science course that integrates the physical and biological sciences in order for students to gain an understanding of humans in their environment. This course emphasizes critical thinking and an evaluation of current topics in environmental science in a local, national and global context, and prepares students to be able to discuss ecological concerns and rational solutions for today's environmental problems. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 092 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory Fee: \$30. Usually offered in the fall, spring and summer.*

**French****FRN 101 - Fundamentals of French I (3 Credits)**

This course offers an introduction to the French language and francophone culture, with an emphasis on the acquisition of basic oral and written language skills through drills in grammar, vocabulary and communication. *Lecture Hours: 39. Prerequisite(s): ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores. Usually offered in the fall and spring.*

**FRN 102 - Fundamentals of French II (3 Credits)**

This course is a continuation of FRN 101, with an emphasis on the acquisition of intermediate oral and written language skills through continued practice in reading, writing, listening and speaking. *Lecture Hours: 39. Prerequisite(s): ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores and either FRN 101 with a grade of "C" or better, high school French II with a grade of "C" or better or permission of the instructor. Usually offered in the spring.*

**Geography****GEO 101 - Earth and Space Science (4 Credits)**

This course offers an introduction to earth and space science. The focus is on the physical characteristics of the earth and its place in the solar system. The laboratory component is intended to develop skills of data acquisition, observation, interpretation and an understanding of earth system processes and features. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 092 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory Fee: \$30. Usually offered in the fall, spring and summer.*

**GEO 101H - Earth and Space Science, Honors (4 Credits)**

This course offers an introduction to earth and space science. The focus is on the physical characteristics of the earth and its place in the solar system. The laboratory component is intended to develop skills of data acquisition, observation, interpretation and an understanding of earth system processes and features. In addition, students conduct research in order to discuss and critically evaluate plausible arguments of various contemporary topics in earth science. This course meets the requirements of GEO 101. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): Honors program eligibility and MTH 092 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory Fee: \$30. Usually offered in the fall.*

**GEO 102 - Human Geography (3 Credits)**

This course offers an introduction to the basic concepts of human geography. The focus is on population distribution, economic development, urbanization, resource utilization and the human alteration of the natural environment. *Lecture Hours: 39. Usually offered in the fall and spring.*

**History****HIS 101 - World Civilizations I (3 Credits)**

This course covers major world civilizations from prehistoric times to the Renaissance, focusing on the political, social, economic and intellectual issues. *Lecture Hours: 39. Usually offered in the fall, spring and summer.*

**HIS 151 - World Civilizations II (3 Credits)**

This course covers major world civilizations from the Renaissance to the present, focusing on the political, social, economic and intellectual issues. *Lecture Hours: 39. Usually offered in the fall, spring and summer.*

**HIS 151H - World Civilizations II, Honors (3 Credits)**

This course covers major world civilizations from the Renaissance to the present, focusing on the political, social, economic and intellectual issues. This course provides students with an opportunity to use evidence to construct and evaluate plausible arguments, analyze points of view, context and bias, interpret primary source documents and assess issues of change and continuity over time. This course meets the requirements of HIS 151. *Lecture Hours: 39. Prerequisite(s): Honors program eligibility. Usually offered in the spring.*

**HIS 201 - American History I (3 Credits)**

This course covers the major economic, political, cultural and social factors that shaped the pattern of life in the U.S. from the 15th century through the Civil War and Reconstruction. *Lecture Hours: 39. Usually offered in the fall, spring and summer.*

**Hotel-Motel-Restaurant Management****HMR 101 - Introduction to the Hospitality Industry (3 Credits)**

This course offers an introduction to the hotel, motel and restaurant fields, as well as the basic principles and fundamental processes of management. The focus is on problems typically experienced at the supervisory level. Major areas of concentration include delegation, communication, motivating employees and leadership skills. *Lecture Hours: 39. Usually offered in the fall and spring.*

**HMR 115 - Sanitation and Safety Systems (1 Credit)**

This course introduces public health problems that relate to the hospitality industry. Topics include disease transmission through improper food handling, and cooking and safety regulations. The final exam for this course includes the National ServSafe test. *Lecture Hours: 15. Usually offered in the fall and spring.*



**HMR 120 - Principles of Food Preparation (3 Credits)**

This course is designed to introduce the student to the basic principles of food preparation in commercial operations. Topics include kitchen safety, the care and use of equipment, the use of standard recipes, food service and the preparation of foods used in commercial food operations. Emphasis is placed on the basic food preparation of entrees, starches, vegetables, salads, soups, desserts and appetizers. Proper chef attire is required to be admitted into the laboratory. *Lecture Hours: 20. Laboratory Hours: 49. Corequisite(s): HMR 115. Materials Fee: \$75. Usually offered in the fall and spring.*

**HMR 135 - Introduction to Lodging Operations (3 Credits)**

This course provides students with an in-depth analysis of the management of lodging properties, including an extensive examination of each department such as front desk, housekeeping, reservations, banquets, sales and marketing, engineering, food and beverage, and other interdependent departments within the lodging operation. *Lecture Hours: 39. Usually offered in the fall.*

**HMR 140 - International Cuisine -- Continental (3 Credits)**

Students are exposed to various cuisines from around the world. They explore cuisine from cultural, geographical, religious and historical perspectives. Regions explored include Spain, Turkey, Greece, Crete, Scandinavia, Russia, Italy, France, Germany, Austria, Switzerland and the British Isles. Proper chef attire is required to be admitted into the laboratory. *Lecture Hours: 20. Laboratory Hours: 36. Prerequisite(s): HMR 120. Materials Fee: \$75. Usually offered in the spring.*

**HMR 150 - Baking and Pastry Production (3 Credits)**

Students are introduced to the basic techniques of baking. Students learn each step in the process of bread making, including the science of bread production, the measuring of ingredients and the proper evaluation of recipes. Techniques on the preparation of quick breads and pastries commonly produced in small bakeries and restaurants are introduced. Proper chef attire is required to be admitted into the laboratory. *Lecture Hours: 20. Laboratory Hours: 36. Prerequisite(s): HMR 120. Materials Fee: \$75. Usually offered in the fall.*

**HMR 154 - Food Service Management (3 Credits)**

This course is designed to familiarize the student with commercial restaurant operations. Topics include dining room service, buffet displays, planning banquets, modern management techniques and design considerations for restaurants. *Lecture Hours: 39. Usually offered in the fall.*

**HMR 160 - Customer Service (3 Credits)**

This course prepares students to apply positive guest service skills to both internal and external customers. Students develop communication skills, problem-solving skills, positive attitudes and behaviors, professionalism and the art of cordiality. Topics include exceeding guest expectations, handling difficult guests, resolving conflict and analyzing guest comment cards to improve performance. *Lecture Hours: 39. Usually offered in the fall and spring.*

**HMR 170 - Healthy Menu Management (2 Credits)**

This course focuses on the nutritional principles used by food service professionals to evaluate and modify menus and recipes, and to respond to critical questions and the dietary needs of customers. Topics include essential and non-essential nutrients, the study of balanced cooking and menus, and handling special nutrition requests of restaurant and hotel guests. This course is valuable for students in culinary arts and hospitality management, as well as practicing culinary arts and hospitality management professionals. The content can benefit every employee and offers a training platform for future managers. *Lecture Hours: 26. Usually offered in the spring.*

**HMR 205 - Purchasing and Cost Control (3 Credits)**

This course includes the presentation of materials and managerial information needed for the operation of a hotel, motel or food establishment. It includes the study of purchasing functions, organization, policies and sources of supply, quality concepts, pricing, storekeeping and the forecasting of food, beverages and other supplies. Also offered are in-depth studies of various established cost control systems, focusing on the food and labor cost controls necessary for a profitable and economical operation. *Lecture Hours: 39. Usually offered in the fall.*

**HMR 225 - American Regional Cuisine (3 Credits)**

Students are introduced to American regional cuisine. The emphasis is on dishes that are prepared in area restaurants. Cuisines covered in this course reflect foods commonly identified with culinary regions throughout the U.S. Proper chef attire is required to be admitted into the laboratory. *Lecture Hours: 20. Laboratory Hours: 36. Prerequisite(s): HMR 120. Materials Fee: \$75. Usually offered in the fall.*

**HMR 235 - Travel and Tourism (3 Credits)**

This course introduces students to the travel and tourism industry. The focus is on destination travel, such as historic sites and sporting events, tourism management from the local to the international level and both private and public organizations that promote, manage and organize travel and tourism. This course also emphasizes the importance of cultural diversity, social and ecotourism, legal and ethical issues, and the political and economic components of tourism. *Lecture Hours: 39. Usually offered in the fall.*

**HMR 240 - International Cuisine -- Latin America (3 Credits)**

Students are introduced to popular dishes from Mexico, Central America and South America. The emphasis is on foods that are prepared in area restaurants. Proper chef attire is required to be admitted into the laboratory. *Lecture Hours: 20. Laboratory Hours: 36. Prerequisite(s): HMR 120. Materials Fee: \$50. Usually offered in the fall.*

**HMR 245 - International Cuisine -- Asia (3 Credits)**

Students are exposed to various cuisines from around the world. They explore cuisines from cultural, geographical, religious and historical perspectives. Regions explored include China, Korea, Japan, Vietnam, Thailand, the Middle East, India and Africa. Proper chef attire is required to be admitted into the laboratory. *Lecture Hours: 20. Laboratory Hours: 36. Prerequisite(s): HMR 120. Materials Fee: \$75. Usually offered in the spring.*

**HMR 250 - Events and Meeting Management (3 Credits)**

This course covers convention sales and management, facilitating customer success and relationships with other suppliers in the hospitality industry. Also covered are small group meetings, large convention exhibits and other special events. *Lecture Hours: 39. Prerequisite(s): BMT 102 or permission of the department head. Usually offered in the spring.*

**HMR 254 - Garde Manger (3 Credits)**

This course is designed to familiarize students with cold food production in commercial restaurant operations. Students prepare marinades, cold sauces, force meats, mousses, hot and cold hors d'oeuvres, sandwiches and cold dishes using tools and equipment commonly found in commercial kitchens. Techniques in proper buffet presentation are also taught. Proper chef attire is required to be admitted into the laboratory. *Lecture Hours: 20. Laboratory Hours: 36. Prerequisite(s): HMR 120 and permission of the department head. Materials Fee: \$75. Usually offered in the spring.*

**HMR 256 - Food and Beverage Management (3 Credits)**

Students receive an overview of food and beverage operations and management. Topics include careers, equipment layout and decor, menu planning, management development, customer service, purchasing, receiving and storage. *Lecture Hours: 39. Usually offered in the spring.*

**HMR 258 - Food Service Trends (2 Credits)**

This course focuses on contemporary issues and trends in the food service industry. Topics include current trends such as demographic changes, online orders and food delivery, food waste, food labeling, genetically modified organisms (GMOs), frozen and canned foods, and technology. *Lecture Hours: 26. Prerequisite(s): HMR 101, HMR 154, HMR 160, HMR 256 and permission of the department head. Usually offered in the spring.*

**HMR 260 - Hotel-Motel-Restaurant Field Experience (2 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 100. Prerequisite(s): Permission of the department head. Usually offered in the fall, spring and summer.*

**HMR 265 - HMR Capstone (3 Credits)**

This course allows students to apply all of the knowledge they acquired in previous courses by performing practical scenarios. Areas of instruction include team building, effective communication, decision making, problem solving, financial analysis, customer service and menu design. *Lecture Hours: 39. Prerequisite(s): Permission of the department head. Usually offered in the spring.*

**Humanities****HUM 101 - Introduction to the Arts (3 Credits)**

This course provides an introduction to the basic elements, principles, processes, materials and inherent qualities of dance, music, theater and the visual arts, with a focus on experiential learning and creativity. Students are required, as a class, to create an integrative arts performance project. This course satisfies the general education arts and humanities requirement only for students enrolled in associate of arts in teaching programs. *Lecture Hours: 39. Usually offered in the fall and spring.*

**Independent Study****IST 101 - Independent Study (3 Credits)**

In this course, students who have adequate background may be permitted to work with an instructor on a special project in any field for which proper resources and facilities are available. *Self-Paced Hours: 45. Prerequisite(s): Permission of the dean. Usually offered in the fall and spring.*

## Interdisciplinary Studies

### **IDS 101 - Leadership Development (1 Credit)**

This course provides students with an opportunity to explore the concept of leadership and to develop and improve their own leadership skills. The course integrates readings from the humanities, experiential exercises, film analysis and contemporary readings on leadership. Students who take this course gain a basic understanding of the concept of leadership while developing a personal philosophy of leadership and an awareness of the moral and ethical responsibilities of those who exercise leadership. Students have the opportunity to develop skills essential for the exercise of leadership through study, observation, dialogue and shared analysis, reflection and application. *Lecture Hours: 15. Prerequisite(s): ENG 101 with a grade of "C" or better. Usually offered in the spring.*

### **IDS 200H - Scientific Thought and Data Analysis, Honors (3 Credits)**

This course explores and applies the methods of modern science in the context of the cultural issues that define the present day workings and future of human beings. It focuses on modern science as a powerful and often controlling societal force, as seen through its influence in politics, business, health, industry and technology. The primary focus of this course is the seminar discussion of readings and theory. To support the connection between theory and practice, a portion of the course each week is devoted to experimentation and data analysis. This course is one of two core courses in the honors program and is required for honors program graduates. This course includes a field trip. *Lecture Hours: 39. Prerequisite(s): Honors program eligibility and MTH 092 or an acceptable mathematics placement test score. Materials Fee: \$40. Usually offered in the spring.*

## Mathematics

### **MTH 091 - Pre-Algebra (4 Credits)**

This course includes a review of the fundamental operations and applications of decimals, fractions, percents, ratios and proportions, and integers, with an introduction to algebraic concepts. An emphasis is placed on developing solutions to verbal problems. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. *Lecture Hours: 39. Laboratory Hours: 26. Laboratory Fee: \$15. Usually offered in the fall, spring and summer.*

### **MTH 092 - Elementary Algebra (4 Credits)**

This course focuses on solutions to linear equations and inequalities, algebraic applications, operations with polynomials, factoring, graphing linear equations and solving systems of equations. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 091 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory Fee: \$15. Usually offered in the fall, spring and summer.*

### **MTH 092A - Elementary Algebra, Accelerated (3 Credits)**

This course is designed to accelerate the study of elementary algebra topics for students who need MTH 092 and MTH 099. Students enroll in this course and the related MTH 099A section concurrently. Instruction focuses on solutions to linear equations and inequalities, algebraic applications, operations with polynomials, factoring, graphing linear equations and solving systems of equations. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. *Lecture Hours: 39. Prerequisite(s): MTH 091 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

**MTH 092Q - Elementary Algebra for Applications in College Mathematics (2 Credits)**

This course is designed to accelerate the study of elementary algebra topics for students who need MTH 092 and MTH 102. Students enroll in this course and the related MTH 102Q section concurrently. Instruction focuses on solutions to linear equations and inequalities, algebraic applications, operations with polynomials, graphing linear equations and solving systems of equations. *Lecture Hours: 26. Prerequisite(s): ENG 095 or ENG 097 and MTH 091 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*

**MTH 092S - Elementary Algebra for Statistics (2 Credits)**

This course is designed to accelerate the study of elementary algebra topics for students who need MTH 092 and MTH 152. Students enroll in this course and the related MTH 152S section concurrently. Instruction focuses on solutions to linear equations and inequalities, algebraic applications, operations with polynomials, graphing linear equations and solving systems of equations. *Lecture Hours: 26. Prerequisite(s): ENG 095 or ENG 097 and MTH 091 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*

**MTH 099 - Intermediate Algebra (4 Credits)**

This course is designed to help students develop the algebra skills needed for advanced college-level mathematics. A review of factoring and manipulation of rational expressions is provided. Topics include graphing a variety of functions, working with radicals, including complex numbers, and solving equations and inequalities. Logarithmic and exponential functions are introduced. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 092 with a grade of "C" or better, an acceptable mathematics placement test score or permission of the department head. Laboratory Fee: \$15. Usually offered in the fall, spring and summer.*

**MTH 099A - Intermediate Algebra, Accelerated (3 Credits)**

This course is designed to accelerate the development of algebra skills needed for advanced college-level mathematics. A review of factoring and manipulation of rational expressions is provided. Topics include graphing a variety of functions, working with radicals, including complex numbers, and solving equations and inequalities. Logarithmic and exponential functions are introduced. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. Students enroll in this course and the related MTH 092A section concurrently. *Lecture Hours: 39. Prerequisite(s): MTH 091 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

**MTH 102 - Applications in College Mathematics (3 Credits)**

Students develop the ability to reason with quantitative information through the study of the principles of reasoning, numbering sense, probability and statistical reasoning, and mathematical modeling. This liberal arts course develops mathematical ideas that students encounter in college and career settings. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 and MTH 092 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*

**MTH 102Q - Applications in College Mathematics, Accelerated (3 Credits)**

This course is designed to accelerate the study of quantitative literacy topics. Students develop the ability to reason with quantitative information through the study of the principles of reasoning, numbering sense, probability and statistical reasoning, and mathematical modeling. This liberal arts course develops mathematical ideas that students encounter in college and career settings. Students enroll in this course and the related MTH 092Q section concurrently. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 and MTH 091 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*

**MTH 103 - Fundamental Concepts I (4 Credits)**

The properties of the natural number system are taught using set concepts. Additional topics include algorithms, numeration systems and the extension of the natural number system. This course satisfies the general education mathematics requirement only for students enrolled in the early childhood education associate of applied science degree program. *Lecture Hours: 52. Prerequisite(s): MTH 099 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

**MTH 104 - Fundamental Concepts II (4 Credits)**

This course is a continuation of MTH 103, offering a review and analysis of geometrical principles, logic and the application of computer methods to these topics. *Lecture Hours: 52. Prerequisite(s): MTH 103 with a grade of "C" or better. Usually offered in the fall and spring.*

**MTH 121 - Precalculus I (3 Credits)**

This course covers the advanced algebra necessary to prepare students for the study of calculus. Topics include solving, graphing and modeling with linear, quadratic, polynomial, rational, radical, exponential, logarithmic equations and inequalities. Basic conic sections, matrices and linear programming topics are also included. *Lecture Hours: 39. Prerequisite(s): MTH 099 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

**MTH 122 - Precalculus II (4 Credits)**

This course is a continuation of MTH 121. Trigonometry and advanced algebra are studied to prepare students for calculus. Trigonometric topics include angle measurement, definitions of the six trigonometric functions from the right triangle and unit circle perspectives, graphs, identities, inverses and equations. Algebraic topics include polar coordinates, parametric equations and a review of functions and graphs. A problem-solving approach utilizes applications and a graphing calculator throughout the course. *Lecture Hours: 52. Prerequisite(s): MTH 121 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

**MTH 152 - Elementary Statistics (3 Credits)**

This course introduces elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measures of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median and proportions. Topics from parametric and nonparametric statistics are introduced. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 and MTH 092 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall, spring and summer.*

**MTH 152H - Elementary Statistics, Honors (3 Credits)**

This course introduces elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measures of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median and proportions. Topics from parametric and nonparametric statistics are introduced. In addition, students research, discuss and critically evaluate various historic and contemporary topics in probability and statistics. This course includes a field trip. *Lecture Hours: 39. Prerequisite(s): Honors program eligibility, and ENG 095 or ENG 097 and MTH 092 with grades of "C" or better or acceptable reading and mathematics placement test scores. Materials Fee: \$40. Usually offered in the fall.*

**MTH 152S - Elementary Statistics, Accelerated (3 Credits)**

This course is designed to accelerate the study of elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measures of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median and proportions. Topics from parametric and nonparametric statistics are introduced. Students enroll in this course and the related MTH 092S section concurrently. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 and MTH 091 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*

**MTH 160 - Applied Calculus (3 Credits)**

This course focuses on the applications of calculus in the management, social, biological and technological sciences. Topics include a review of algebra and functions, limits, the derivative, techniques of differentiation and integrals. Single variable derivatives and integrals are applied in the context of the student's major course and field work. Regression analysis is applied throughout the course to model relations and functions for the application of calculus techniques. *Lecture Hours: 39. Prerequisite(s): MTH 121 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

**MTH 201 - Calculus I (4 Credits)**

This course focuses on the rigorous treatment of topics traditionally covered in a first-semester calculus course including the theory of limits, differentiation, applications of the derivative, antidifferentiation, the indefinite and definite integral, integration by substitution and applications of the integral. Particular emphasis is placed on the epsilon-delta definition of limit, the mean value theorem and Newton's method. Students gain experience constructing mathematical and simulation models. *Lecture Hours: 52. Prerequisite(s): MTH 122 with a grade of "C" or better or permission of the department head. Usually offered in the fall and spring.*

**MTH 202 - Calculus II (4 Credits)**

This course on calculus with analytic geometry introduces integration techniques, improper integrals, sequences, infinite series, conic sections and polar coordinates. Students solve applied problems related to limits, differentiation, integration and infinite series. A computer algebra system, such as Mathematica or Matlab, is introduced and used. *Lecture Hours: 52. Prerequisite(s): MTH 201 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

**MTH 203 - Calculus III (4 Credits)**

This course is designed to provide students with a study of vectors in a plane, three-dimensional space, an introduction to hyperspace, partial differentiation, multiple integration and topics in vector calculus, including Green's theorem, Stoke's theorem and the divergence theorem. Knowledge of a computer algebra system, such as Mathematica, is expanded. *Lecture Hours: 52. Prerequisite(s): MTH 202 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

**MTH 205 - Differential Equations (4 Credits)**

This course introduces the basic techniques for solving first and second order differential equations, both linear and nonlinear, and systems of differential equations. Applications of differential equations in various situations are covered. The use of a mathematical software system is an integral part of the course. *Lecture Hours: 52. Prerequisite(s): MTH 202 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

## Music

### **MUS 101 - Music Appreciation (3 Credits)**

This course provides musical terminology, simple and complex musical forms and the major historical periods in music, with an emphasis on prominent composers and their musical styles. The music of each period is examined in relation to the ideas, customs and political climates prevalent at the time. *Lecture Hours: 39. Usually offered in the fall and spring.*

## Nursing

### **NUR 101 - Nursing Fundamentals (6 Credits)**

This introductory course is designed to help students develop the basic skills needed to be dependent care agents. This course provides a foundation for the practice of nursing, including the nursing process and a hierarchy of self-care needs. Building on this foundation, information is presented on the rationales for determining nursing actions to help patients meet their universal and developmental self-care needs and to assist them in overcoming their self-care limitations. Pharmacology, dosage and solutions are also included in this course. Skill attainment is emphasized in the skills laboratory and through concurrent clinical laboratory experiences that focus on the self-care needs of adults, particularly the elderly. *Lecture Hours: 78. Laboratory Hours: 52. Clinical Hours: 130. Prerequisite(s): Permission of the department head. Corequisite(s): MTH 152. Course Fee: \$120. Laboratory Fee: \$35. Insurance: \$9. Usually offered in the fall and spring.*

### **NUR 110 - Nursing in Society (0.5 Credit)**

This course introduces nursing roles and responsibilities, emphasizing the accountability of nurses for their own actions within accepted legal and ethical frameworks. Trends in modern nursing are studied in light of their historical context. Career opportunities for nurses are explored. *Lecture Hours: 13. Prerequisite(s): NUR 101 and NUR 115 with grades of "C" or better or permission of the department head. Course Fee: \$10. Usually offered in the spring and summer.*

### **NUR 111 - Adult and Mental Health Nursing (6 Credits)**

The focus of this course is on the nursing process as a method of determining the nursing actions needed to help patients engage in setting goals and achieving outcomes that will restore their ability to perform self-care or to adapt to their disabilities in medical-surgical and mental health settings. Common health problems of adults are studied, along with related pharmacology. Skill attainment is emphasized in the skills laboratory and through concurrent clinical laboratory experiences that emphasize the therapeutic and developmental self-care requirements of adults with common health problems. The mental health rotation focuses on the development of the therapeutic relationship and therapeutic communication between the nurse and patient. Topics include adaptive and maladaptive behaviors and psychiatric disorders that interfere with self-care. Activities that are part of an interdisciplinary treatment program are emphasized in the mental health clinical setting. *Lecture Hours: 78. Laboratory Hours: 52. Clinical Hours: 130 on a rotating basis. Prerequisite(s): NUR 101, NUR 115, BIO 202, MTH 152 and SDV 100 with grades of "C" or better or permission of the department head. Course Fee: \$120. Laboratory Fee: \$47. Insurance: \$18. Usually offered in the spring and summer.*



**NUR 115 - Introduction to Nursing Pharmacology (1.5 Credits)**

This course focuses on the accurate calculation of drug dosages for medication administration via various routes, with an overview of the basics of nursing pharmacology. Emphasis is placed on an introduction to the principles of pharmacology, safe administration of medications, commonly-administered drugs and their classifications, and the effects of pharmacological agents on individuals throughout the life span. Safe drug calculations of various types of medications and related nursing interventions, client education, monitoring and evaluating patient responses, including clinical judgment and inquiry, are identified and discussed. *Lecture Hours: 19.5. Prerequisite(s): Permission of the department head. Course Fee: \$30. Usually offered in the fall and spring.*

**NUR 121 - Maternal-Child Nursing (6 Credits)**

This course incorporates the use of the nursing process as a method of determining the nursing actions needed to meet the universal, developmental and therapeutic self-care needs of childbearing families. Topics include the normal processes of childbearing and child development, as well as common and complex obstetrical and child development health problems. Related pharmacology is also presented. Skill attainment is emphasized through clinical laboratory experiences with maternal, newborn and pediatric patients. *Lecture Hours: 78. Clinical Hours: 156. Prerequisite(s): NUR 110, NUR 111, BIO 203, ENG 101 and PSY 101 with grades of "C" or better or permission of the department head. Corequisite(s): PSY 251. Course Fee: \$120. Laboratory Fee: \$22. Insurance: \$18. Usually offered in the fall and summer.*

**NUR 216 - Advanced Nursing Pharmacology (1.5 Credits)**

This course focuses on the concepts of pharmacotherapeutic actions and drug interactions among different classes of drugs. The effects of these agents on individuals throughout the life span are examined. The utilization of effective clinical judgment and monitoring of drug regimens in the treatment of disease states and/or primary health care are presented. Potential drug interactions as a consequence of multiple drug regimens, significant adverse reactions, dangers inherent in self-medication and overuse of commonly-prescribed medications are investigated. Emphasis is placed on indications for usage, modes of action, effects, contraindications and interactions of selected drugs and their classifications. Students learn more advanced drug dosage calculations and administration of critical care drips, emergency medications and related specific nursing responsibilities. The importance of accountability associated with nursing practice in administering pharmacological agents and monitoring and evaluating patient response is stressed. *Lecture Hours: 19.5. Prerequisite(s): All courses in the practical nursing certificate program with grades of "C" or better or permission of the department head. Course Fee: \$30. Usually offered in the fall and spring.*

**NUR 221 - LPN to ADN Transition (4 Credits)**

This course covers concepts from the college's practical nursing certificate program courses, including drug dosage calculations, pharmacology, development of care plans and concept maps, physical assessment and documentation, while utilizing Orem's Self-Care Model as the framework of the study for client care. *Lecture Hours: 39. Laboratory Hours: 40. Clinical Hours: 24. Prerequisite(s): An active unencumbered Maryland or compact state licensed practical nurse (LPN) license and permission of the department head. Course Fee: \$80. Laboratory Fee: \$47. Insurance: \$18. Usually offered in the summer.*

**NUR 222 - Advanced Nursing I and Community Health (7 Credits)**

This course focuses on the nursing care of adults with self-care deficits and complex health problems. The nursing process is used to determine the nursing actions that are needed to help patients compensate for their inability to engage in self-care. Supportive nursing actions and related pharmacology are also presented. Skill attainment is emphasized in the skills laboratory and through concurrent clinical laboratory experiences with adults with a variety of complex health problems in both acute care and community-based settings. The community health rotation focuses on individual and family health promotion, community-based health care, home health nursing care and the nurse's role in disaster management and bioterrorism. *Lecture Hours: 91. Laboratory Hours: 26. Clinical Hours: 130 on a rotating basis. Prerequisite(s): All courses in the practical nursing certificate program with grades of "C" or better or permission of the department head. Course Fee: \$140. Laboratory Fee: \$59. Insurance: \$18. Usually offered in the fall and spring.*

**NUR 223 - Advanced Nursing II and Leadership/Management (7 Credits)**

The focus of this course is on the use of the nursing process to meet the psychosocial and physiological needs of clients with complex health problems in various health care settings. Supportive nursing actions that require effective critical thinking skills are planned and implemented. Basic management and group process concepts are presented as additional tools for nurses to utilize as they learn new leadership and management roles. *Lecture Hours: 91. Clinical Hours: 156 on a rotating basis. Prerequisite(s): NUR 216, NUR 222, NUR 255, BIO 220 and ENG 151 with grades of "C" or better or permission of the department head. Corequisite(s): SOC 101, and COM 101 or COM 200. Course Fee: \$140. Laboratory Fee: \$59. Insurance: \$18. Usually offered in the spring and summer.*

**NUR 255 - Issues in Nursing (0.5 Credit)**

Selected issues that create problems for nursing and society are explored in this course. Using critical thinking skills, emphasis is placed on the analysis of issues to determine the legal and ethical implications of the nurse's choices and actions. *Lecture Hours: 13. Prerequisite(s): All courses in the practical nursing certificate program with grades of "C" or better or permission of the department head. Course Fee: \$10. Usually offered in the fall and spring.*

**Occupational Therapy Assistant****OTA 101 - Fundamentals of Occupational Therapy (3 Credits)**

This course reviews the history, theory and philosophy of the profession of occupational therapy. The basic features of the theories that underlie occupational therapy are reviewed. Models of practice and frames of reference for occupational therapy are presented. Changes in health care and the effect the health care environment is having on rehabilitation and occupational therapy are also studied. The fundamentals of diversity and sociocultural differences are integrated and discussed in relation to human occupation, participation and health across the lifespan. *Lecture Hours: 39. Prerequisite(s): Permission of the department head. Course Fee: \$60. Usually offered in the fall.*

**OTA 120 - Analysis of Human Motion and Performance Across the Lifespan (3 Credits)**

This course covers the structure and function of the human body to enable students to analyze human motion across the lifespan and relate human motion and performance to daily occupations. Human motion is analyzed in relation to the dynamics of occupation and activity. The focus is on the interaction of occupation, performance skills, performance patterns, activity demands, contexts and environments, and individual factors. Techniques of analyzing human motion are taught, including range of motion measurement, manual muscle testing and sensory testing. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): Permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Usually offered in the fall.*

**OTA 140 - Medical Terminology and Documentation for OT (2 Credits)**

This course covers medical terminology used by occupational therapy assistants in a variety of practice settings. Medical terminology is reviewed, integrated and memorized. This course also covers the required documentation in occupational therapy practice settings, including paper documentation and electronic medical records. The importance of using and documenting statistics, tests and measurements for the purpose of supporting evidence-based practice is presented. *Lecture Hours: 26. Prerequisite(s): Permission of the department head. Course Fee: \$40. Usually offered in the fall.*

**OTA 150 - Pediatric Occupations (3 Credits)**

This course introduces students to the unique areas of dysfunction that can affect the health and wellness of infants, children and adolescents. The emphasis is developmental and focuses on the skills necessary for prevention, remediation, compensation, adaptation, participation and return to health through occupations in pediatrics. Pediatric practice settings are discussed and reviewed. Specific emphasis is placed on parent, family and caretaker involvement in occupational therapy practice for pediatric individuals. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Usually offered in the spring.*

**OTA 160 - OT Intervention for Pediatrics (3 Credits)**

This course prepares students for intervention techniques and strategies unique and specific to infants, children and adolescents. Neurodevelopmental and sensory integrative theories and practice are applied. Developmentally-focused intervention addresses physical and psychosocial methodologies and practice areas related to pediatrics. Lecture, fieldwork observation and laboratory practice provide learning opportunities for students in this course. *Lecture Hours: 26. Laboratory Hours: 26. Clinical Hours: 20. Prerequisite(s): OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$18. Insurance: \$18. Usually offered in the spring.*

**OTA 170 - Assistive Technology: Across the Lifespan (2 Credits)**

This course focuses on therapy techniques and the equipment that occupational therapy assistants can use with individuals to foster participation and health through occupations across the lifespan, from the pediatric through the geriatric years. Topics include currently-available assistive technology in the field, a review of extensive adaptive equipment, various techniques for the treatment of dysfunction across the lifespan and resources available to maintain knowledge and skills utilizing assistive technology and adaptive equipment. Laboratory and lecture are used to develop student proficiency with available technology and equipment. *Lecture Hours: 13. Laboratory Hours: 26. Prerequisite(s): OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Course Fee: \$40. Laboratory Fee: \$25. Usually offered in the spring.*

**OTA 180 - Activity Analysis: Occupational Performance Across the Lifespan (2 Credits)**

This course focuses on the use of activity analysis, especially functional activities, so that students can identify therapeutic, meaningful and purposeful occupations directed toward individual needs. This is accomplished using general daily functional activities, traditional craft media used by occupational therapy practitioners and occupations selected by students from their own lives. Psychosocial and social-cultural influences are integrated into activity analysis, looking at occupations across the lifespan. *Lecture Hours: 13. Laboratory Hours: 26. Prerequisite(s): OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Course Fee: \$40. Laboratory Fee: \$25. Usually offered in the spring.*

**OTA 200 - Adult and Geriatric Occupations (3 Credits)**

This course introduces students to physical dysfunctions that can affect adult and geriatric individuals. The emphasis is developmental and focuses on the skills necessary for prevention, remediation, compensation, adaptation, participation and return to health through occupations across the lifespan. Orthopedic and neurological dysfunctions and disabilities are reviewed. Areas covered include arthritis, hip fractures, joint replacements, amputations, spinal cord injuries, hand injuries, burns, cardiac dysfunction and pulmonary dysfunction. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): OTA 150, OTA 160, OTA 170, and OTA 180 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Usually offered in the summer.*

**OTA 210 - OT Intervention for Physical Health Across the Lifespan (3 Credits)**

This course provides students with the theory and application of occupational therapy treatment techniques using functional occupations for patients who have physical dysfunctions that affect participation and health through adulthood and geriatrics. This course is designed to help students develop skill and proficiency in treatment techniques, including improving activities of daily living, range of motion, muscle strengthening, splinting, physical agent modalities, positioning, adaptive equipment, technology devices, sensory intervention, cognitive re-training and manual therapy techniques. Lecture, fieldwork clinical and laboratory practice provide learning opportunities for students in this course. *Lecture Hours: 26. Laboratory Hours: 26. Clinical Hours: 20. Prerequisite(s): OTA 150, OTA 160, OTA 170, and OTA 180 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Insurance: \$18. Usually offered in the summer.*

**OTA 220 - Psychosocial Occupations (3 Credits)**

This course uses the developmental model to introduce students to mental health concepts focusing on participation and health through occupations across the lifespan. This course includes information about mental health theories, trends, diagnoses and medications. Occupations focusing on health and wellness are discussed extensively. Topics also include psychosocial issues common to each developmental period, psychosocial practice settings and psychiatric diagnoses typically treated by occupational therapy practitioners. Lecture, case studies and group discussions reinforce student learning in this course. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): OTA 200 and OTA 210 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Usually offered in the fall.*

**OTA 230 - OT Intervention for Psychosocial Health Across the Lifespan (3 Credits)**

This course provides students with practice in the assessment and occupational therapy intervention strategies used with patients diagnosed with mental illness who are working to return to psychosocial health. Methods of practice used in psychosocial practice settings are reviewed and practiced. Therapeutic group theory, process and implementation are presented and practiced. Lecture, fieldwork observation and laboratory practice provide learning opportunities for students in this course. *Lecture Hours: 26. Laboratory Hours: 26. Clinical Hours: 20. Prerequisite(s): OTA 200 and OTA 210 or permission of the department head. Course Fee: \$60. Laboratory Fee: \$25. Insurance: \$18. Usually offered in the fall.*

**OTA 250 - Professionalism, Ethics and Research Issues for OT (3 Credits)**

This course is designed to help students learn, understand and apply issues related to occupational therapy professionalism and ethics. Professionalism, individually and in the field of practice, is reviewed. Ethics related to the field of occupational therapy within the current health care market are presented. Students are also exposed to research in the field of occupational therapy. *Lecture Hours: 39. Prerequisite(s): OTA 200 and OTA 210 or permission of the department head. Course Fee: \$60. Usually offered in the fall.*

**OTA 260 - Level II Internship I (4 Credits)**

Fieldwork placements provide supervised practical experience for students to practice treatment, documentation and other occupational therapy assistant activities. These sessions focus on the application of purposeful and meaningful occupations across the lifespan in a variety of settings. Under the supervision of a registered and licensed occupational therapist (or an occupational therapy assistant under the supervision of an occupational therapist), students observe, treat and document general and psychosocial occupational therapy practices. *Clinical Hours: 320. Prerequisite(s): OTA 220, OTA 230 and OTA 250 or permission of the department head. Course Fee: \$80. Insurance: \$18. Usually offered in the spring.*

**OTA 270 - Level II Internship II (4 Credits)**

This course is a continuation of OTA 260. Upon successful completion of OTA 260 and OTA 270, students are expected to have developed the entry-level clinical reasoning skills, competence and professionalism of an occupational therapy assistant. *Clinical Hours: 320. Prerequisite(s): OTA 260 or permission of the department head. Course Fee: \$80. Usually offered in the spring.*

**Office Technology****OFT 103 - Keyboarding (1 Credit)**

This course is designed to increase keyboard proficiency. Students type letters, numbers and symbols using acceptable technique and without looking at the keyboard. Students who have completed *OFT 104* with a grade of "D" or better are not permitted to take this course. *Self-Paced Hours: 15. Laboratory Fee: \$15. Usually offered in the fall and spring.*

**OFT 104 - Formatting and Typing (3 Credits)**

Students build typing speed and accuracy through drills, timed writings and an emphasis on correct typing techniques. They format letters, memos, reports, tables, resumes, emails and news releases. Students develop the basic keyboarding skills necessary for an entry-level office position or for personal use. *Self-Paced Hours: 45. Laboratory Fee: \$15. Usually offered in the fall and spring.*

**OFT 130 - Introduction to Health Information Technology (3 Credits)**

This course introduces students to the field of health information technology. Students become familiar with the content, use and structure of health care data and medical records. Students also become familiar with the organization of health care providers and insurers. Legal and ethical issues associated with health information are examined extensively. *Lecture Hours: 39. Usually offered in the fall.*

**OFT 131 - Basic Procedural Coding (3 Credits)**

This course covers the basic Healthcare Common Procedure Coding System (HCPCS) with a focus on the Current Procedural Terminology (CPT-4) coding of operations and procedures (including anesthesia, evaluation and management, surgical, pathology/laboratory, radiology and medicine) and HCPCS Level II codes. This course also covers International Classification of Diseases, 9th Revision, Clinical Modification (ICD-9-CM) procedure coding, an introduction to ICD- 10-PCS and the National Correct Coding Initiative (NCCI). *Lecture Hours: 39. Prerequisite(s): BIO 115 and OFT 140 with grades of "C" or better and permission of the department head. Usually offered in the fall and spring.*

**OFT 132 - Basic Diagnostic Coding (3 Credits)**

This course provides a basic orientation to the coding principles and practices of the International Classification of Diseases, 9th Revision, Clinical Modification (ICD-9-CM). It also provides an introduction to ICD-10-CM and other diagnosis classification systems. This course covers the historical development of the ICD classification system, coding of diagnosis records from a variety of medical specialties and the use of official coding guidelines. *Lecture Hours: 39. Prerequisite(s): BIO 115 and OFT 140 with grades of "C" or better and permission of the department head. Usually offered in the fall and spring.*

**OFT 140 - Medical Terminology (3 Credits)**

This course is designed to develop an understanding of medical vocabulary pertinent to medical office tasks, such as transcription, medical records coding and billing. Proficiency is developed through the recognition, spelling, location and meaning of medical prefixes, suffixes and root words. Knowledge of medical terminology is then applied to reading and interpreting medical documents. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

**OFT 155 - Word Processing (3 Credits)**

This course covers fundamental through advanced word processing skills, including creating, editing and formatting documents, creating tables, working with themes, styles, graphics and templates, merging and integrating data with various programs and the World Wide Web. *Lecture Hours: 39. Laboratory Fee: \$15. Usually offered in the fall and spring.*

**OFT 160 - Introduction to Spreadsheets (3 Credits)**

This course covers spreadsheet development, including creating, editing, formatting worksheets and charts, creating and working with formulas, collaborating and securing data and integrating worksheet data with various programs and the World Wide Web. *Lecture Hours: 39. Prerequisite(s): MTH 092 or an acceptable mathematics placement test score or permission of the department head. Laboratory Fee: \$15. Usually offered in the fall and spring.*

**OFT 162 - Introduction to Database Design (3 Credits)**

This computerized database course is a comprehensive introduction to database software applications. Students create and manage databases consisting of tables, queries, forms and reports. Emphasis is placed on retrieving, modifying, sharing and maintaining information. *Lecture Hours: 39. Laboratory Fee: \$15. Usually offered in the fall and spring.*

**OFT 165 - Records Management (2 Credits)**

Students learn the fundamental concepts of records and information management, including an overview of the most widely used filing systems and procedures. Hands-on activities include filing and retrieval of both paper and electronic records according to alphabetic, subject, numeric and geographic filing systems. *Self-Paced Hours: 30. Laboratory Fee: \$15. Usually offered in the fall and spring.*

**OFT 211 - Medical Typing (3 Credits)**

Students produce documents used in a medical environment. They gain familiarity with medical terminology, abbreviations and medical reports specific to 10 medical departments. They follow specific formatting guidelines and increase typing and accuracy through drills and five-minute timed writings. *Self-Paced Hours: 45. Prerequisite(s): OFT 104 and OFT 140 with grades of "C" or better or permission of the department head. Laboratory Fee: \$15. Usually offered in the fall and spring.*

**OFT 270 - Medical Office Field Experience (2 Credits)**

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 100. Prerequisite(s): Permission of the department head. Usually offered in the fall and spring.*

**Philosophy****PHL 101 - Introduction to Philosophy (3 Credits)**

This course covers the history of philosophy and addresses the problems of religion, knowledge, reality, morality and politics as they arise in the thoughts of great Eastern and Western philosophers. Selected issues that underlie personal, social and cultural ferment in the 20th and 21st centuries are explored in the light of Eastern and Western classical philosophy. *Lecture Hours: 39. Usually offered in the fall, spring and summer.*

**Physical Education****PHE 106 - Integrated Health and Fitness (3 Credits)**

This course covers the basic concepts of personal and community health, with an emphasis on physical fitness, nutrition, stress management, weight management, sexual health, disease and environmental health. Specific personalized techniques for optimizing health are emphasized. *Lecture Hours: 39. Laboratory Hours: 39. Usually offered in the fall, spring and summer.*

**Physical Science****PHY 104 - Physical Science (4 Credits)**

This course introduces students to the fundamental concepts of the physical sciences with an emphasis on practical applications, especially those that integrate the natural sciences. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 099 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory Fee: \$30. Usually offered in the spring.*

**PHY 121 - General Physics I (4 Credits)**

This is the first part of a two-semester algebra-based course designed to give students a general knowledge of kinematics, Newton's laws of motion, energy and momentum and their conservation, rotational motion, wave motion, temperature and heat. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 121 with a grade of "C" or better or permission of the department head. Laboratory Fee: \$30. Usually offered in the fall and spring.*

**PHY 122 - General Physics II (4 Credits)**

This is the second part of a two-semester algebra-based course designed to give students a general knowledge of electricity and magnetism, light and optics, and an introduction to the physics of the atom. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): PHY 121 with a grade of "C" or better or permission of the department head. Laboratory Fee: \$30. Usually offered in the spring.*

**PHY 141 - Principles of Physics I (4 Credits)**

This is a calculus-based general physics courses designed to give students a general knowledge of principles of mechanics, conservation laws, gravitation, simple harmonic motion, fluids and heat. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): MTH 122 with a grade of "C" or better. Corequisite(s): MTH 201 or permission of department head. Laboratory Fee: \$30. Usually offered in the fall.*

**PHY 142 - Principles of Physics II (4 Credits)**

This course is a continuation of PHY 141, a calculus-based course designed to give students a general knowledge of electricity and magnetism, electromagnetic waves, DC and AC circuit analysis, optics and modern physics. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): PHY 141 and MTH 201 with grades of "C" or better or permission of department head. Laboratory Fee: \$30. Usually offered in the spring.*

**Physical Therapist Assistant****PTA 101 - Introduction to Physical Therapist Assisting (2 Credits)**

This course introduces students to the profession of physical therapy and the role of the physical therapist assistant (PTA). Topics include the history of physical therapy, the evolution of the physical therapist assistant, the physical therapist/PTA relationship, the health care team, the current state of health care in America, and the ethical and professional characteristics of the PTA. In addition, students are introduced to reading and understanding physical therapy literature, the fundamentals of medical terminology, medical documentation and billing, and documentation standards in physical therapy. *Lecture Hours: 26. Prerequisite(s): Permission of the department head. Course Fee: \$40. Usually offered in the fall.*

**PTA 110 - Therapeutic Procedures I (5 Credits)**

The purpose of this course is to provide students with the fundamental data collection skills necessary for the PTA. Topics include basic patient interaction skills, communication and data collection. Students who complete this course can demonstrate safety and competence in body mechanics, goniometry, manual muscle testing, anthropometric measurements, vital signs, patient positioning and draping, posture, pain scales, sensation testing and documentation. *Lecture Hours: 39. Laboratory Hours: 52. Prerequisite(s): Permission of the department head. Course Fee: \$100. Laboratory Fee: \$35. Usually offered in the fall.*

**PTA 120 - Functional Anatomy and Biomechanics (3 Credits)**

This course builds on the foundation provided in BIO 202. Topics include the biomechanical principles of human movement, tissue injury and repair, and how the neuromuscular and musculoskeletal systems relate to normal and abnormal function and disability. Students participate in both classroom and laboratory activities to promote competency in palpation, knowledge of the stages of tissue healing, joint structure and function, body mechanics, gait and locomotion, and posture. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): Permission of the department head. Course Fee: \$60. Laboratory Fee: \$35. Usually offered in the fall.*

**PTA 130 - Cardiopulmonary and Integumentary Issues (3 Credits)**

The purpose of this course is to review the anatomy and function of the cardiopulmonary and integumentary systems and to apply that information to clinical care in physical therapy. Students examine pathologies commonly encountered as PTAs, their impact on function, and identify and incorporate treatment techniques that assist with the healing and/or function of the cardiopulmonary and integumentary systems. Topics include the impact of cardiovascular and pulmonary disease in society and the role of the PTA in education and intervention strategies in the community. In addition, students are educated on equipment and important factors when working with patients in a hospital setting. Students who complete this course can demonstrate safety and competency in wound care, sterile and isolation techniques, standard precautions, the use of topical agents for skin protection and repair, patient positioning, techniques to improve ventilation and drainage, and exercise and relaxation principles to improve cardiopulmonary function. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): PTA 110, BIO 203 and permission of the department head. Course Fee: \$60. Laboratory Fee: \$35. Usually offered in the spring.*



**PTA 140 - Physical Agents (4 Credits)**

This course is designed to provide the basic science, clinical reasoning and effective use of physical agents by the PTA under the direction and supervision of the physical therapist. Topics include scientific principles, precautions, indications and contraindications for use, and the assessment of patient response to applied agents. Students who complete this course can demonstrate the application of compression therapies, cryotherapy, superficial and deep thermal agents, electrotherapeutic agents, athermal agents, hydrotherapy, light agents, mechanical motion devices and traction. Competency will include the incorporation of prior learned principles of proper patient positioning and draping, and the proper documentation of delivery of applied agents. *Lecture Hours: 39. Laboratory Hours: 39. Prerequisite(s): PTA 101, PTA 110 and permission of the department head. Course Fee: \$80. Laboratory Fee: \$35. Usually offered in the spring.*

**PTA 150 - Therapeutic Procedures II (4 Credits)**

This course builds on the principles learned in PTA 110. It covers manual treatment techniques, gait training with and without assistive devices, adaptive and assistive equipment, transfers, bed mobility, balance, wheelchair mobility and the use of standard measurement tools for balance, mobility and gait. Topics also include activities of daily living (ADLs), instrumental activities of daily living (IADLs) and the impact of treatment techniques on the improvement of daily function. *Lecture Hours: 39. Laboratory Hours: 39. Prerequisite(s): PTA 110 and permission of the department head. Course Fee: \$80. Laboratory Fee: \$35. Usually offered in the spring.*

**PTA 160 - Foundations of Therapeutic Exercise (2 Credits)**

The purpose of this course is to provide the scientific basis and practical application of the therapeutic exercises used in physical therapy. Topics covered include physiology, biomechanics and expected outcomes from the use of therapeutic exercise. Application includes a demonstration of therapeutic exercises for various regions of the body. *Lecture Hours: 13. Laboratory Hours: 26. Prerequisite(s): PTA 120 and permission of the department head. Course Fee: \$40. Laboratory Fee: \$35. Usually offered in the spring.*

**PTA 180 - Pathology for the PTA (2 Credits)**

This course provides a basic overview of the etiology, diagnosis, treatment, prognosis and prevention of pathological diseases and conditions for different body systems. The focus is on the aspects of diseases and conditions that affect patient management and treatment in physical therapy. This course also includes a basic overview of the pharmacological interventions in health care that could be encountered by the PTA. *Lecture Hours: 26. Prerequisite(s): PTA 150 and permission of the department head. Course Fee: \$40. Usually offered in the summer.*

**PTA 200 - Ethics and Professional Issues (1 Credit)**

This course covers a variety of issues related to professional behaviors, core values and the development of an entry-level professional PTA. Topics include the principles of teaching and learning for patient care, clinical problem solving, evidence-based practice, treatment plan interpretation and plan of care progression, American Physical Therapy Association (APTA) standards for practice, patient rights, federal and state regulations regarding PTAs, health care administration and professional development. *Lecture Hours: 13. Prerequisite(s): PTA 150 and permission of the department head. Course Fee: \$20. Usually offered in the summer.*

**PTA 210 - Neurology for the PTA (4 Credits)**

This course focuses on the study of nervous system physiology, anatomy, development and pathology, as well as motor control and motor learning across the lifespan. These principles are applied to a variety of neurological diseases and conditions commonly encountered in physical therapy practice. Students are expected to apply appropriate data collection, treatment techniques and documentation skills to case studies involving patients with neurological pathologies. Students who complete this course can demonstrate the use of clinical reasoning skills in the safe application of treatment interventions. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): PTA 150 and permission of the department head. Course Fee: \$80. Laboratory Fee: \$35. Usually offered in the fall.*

**PTA 220 - Clinical Practice I (2 Credits)**

This course provides students with an opportunity to observe and participate in patient care, as directed by a clinical instructor. Students are placed in a clinical setting for one day a week to begin to apply the knowledge, principles and techniques learned in the didactic portion of the curriculum while under the direct supervision of a licensed PT or PTA. *Lecture Hours: 10. Clinical Hours: 80. Prerequisite(s): PTA 150 and permission of the department head. Course Fee: \$40. Materials Fee: \$45. Insurance: \$30. Usually offered in the summer.*

**PTA 230 - Special Populations (3 Credits)**

This course focuses on physical therapy care for unique patient populations. Topics include special considerations, equipment and treatment techniques to meet the needs of these patients. Students demonstrate competency by applying learned information and techniques to various case studies involving special patient populations. *Lecture Hours: 26. Laboratory Hours: 26. Prerequisite(s): PTA 150 and permission of the department head. Course Fee: \$60. Laboratory Fee: \$35. Usually offered in the summer.*

**PTA 240 - Orthopedics for the PTA (4 Credits)**

This course focuses on the study of musculoskeletal system physiology, anatomy, development and pathology across the lifespan. Students apply this knowledge to a variety of orthopedic diseases and conditions commonly encountered in physical therapy practice. Students are expected to apply appropriate data collection, treatment techniques and documentation skills to case studies involving patients with orthopedic pathologies. Students demonstrate the use of clinical reasoning skills in the safe application of treatment interventions. *Lecture Hours: 39. Laboratory Hours: 26. Prerequisite(s): PTA 220 and permission of the department head. Course Fee: \$80. Laboratory Fee: \$35. Usually offered in the fall.*

**PTA 250 - Advanced Issues (2 Credits)**

This course is designed to integrate student didactic and clinical experiences with more advanced health care, patient care, and ethical and professional situations. Topics include licensing examination content, licensure requirements, professional development, job search skills and the foundations of community service. *Lecture Hours: 26. Prerequisite(s): PTA 220 and permission of the department head. Course Fee: \$40. Usually offered in the fall.*

**PTA 260 - Clinical Practice II (4 Credits)**

This is the first of two terminal clinical experience courses. It is a six-week supervised clinical assignment in a hospital, extended care facility, rehabilitation facility, specialty facility or outpatient facility. Students are expected to apply previously- learned didactic and clinical material to patient care and to demonstrate consistent weekly progress toward goals established for chart review, documentation, patient treatment, time management and staff interaction. Students are expected to make a verbal presentation to the staff at the host facility on a topic determined in conjunction with the clinical instructor. *Clinical Hours: 240. Prerequisite(s): PTA 250 and permission of the department head. Course Fee: \$80. Materials Fee: \$45. Insurance: \$30. Usually offered in the spring.*

**PTA 270 - Clinical Practice III (4 Credits)**

This final clinical experience course is a seven-week assignment in a hospital, extended care facility, rehabilitation facility, specialty facility or outpatient facility. Students are expected to build on their prior knowledge and clinical experiences to progress to entry-level competence as physical therapist assistants. Students are expected to complete a service project for the host facility as agreed upon with the clinical instructor. *Clinical Hours: 280.*

*Prerequisite(s): PTA 250 and permission of the department head. Course Fee: \$80. Materials Fee: \$45. Insurance: \$30. Usually offered in the spring.*

**Political Science****POL 101 - American Government (3 Credits)**

This course provides a comprehensive examination of the American political system focusing on the Constitution, presidency, Congress, Supreme Court, political parties, political behavior and the distribution of power within American society. *Lecture Hours: 39. Usually offered in the fall and spring.*

**Psychology****PSY 101 - Introduction to Psychology (3 Credits)**

The aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help students develop a more comprehensive and accurate understanding of human behavior. Topics include psychology and development, cognitive processes, learning, intelligence, motivation and emotion, perception, personality, behavior and psychotherapy. *Lecture Hours: 39. Usually offered in the fall, spring and summer.*

**PSY 101H - Introduction to Psychology, Honors (3 Credits)**

The aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help students develop a more comprehensive and accurate understanding of human behavior. Topics include psychology and development, cognitive processes, learning, intelligence, motivation and emotion, perception, personality, behavior and psychotherapy. This course provides students with an opportunity to participate in a class research project and to complete an independent scientific experiment. This course meets the requirements of *PSY 101*. *Lecture Hours: 39. Prerequisite(s): Honors program eligibility. Usually offered in the fall.*

**PSY 152 - Case Management (3 Credits)**

This course focuses on the psychology of behavior management and on case management skills. Topics covered include screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, record keeping and consultation, as well as ethics and confidentiality. *Lecture Hours: 39. Prerequisite(s): PSY 101 and CDC 101 with grades of "C" or better or permission of the department head. Usually offered in the spring.*

**PSY 201 - Human Relations (3 Credits)**

This course focuses on the study of human behavior. It is designed to help students grow personally and improve their interpersonal skills. Topics include human nature, personality types, stress and stress management, interpersonal communication, marriage, divorce, parenting, maladjustment and death. *Lecture Hours: 39. Usually offered in the fall and spring.*

**PSY 202 - Principles of Interviewing and Counseling (3 Credits)**

The principles, techniques and problems of the major psychological theories of counseling are studied in this course. Applied practical experience is provided in both interviewing and counseling techniques. *Lecture Hours: 39. Prerequisite(s): PSY 101 and CDC 101 with grades of "C" or better or permission of the department head. Usually offered in the spring.*

**PSY 251 - Human Growth and Development (3 Credits)**

This course focuses on human development as a multi-directional process that occurs through the life span. Students study the social, cognitive and personal influences that interact with the physical growth of human beings and result in the unique, though occasionally predictable, development of individuals. *Lecture Hours: 39. Prerequisite(s): PSY 101. Usually offered in the fall and spring.*

**PSY 252 - Abnormal Psychology (3 Credits)**

This course provides an overview of the traditional and current views regarding the assessment and treatment of abnormal behavior. Topics include the classification, assessment, diagnosis and treatment of major psychological disorders. *Lecture Hours: 39. Prerequisite(s): PSY 101. Usually offered in the fall and spring.*

**PSY 253 - Family Counseling: Theory and Techniques (3 Credits)**

This course provides students with a fundamental introduction to intervention with families. Students are exposed to the counseling techniques, strategies and approaches aimed at working with families affected by chemical dependency. Topics include the assessment of families and relationships, the effects of substance abuse on the family and critical clinical issues commonly faced by these families. After completing this course, students should have proficient skills to employ in working with couples and families affected by addiction. *Lecture Hours: 39. Prerequisite(s): PSY 202 with a grade of "C" or better. Usually offered in the fall.*

**Radiologic Technology****RDT 101 - Introduction to Radiologic Technology (2 Credits)**

This course provides an introduction to the radiologic technology profession, reviews the imaging modalities and explains the ethical responsibilities of the radiologic technologist. This course also provides basic principles of radiation protection, radiographic exposure and image production. Medical terminology, abbreviations and symbols associated with human structure and function, and radiology, are studied. *Lecture Hours: 26. Prerequisite(s): Permission of the department head. Course Fee: \$40. Usually offered in the summer.*

**RDT 104 - Principles of Exposure I (3 Credits)**

This course includes the basic methods of X-ray production, image acquisition and various parameters affecting image quality. Beam attenuation characteristics and the interactions of ionizing radiation within the human body are explained. Fundamental components of digital imaging are reviewed. *Lecture Hours: 39. Prerequisite(s): Permission of the department head. Course Fee: \$60. Materials Fee: \$20. Usually offered in the fall.*

**RDT 105 - Introduction to Radiographic Positioning (3 Credits)**

This course provides students with the theoretical foundations and laboratory demonstrations necessary to develop the psychomotor skills that are essential for the achievement of routine diagnostic radiographs and those requiring supplementary views for patients at any stage of the life span. This course covers the essential anatomy and positioning used for radiography of the chest, abdomen and distal upper extremity. Concepts of mobile radiography are also introduced. *Lecture Hours: 26. Laboratory Hours: 39. Prerequisite(s): Permission of the department head. Course Fee: \$60. Usually offered in the summer.*

**RDT 109 - Radiologic Nursing Procedures (3 Credits)**

In this course, students practice the basic nursing skills necessary in the field of radiologic technology. Aseptic techniques, infection control, emergency measures and vital signs are topics of instruction. In addition, ethics and law as they apply to the radiologic sciences are explained. *Lecture Hours: 39. Prerequisite(s): RDT 101 with a grade of "C" or better or permission of the department head. Course Fee: \$80. Materials Fee: \$40. Usually offered in the fall.*

**RDT 154 - Principles of Exposure II (3 Credits)**

This course is a continuation of RDT 104. Image acquisition and processing techniques for digital radiography methods are discussed. Equipment characteristics and exposure technique selection affecting image receptor exposure, contrast and spatial resolution, and distortion, are reviewed. Parameters for selecting Automatic Exposure Control (AEC) techniques are explained. *Lecture Hours: 39. Prerequisite(s): RDT 104 with a grade of "C" or better or permission of the department head. Course Fee: \$40. Materials Fee: \$20. Usually offered in the spring.*

**RDT 155 - Radiographic Positioning and Clinical Practicum I (4 Credits)**

This course is a continuation of RDT 105. It focuses on the proximal upper extremity, lower extremity and pelvic girdle radiographic exams. The clinical practicum component of the course provides students with practical experience in the functioning of the radiology department. Included are equipment manipulation, basic exposure technique selection, imaging acquisition factors and the development of fundamental patient care skills in diagnostic radiography. This course represents the beginning of the clinical competency program. *Lecture Hours: 26. Laboratory Hours: 39. Clinical Hours: 208. Prerequisite(s): RDT 101 and RDT 105 with grades of "C" or better or permission of the department head. Course Fee: \$80. Materials Fee: \$20. Insurance: \$18. Usually offered in the fall.*

**RDT 201 - Radiation Protection and Radiobiology (2 Credits)**

This course provides students with knowledge of the biologic processes that occur as a result of interaction with ionizing radiation. The fundamentals of radiation protection for personnel, patients and the public are discussed, including structural requirements, personnel monitoring, gonadal shielding and other factors that affect the amount of radiation exposure during diagnostic procedures. *Lecture Hours: 26. Prerequisite(s): RDT 104 and RDT 154 with grades of "C" or better or permission of the department head. Course Fee: \$40. Usually offered in the fall.*

**RDT 204 - Principles of Exposure III (2 Credits)**

This course is a continuation of the concepts covered in RDT 104 and RDT 154. Digital image acquisition, display and modification are covered. Specialized imaging techniques and equipment are reviewed. Analysis of the digital image is emphasized. *Lecture Hours: 26. Prerequisite(s): RDT 104 and RDT 154 with grades of "C" or better or permission of the department head. Course Fee: \$40. Materials Fee: \$35. Usually offered in the fall.*

**RDT 205 - Radiographic Positioning and Clinical Practicum II (4 Credits)**

This course is a continuation of RDT 155. It focuses on contrast studies of the abdomen. Radiography of the bony thorax and the vertebral column are reviewed. Students are provided with practical experience in the operations of a radiology department. The clinical practicum component of this course provides students with the opportunity to continue to develop radiographic positioning skills, equipment manipulation skills and the skills necessary to deal with radiology patients. The clinical competency program is continued in this course. *Lecture Hours: 26. Laboratory Hours: 39. Clinical Hours: 208. Prerequisite(s): RDT 105 and RDT 155 with grades of "C" or better or permission of the department head. Course Fee: \$80. Materials Fee: \$20. Insurance: \$18. Usually offered in the spring.*

**RDT 210 - Radiographic Pathology (2 Credits)**

This course is designed to introduce concepts related to disease and etiologic considerations with an emphasis on the radiographic appearance of disease and the impact on exposure factor selection. *Lecture Hours: 26. Prerequisite(s): RDT 109 with a grade of "C" or better or permission of the department head. Course Fee: \$40. Usually offered in the spring.*

**RDT 211 - Image Analysis (2 Credits)**

This course introduces students to image analysis concepts. Students evaluate images according to positioning criteria, exposure technique selection and anatomical structures demonstrated for radiographic projections. Images are reviewed for equipment operation errors and presented artifacts obscuring pertinent anatomy. Students identify images requiring repeat exposures and explain corrective action necessary to produce diagnostic radiographs. Students self-evaluate images performed in the clinical practicum applying image analysis techniques. *Lecture Hours: 26. Prerequisite(s): RDT 104 and RDT 155 with grades of "C" or better or permission of the department head. Course Fee: \$40. Materials Fee: \$20. Usually offered in the spring.*

**RDT 215 - Clinical Practicum III (2 Credits)**

This course is the third in a series of five, providing structured, sequential and competency-based assignments in a clinical setting. In this clinical practicum, students continue the competency process, completing imaging exams on patients while supervised by licensed radiologic technologists. Students apply an understanding of radiographic positioning, equipment operation and radiation protection skills in clinical practice. Drug preparation, administration and identification of adverse drug-induced reactions are taught in this course. *Clinical Hours: 416. Prerequisite(s): RDT 155 and RDT 205 with grades of "C" or better or permission of the department head. Course Fee: \$80. Materials Fee: \$20. Insurance: \$18. Usually offered in the summer.*

**RDT 255 - Radiographic Positioning and Clinical Practicum IV (4.5 Credits)**

This course is a continuation of RDT 215. It focuses on radiographic positioning of the skull, facial bones, mandible and sinuses. In addition, this course includes the study of special imaging procedures, including angiography, arthrography, myelography, cholangiography and hysterosalpingography. Modified imaging procedures for trauma and mobile radiography are examined. The analysis of diagnostic radiography images is also covered. The clinical practicum component of this course provides students with supervised experience in performing routine radiographic examinations. This course includes a critical analysis of the radiograph from technical, anatomical and pathological standards. The clinical competency program is continued in this course. *Lecture Hours: 26. Laboratory Hours: 39. Clinical Hours: 312. Prerequisite(s): RDT 215 with a grade of "C" or better or permission of the department head. Course Fee: \$80. Materials Fee: \$20. Insurance: \$18. Usually offered in the fall.*

**RDT 256 - Imaging Equipment and Operation (2 Credits)**

This course includes the study of imaging equipment and its safe operation in a clinical application. Generators, X-ray circuitry, tube components and quality assurance (QA) monitoring maintenance are covered. Computed tomography (CT), magnetic resonance imaging (MRI), mammography and diagnostic imaging equipment are discussed. *Lecture Hours: 26. Prerequisite(s): RDT 104 and RDT 154 with grades of "C" or better or permission of the department head. Course Fee: \$40. Usually offered in the spring.*

**RDT 257 - Introduction to Sectional Anatomy and Computed Tomography (2 Credits)**

This course provides an introduction to the imaging of the head, neck, chest, abdomen and pelvic anatomical structures in the sagittal, transverse and coronal planes. This course uses images from computed tomography (CT) and magnetic resonance imaging (MRI) to develop cognitive ability in order for students to recognize anatomical structures in multiple dimensions. Course content is designed to provide entry-level radiography students with principles related to CT imaging. *Lecture Hours: 26. Prerequisite(s): RDT 255 with a grade of "C" or better or permission of the department head. Course Fee: \$40. Usually offered in the spring.*

**RDT 275 - Seminar in Radiography and Clinical Practicum V (4.5 Credits)**

This course provides a review of the concepts covered during the two-year program to help students prepare for the American Registry of Radiologic Technologists (ARRT) examination. The clinical practicum component of this course is the fifth in a series of five structured, sequential and competency-based assignments in a clinical setting. This course provides students with an opportunity to interact with patients and health care team members in a radiology department. Students continue to develop their radiographic positioning and equipment manipulation skills to master the knowledge and skills necessary to produce a diagnostic radiograph and practice radiation protection. *Lecture Hours: 39. Clinical Hours: 312. Prerequisite(s): RDT 255 or permission of the department head. Course Fee: \$100. Materials Fee: \$35. Insurance: \$18. Usually offered in the spring.*

**Sociology****SOC 101 - Introduction to Sociology (3 Credits)**

This course stresses the study of man in his social relationships. Topics include the patterns of culture, population, social institutions (familial, educational, religious, economic and political) and social change. *Lecture Hours: 39. Usually offered in the fall, spring and summer.*

**SOC 101H - Introduction to Sociology, Honors (3 Credits)**

This course stresses the study of man in his social relationships. Topics include the patterns of culture, population, social institutions (familial, educational, religious, economic and political) and social change. This course provides students with opportunities to participate in class research projects and to serve in a community social service agency. This course meets the requirements of *SOC 101*. *Lecture Hours: 39. Usually offered in the spring.*

**SOC 201 - Juvenile Delinquency (3 Credits)**

This course covers youthful crime: its volume, causes and trends. The prediction, prevention, treatment and control of juvenile delinquency by social control agencies is examined relative to social policies needed to reduce its incidence. The organization and procedures of the juvenile justice system are also explored. *Lecture Hours: 39. Prerequisite(s): SOC 101. Usually offered in the spring.*

**SOC 202 - Prevention (3 Credits)**

This course addresses the multidimensional aspects of drug abuse predisposition in an effort to delineate the factors related to prevention. It acknowledges that drug abuse is intertwined with problems such as violent crime, poor education, unemployment, inadequate housing and family dysfunction. This course investigates some prevention programs that consider various social, psychological, environmental and physical risk factors in their effort to combat the drug abuse problem. *Lecture Hours: 39. Prerequisite(s): SOC 101. Usually offered in the fall of every other year.*

**SOC 252 - Criminology (3 Credits)**

This course introduces the basic theories, fundamental facts and problems associated with the science of criminology, while providing a systematic basis for the study of criminals, and criminal behavior as it relates to the criminal justice system in America. *Lecture Hours: 39. Prerequisite(s): SOC 101. Usually offered in the fall.*

## Spanish

### **SPN 101 - Fundamentals of Spanish I (3 Credits)**

This course is an introduction to the Spanish language and Hispanic culture, with an emphasis on the acquisition of basic oral and written language skills through drills in grammar, vocabulary and communication. *Lecture Hours: 39. Prerequisite(s): ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores. Usually offered in the fall and spring.*

### **SPN 102 - Fundamentals of Spanish II (3 Credits)**

This course is a continuation of SPN 101, with an emphasis on the acquisition of intermediate oral and written language skills through continued practice in reading, writing, listening and speaking. *Lecture Hours: 39. Prerequisite(s): ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores, and either SPN 101 with a grade of "C" or better, high school Spanish II with a grade of "C" or better or permission of the instructor. Usually offered in the spring.*

### **SPN 201 - Intermediate Spanish (3 Credits)**

A continuation of SPN 102, this course completes a foundational series of course work in the Spanish language. Covered are the final major grammatical structures of Spanish as well as increasingly abstract vocabulary themes, with continued practice in listening, speaking, reading and writing. *Lecture Hours: 39. Prerequisite(s): ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores, and either SPN 102 with a grade of "C" or better, high school Spanish III with a grade of "C" or better or permission of the instructor. Usually offered in the fall.*

## Student Development

### **SDV 100 - Fundamentals of College Study (1 Credit)**

This course is designed to introduce students to the information and habits that facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility; active learning and critical thinking skills; increasing motivation and decreasing stress; analyzing the syllabus, instructor and course; establishing a learning style; organizing and balancing family, work and school; improving study and note-taking skills, and test-taking strategies; advisement, registration and the college catalog; safety, student services and other administrative resources; rules, regulations and civility; and lifelong learning. Students who do not pass this course must take it again the following fall or spring term. *Lecture Hours: 15. Usually offered in the fall, spring and summer.*

### **SDV 101 - Career Development (1 Credit)**

This course is designed primarily for related field experience students, but the skills taught are necessary for all students who are preparing to enter the work force. Through various exercises and the use of electronic and traditional media, students are taught how to develop career goals. They are also challenged to realize their potential in their chosen fields and how to use this knowledge in the job-hunting process. Students are required to write a resume, cover letter, a field experience learning contract and other related assignments. *Lecture Hours: 15. Usually offered in the fall, spring and summer.*

### **SDV 102 - Cultural Enrichment Experience (1 Credit)**

This course exposes students to local cultural events, such as music performances, visual arts, creative verbal performances, scholarly verbal performances and theater performances. Students explore local cultural events by attending, writing about, reading about and discussing such events. *Lecture Hours: 15. Usually offered in the spring.*



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M.A., Marshall University

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M.A., National University  
M.A., National University  
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A.A., Wor-Wic Community College  
A.A., University at Albany, SUNY  
B.A., University of Maryland College Park

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M.S., University of Connecticut  
J.D., Michigan State University

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A.S., Vincennes University  
A.S., University of Evansville  
B.S., University of Evansville  
M.S., Eastern Kentucky University

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B.A., Loyola University Maryland  
M.B.A., Johnson & Wales University

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## Support Staff

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Ballard, John  
Public Safety Officer

Banks, Carl T.  
Building Attendant

Banks, Guy  
Maintenance Foreman

Beideman, Garrett  
Building Attendant

Bergbower, Sabrina  
Building Attendant

Bergbower, Wendy  
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B.S., University of Maryland College Park

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B.S., University of Maryland Eastern Shore  
A.A.S., Wor-Wic Community College

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Information Technology Help Desk Specialist  
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B.S., University of Maryland University College

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Building Attendant

Campbell, Jackie  
Building Attendant

Carey, Ronald  
Plumber

Carter, Dawn  
Building Attendant

Cooper, Georgia  
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B.S., Wilmington University

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Coulbourne, Norman B.  
Public Safety Officer

Cousins, David  
Information Technology Support Technician

Cress, Lisa  
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Building Attendant

Davis, Nadine  
Child Care Aide

Dayton, Missy  
Building Attendant

Dayton, Renee  
Administrative Associate I, Arts and Humanities

DeShields, Mike  
Night Supervisor

Diggs, Jo  
Public Safety Officer

Dyke, Sharon  
Lead Payroll Specialist  
A.A.S., Wor-Wic Community College

Dyson, Gene  
HVAC Mechanic

Elliott, Jr., Richard  
Public Safety Officer

Elliott, Wayne  
Maintenance Worker

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A.A.S., Wor-Wic Community College

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Farrare, Bertina  
Testing Center Aide  
B.S., University of Maryland Eastern Shore  
M.Ed., Salisbury University

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Payroll Specialist

Fooks, Herbie  
Building Attendant

Foreman, Shirley  
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A.A.S., Wor-Wic Community College

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A.A., Chesapeake College  
B.S., Towson University

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Glacken, Lisa  
Research Specialist  
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B.S., Clarkson University

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Marketing Clerk

Hammond, Michael  
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Hazel, Lori  
Administrative Associate I, Allied Health

Hochmuth, James  
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B.S., University of Maryland College Park

Hooker, John  
Lead Building Attendant

Horsey-White, Donna  
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A.A.S., Wor-Wic Community College  
B.A., University of Maryland Eastern Shore

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Hudson, Bill  
Building Controls Technician  
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Senior Land Management Worker

Kline, Tim  
Land Management Worker

Knobloch, Tracy  
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Lankford, Ivan R.  
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Larmore, Bethany A.  
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A.A.T, Wor-Wic Community College  
B.S., Wilmington University

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Administrative Associate I, Student Services  
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McBride, Marcus  
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McClendon, Gwen  
Building Attendant

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Administrative Associate I, Nursing  
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Mosteller, Mary  
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Public Safety Officer

Myers, Jenn  
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B.S., Towson University

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Duplicating Clerk

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## Emeritus Status

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Cubbage, Elinor Phillips

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M.A., Georgetown University  
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Ed.D., Montana State University

## Appendices

### A. Disability Grievances

This disability grievances policy meets the requirements of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. This policy applies to all students, employees, visitors and third-party vendors hired by the college that wish to file a grievance alleging discrimination specifically on the basis of disability in the admission and treatment of students, access to educational programs and activities, services provided by the college and the terms and conditions of employment. Reasonable accommodations can be denied if it causes undue hardship to the college. The college reserves the right to redirect a grievance to the proper grievance procedure or to any other appropriate review procedure when applicable.

Grievances should be submitted as soon as possible but no later than 60 calendar days after the alleged violation to Wor-Wic's ADA coordinators and investigators.

Grievances by students, visitors or third-party vendors:	Grievances by employees or prospective employees:
Amanda Messatzzia	Karen Berkheimer
Director of Student Success	Senior Director of Human Resources
Wor-Wic Community College	Wor-Wic Community College
BH 109	BH 107
32000 Campus Drive	32000 Campus Drive
Salisbury, MD 21804	Salisbury, MD 21804
410-334-2993	410-334-2915
amessatzzia@worwic.edu	kberkheimer@worwic.edu

### Filing a Grievance

#### Informal Grievance Procedures

Members of the college community who have a grievance can first attempt to resolve the grievance informally. All grievants should first attempt to discuss the matter orally or in writing with the individual most directly responsible. If no resolution results, or the grievant feels that direct contact is inappropriate under the circumstances, grievants can contact the appropriate ADA coordinator. If the grievant is grieving determinations or actions of the academic and disabilities counselor, the grievant can contact the senior director of student development. If the grievant is grieving determinations or actions of the human resources administrator, the grievant can contact the senior director of human resources.

If a satisfactory resolution is not achieved within 30 days, the ADA coordinator, senior director of student development or senior director of human resources informs the grievant of his or her right to file a formal grievance.

#### Formal Grievance Procedures

If no satisfactory resolution is reached after informal attempts to resolve the grievance are made, or if the individual chooses to bypass the informal grievance process, he or she can submit a written grievance. Investigations of grievances are conducted to ensure adequacy, reliability and impartiality. If the grievant attempts to resolve the matter informally and that attempt has failed, or the grievant decides to end the informal process for any other reason, the grievant has 10 days from the time they receive notice from the ADA coordinator stating that informal attempts have failed in order to file a formal grievance. A listing of all meetings and/or written attempts to resolve

the issue informally must be included with the formal grievance. The grievance must be in writing and contain information about the alleged discrimination. The college does not review a grievance that is untimely or fails to contain all required information. To facilitate a clear and prompt resolution, once initiated, a grievance cannot be expanded beyond the issues presented in the individual's initial grievance. The written grievance must include the following:

1. Location, date, full description of the grievance, and any relevant facts;
2. A summary of the steps the grievant has already taken in his or her attempt to resolve the grievance, including the names of people involved;
3. A statement of the requested resolution and the grievant's rationale for the requested accommodations for each perceived violation;
4. Any supporting documentation; and
5. Name, address, contact information and signature of the person initiating the grievance.

Alternative means of filing grievances, such as personal interviews or a tape recording of the grievance, are made available for persons with disabilities upon request.

### *Student or Third-Party Grievances*

1. When the grievance by a student, visitor or third-party alleges harassment related to a disability, other discrimination based on disability, retaliation, the failure to provide a reasonable accommodation, denial of an approved accommodation or service, or inaccessibility of a program or other college activity, the grievance should be filed with the director of student success. The director of student success, or designee, assesses the formal grievance and reviews all information necessary during an investigation to render a written determination to the grievant, accused and to any administrator whose authority is needed to carry out the proposed resolution. This includes providing the grievant and accused with an opportunity to submit evidence, including identifying witnesses and documents for the director of student success's consideration as part of the investigation. The director of student success, or designee, issues a letter of determination to the grievant and the accused of their findings within 30 days of the formal grievance. If extenuating circumstances cause a delay, the director of student success notifies the grievant in writing of the delay along with an anticipated timeframe for issuance of the final letter of determination.
2. If the grievant or accused disagrees with the determination given by the director of student success, he or she can seek a reconsideration of the determination by the senior director of student development. The senior director of student development reviews the letter of determination offered by the director of student success and all information necessary to render a written determination. If needed, the grievant can submit any additional information and/or documents as requested. The senior director of student development issues a letter of determination within 15 days of receiving the request, supplies the grievant and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the senior director of student development is final.
3. If the grievance is against the director of student success, designee or another employee in the counseling office, the grievance should be filed with the senior director of student development. The senior director of student development, or designee, assesses the formal grievance and reviews all information necessary during an investigation to render a written determination to the grievant, accused and to any administrator whose authority is needed to carry out the proposed resolution. This includes providing the grievant and the accused with an opportunity to submit evidence, including identifying witnesses and documents for the senior director of student development's consideration as part of the investigation. The senior director of student development, or designee, issues a letter of determination to the grievant and the accused of their

findings within 30 days of the formal grievance. If extenuating circumstances cause a delay, the senior director of student development notifies the grievant and the accused in writing of the delay along with an anticipated timeframe for issuance of the final letter of determination.

4. If the grievant or accused disagrees with the determination given by the senior director of student development, he or she can seek a reconsideration of the determination by the vice president for enrollment management and student services. The vice president for enrollment management and student services reviews the letter of determination offered by the senior director of student development and all information necessary to render a written determination. If needed, the grievant can submit any additional information and/or documents as requested. The vice president for enrollment management and student services issues a letter of determination within 15 days of receiving the request, supplies the grievant and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the vice president for enrollment management and student services is final.

### *Employee Grievances*

1. When an employee alleges harassment related to a disability, other discrimination based on disability, retaliation, the failure to provide a reasonable accommodation, denial of an approved accommodation or service or inaccessibility of a college activity, the grievance should be filed with the human resources administrator. The human resources administrator, or designee, assesses the formal grievance and reviews all information necessary to render a written determination to the grievant, accused and to any administrator whose authority is needed to carry out the proposed resolution. This includes providing the grievant and accused with an opportunity to submit evidence, including identifying witnesses and documents for the human resources administrator's consideration as part of the investigation. The human resources administrator, or designee, issues a letter of determination of his or her findings to the grievant and the accused within 30 days of the formal grievance. If extenuating circumstances cause a delay, the human resources administrator notifies the grievant and the accused in writing of the delay along with an anticipated timeframe for issuance of the final letter of determination.
2. If the grievant or accused disagrees with the determination given by the human resources administrator, he or she can seek a reconsideration of the determination by the senior director of human resources. The senior director of human resources reviews the letter of determination offered by the human resources administrator and all information necessary to render a written determination. If needed, the grievant or accused can submit any additional information and/or documents as requested. The senior director of human resources issues a letter of determination within 15 days of receiving the request, supplies the grievant, accused and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the senior director of human resources is final.
3. If the grievance is against the human resources administrator, designee or another employee in the human resources department, the grievance should be filed with the senior director of human resources. The senior director of human resources, or designee, assesses the formal grievance and reviews all information necessary during an investigation to render a written determination to the grievant, accused and to any administrator whose authority is needed to carry out the proposed resolution. This includes providing the grievant and the accused with an opportunity to submit evidence, including identifying witnesses and documents for the senior director of human resources' consideration as part of the investigation. The senior director of human resources, or designee, issues a letter of determination to the grievant and the accused of

their findings within 30 days of the formal grievance. If extenuating circumstances cause a delay, the senior director of human resources notifies the grievant and the accused in writing of the delay along with an anticipated timeframe for issuance of the final letter of determination.

4. If the grievant disagrees with the determination given by the senior director of human resources, he or she can seek reconsideration of the determination by the vice president for administrative services. The vice president for administrative services reviews the letter of determination offered by the senior director of human resources and all information necessary to render a written determination. If needed, the grievant can submit any additional information and/or documents as requested. The vice president for administrative services issues a letter of determination within 15 days of receiving the request, supplies the grievant, accused and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the vice president for administrative services is final.

## **Timelines**

Specified time limitations refer to the academic year, September through May. If a grievance is presented or the alleged incident occurs during June, July or August, the time calculation is suspended until the beginning of the new academic year in September. In such a situation, the 60-day timeframe begins on the first day of classes for the fall term. In addition, time limitations do not include official college holidays or other closures. The term "days" refers to days when the college is open for business.

## **Remedies**

The college imposes remedies intended to correct the discriminatory effects on the grievant or others and to prevent the recurrence of any prohibited acts.

Wor-Wic does not tolerate discrimination of any kind. If the allegation against an employee is substantiated, the employee is subject to disciplinary action, including possible dismissal. The vice president of the employee, in consultation with human resources, determines the appropriate corrective action(s) to be taken, prepares a written memorandum addressed to the accused that outlines the corrective action(s) to be taken, forwards a copy to the immediate supervisor of the accused and provides a copy to the human resources administrator for placement in the personnel file of the accused. The immediate supervisor is responsible for the implementation and follow-up of the corrective action(s). College policies and procedures regarding dismissal, including any appeals that exist, govern the handling of grievances against employees.

If the allegation against a student is substantiated, the student is subject to disciplinary action, including possible permanent suspension. College policies and procedures regarding student conduct, including any appeals that exist, govern the handling of grievances against students.

If it is found that the employee or student who filed the grievance deliberately filed a false accusation, that individual is subject to disciplinary action in accordance with dismissal policies and procedures (when the grievant was an employee) or student conduct policies and procedures (when the grievant was a student).

## **External Grievances**

The college community is encouraged to attempt resolution of grievances pertaining to disabilities by using this grievance procedure, but an individual has the right to file a grievance directly with the U.S. Department of Education, Office for Civil Rights. Grievants can also file a disability discrimination grievance with the responsible

federal or state department or agency, including the federal Equal Employment Opportunity Commission or the Maryland Commission on Human Rights.

## **Retaliation**

No individual who files a grievance or cooperates with a college investigation can be subject to retaliation, including any adverse employment or educational consequence. An individual who believes that he or she was retaliated against as a result of filing a grievance or cooperating with a college investigation can file an additional grievance. An employee who retaliates against anyone who has filed a grievance is subject to disciplinary action, including possible dismissal. A student who retaliates against anyone who has filed a grievance is subject to disciplinary action, including possible permanent suspension.

## **Records**

The ADA coordinators or vice presidents maintain the files and records of all grievances for which they are responsible under this grievance policy.

## B. Acceptable Use of Technology Resources

This policy outlines the standards and expectations for responsible and acceptable use of college computing systems, cloud-based services and information technology (IT) resources. The college provides access to technology resources in support of the mission of the college. The college's IT department is committed to protecting authorized users, computing systems, data, electronic communications and information technology resources from intentional or negligent illegal or damaging use. All users of the college's technology resources are expected to act responsibly, ethically and lawfully.

This policy applies to all employees, students, visitors and agents of the college who use and access the college's information technology resources, whether on campus, off campus or via remote connection. This policy applies to all equipment either owned or leased by the college and governs activity on personal computing devices while utilizing and/or accessing any college computing system or information technology resource.

The granting of privileges to use college computing systems and IT resources is predicated on the authorized user's acceptance of and adherence to the corresponding conditions and user responsibilities detailed in this policy. College resources should be used for business and academic purposes. Occasional, limited and appropriate use of college resources for personal use is permitted if that use does not interfere with the user's work performance. Authorized users assume responsibility for all communications originating from equipment or accounts assigned to the user. Authorized users are solely responsible for the use and handling of data, computing systems and information technology resources. It is the responsibility of all users to know the guidelines stated in college policies and to conduct their activities accordingly.

Information security is the responsibility of all users and any inappropriate use or suspected security incident must be reported to the college's IT department by calling 410-334-2870 or by emailing [it-info@worwic.edu](mailto:it-info@worwic.edu). Authorized users agree to be good stewards when storing, accessing and transporting data.

The use of IT resources is a privilege and not a right. Under no circumstances are authorized users permitted to engage in any activity that is illegal. The following list of prohibited activities, by no means exhaustive, is an attempt to provide a framework for actions that fall into the category of unacceptable use:

- Using a computer without authorization;
- Obstructing the operation of the college's technology resources, including, but not limited to, intentionally damaging equipment, tampering with cables, adding or deleting files or software without authorization, and changing network settings;
- Causing network disruptions or unneeded network congestion;
- The intentional introduction or creation of invasive software, such as worms or viruses, Trojan horses and email bombs;
- Attaching a network device to the college's networks without approval of the IT department, including hubs, switches, wireless access points, routers or similar devices;
- Using computing systems, college networks or any other information technology resource to threaten or harass others or attempting to alter computer systems, hardware, software or account configurations;
- Monitoring another individual's account(s), data, communications, software, computing resources or email without prior consent;
- Sharing user account passwords with others;
- Allowing the use of an authorized user account by others, such as another family member or friend;
- Misrepresenting one's identity or role in any type of electronic communication;



- Using computing systems or information technology resources for commercial or profit-making purposes without written authorization from the college;
- Copying software found on college systems that is licensed by the college for personal use, transferring software to non-college equipment or modifying it in any unauthorized manner;
- Installing or operating computer games on college-owned computers for purposes other than academic instruction;
- Producing and broadcasting hate mail, discriminatory remarks or chain letters;
- Breaching or attempting to breach computer systems or information technology resources or security systems, whether with or without malicious intent;
- Engaging in any activity that can be harmful to systems or to any stored information, such as creating or propagating viruses or other types of malware;
- Violating copyright and/or software license agreements or downloading, installing or using illegal software;
- Installing or using any covert video/audio recording device;
- Displaying any material that is sexually-explicit or discriminatory in nature; and
- Accessing or disclosing sensitive information without authorization or any theft of college data or equipment.

Authorized IT employees reserve the right to monitor and access any computing system or resource connected or attached to the college's networks. Monitoring can include, but is not limited to, reviewing, copying and accessing or archiving any information, logs, packets or other materials stored on, transmitted through or created with college technology resources. There is no expectation of privacy with regard to the college's computing systems, information technology resources and network infrastructure, while on or accessing resources remotely.

Violations of this policy are subject to college disciplinary procedures, state, local and federal laws and regulations. Based on the nature of the offense and/or the number of violations, employees and other agents of the college are subject to appropriate personnel action, up to and including dismissal. Students are subject to disciplinary action taken in accordance with procedures that govern student conduct, up to and including permanent suspension. If appropriate, the college can pursue criminal and civil prosecution.

## **C. Personal Electronic Account Privacy Protection**

A personal electronic account is defined as a personal account created via an electronic medium or a service that allows users to create, share or view user-generated content, including uploading or downloading videos or still photographs, blogs, video blogs, podcasts, messages, electronic mail, internet website profiles or locations, or any other electronic information.

The college cannot compel a student, applicant or prospective student, as a condition of acceptance or participation in curricular or extracurricular activities, to add to the list of contacts associated with a personal electronic account (including employees, students and volunteers) or to change the privacy settings associated with a personal or electronic account.

The college cannot take any action or threaten to take any action to discharge, discipline, prohibit from participating in curricular or extracurricular activities or otherwise penalize a student, applicant or prospective student for his or her refusal to do any of the following:

- Grant access to, allow observation of or disclose any information that allows access to or observation of a personal electronic account;
- Add any individual to the list of contacts associated with a personal electronic account;
- Change the privacy setting associated with a personal electronic account; or
- Fail to admit an applicant as a result of the applicant's refusal to:
  - Grant access to, allow observation of, or disclose any information that allows access to or observation of a personal electronic account;
  - Add any individual to the list of contacts associated with a personal electronic account; or
  - Change the privacy setting associated with a personal electronic account.

This policy does not prohibit the college from requesting or requiring a student to disclose information to gain access to an electronic account opened at the college's behest or provided by the college. In addition, this policy does not restrict the college from viewing, accessing or utilizing information about a student, an applicant or a prospective student that can be obtained without access information, is available in the public domain or is available to the college as a result of actions undertaken independently by the student, applicant or prospective student.

This policy does not create a duty that requires the college to search or monitor the activity of a personal electronic account, does not make the college liable for failure to request or require a student, applicant or prospective student to grant access to, allow observation of or disclose information regarding the individual's personal electronic account, and does not prohibit a student, applicant or prospective student from granting a college official the ability to view his or her personal electronic account.

## **D. Discrimination and Harassment**

Discrimination is defined as treating someone differently based on any of the protected-class characteristics. Discriminatory harassment, sexual harassment, sexual violence and creating a hostile environment caused by sexual harassment are strictly prohibited.

### **Discriminatory Harassment**

Discriminatory harassment is defined as unwelcome verbal or physical conduct based on age, gender, race, color, religion, national origin, marital status, sexual orientation, genetic information, gender identity, disability or any other characteristic protected by law, and all related protected activities, including retaliation, that is so objectively offensive as to alter the conditions of the victim's employment or education. This standard is met: a) when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; b) when submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual; or c) when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or educational environment. Depending on its severity, pervasiveness and offensiveness, discriminatory harassment can include epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; disparaging jokes; and written or graphic material that disparages or shows hostility or aversion toward an individual or group because of a characteristic protected by law. Discriminatory harassment can occur between individuals of the same or different genders regardless of sexual orientation.

However, as an institution of higher education, the college recognizes that faculty have the right to present information and ideas related to their course content, and that students have the right to test and explore their personal views, beliefs and philosophies in new contexts during the educational process, as described in the college's academic freedom policy.

### **Sexual Harassment**

Sexual harassment, one of the most common forms of discriminatory harassment, is defined as unwelcome sexual advances, requests for sexual favors and other harassing verbal or physical conduct of a sexual nature that affects the terms or conditions of one's employment or denies or limits a student's ability to participate in or benefit from a school's educational program. Depending on its severity, pervasiveness and offensiveness, sexual harassment can include pressure for sexual activity; unwelcome verbal and physical sexual advances; sexual violence; commentary about an individual's body; leering, whistling or touching; insulting or obscene comments or gestures; displaying sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

### **Hostile Environment Caused by Sexual Harassment**

A hostile environment caused by sexual harassment is created when there is conduct that is either severe or pervasive, or both. It can be aimed at individuals or generalized. Examples of a hostile work environment include posting sexually explicit pictures, calendars, graffiti or objects around the work area and regularly using dirty words, making sexual jokes, using obscene gestures or making rude comments of a sexual nature.

## Consent

Consent is defined as a voluntary agreement to engage in sexual activity and can be withdrawn at any time. Past consent does not imply future consent. Consent with one person does not imply consent with another. Someone who is incapacitated due to the use of drugs or alcohol or due to an intellectual or other disability cannot consent. Silence or absence of resistance does not imply consent. Coercion, force or threat of coercion or force invalidates consent.

## Filing a Complaint

Reports of alleged discrimination or harassment can be submitted, in writing or verbally, to any supervisor or Title IX coordinator. Complaints of sexual violence should also be called into the college public safety department at 410-334-2937.

If an alleged victim decides not to file a complaint, but shares information with a college employee regarding an alleged discriminatory incident, it is the responsibility of the employee who receives this information to notify the appropriate Title IX coordinator and discrimination investigator, regardless of whether the information was obtained in writing or communicated verbally.

If the complaint is against an employee, the report is forwarded to the senior director of human resources or the vice president for administrative services (if the complaint involves the senior director of human resources), who initiates the preliminary inquiry and/or investigation process. If the complaint is against a student, the report is forwarded to the senior director of student development or the vice president for enrollment management and student services (if the complaint involves the senior director of student development), who initiates the preliminary inquiry and/or investigation process. For discriminatory complaints specifically related to sex discrimination, a Title IX coordinator and discrimination investigator or another trained Title IX investigator will conduct the investigation.

Except in complaints of sexual violence, the college affords reasonable confidentiality to the individuals involved in the alleged discrimination or harassment complaint and the investigation process, except to the extent necessary to investigate the allegations and take corrective action, or to comply with legal obligations.

## Retaliation

No individual who files a complaint or cooperates with a college investigation can be subject to retaliation, including any adverse employment or educational consequence. An individual who believes that he or she was retaliated against as a result of filing a complaint or cooperating with a college investigation can file an additional complaint. An employee who retaliates against anyone who has filed a complaint is subject to disciplinary action, including possible dismissal. A student who retaliates against anyone who has filed a complaint is subject to disciplinary action, including possible permanent suspension.

## Preliminary Inquiry

The investigator initiates a prompt preliminary inquiry to determine if there is reasonable cause to believe there was a discrimination and harassment policy violation. The investigator asks the reporting party for all relevant facts, including dates, times and the names of any individuals involved, including witnesses. During this discussion, the investigator determines the reporting party's desire to proceed.

In cases where the reporting party wishes to proceed or the college determines it must proceed, and the preliminary inquiry shows that reasonable cause exists, conflict resolution or a formal investigation commences. If allegations include violence, threat, pattern, predation and/or weapon, and the reporting party requests no action, the

investigator investigates only so far as necessary to determine appropriate remedies. The college reserves the right to initiate an investigation and resolution proceedings without a formal report or participation by the reporting party.

If, during the preliminary inquiry or at any point during the formal investigation, the investigator determines that there is no reasonable cause to believe that policy has been violated, the process ends unless the reporting party requests the investigator to reopen the investigation. This decision lies in the sole discretion of the Title IX coordinator.

## **Notice to Parties**

When it is determined conflict resolution or a formal investigation is to commence, notice is provided to all parties. For claims of sexual violence, notice is provided as outlined in "Safety and Security."

## **Conflict Resolution/Mediation**

Conflict resolution is typically used for less serious offenses and only when all parties agree. If conflict resolution is desired by the reporting party and it appears appropriate given the nature of the alleged behavior, then the complaint does not proceed to investigation unless a pattern of misconduct is suspected or there is an actual or perceived threat of further harm to the community or any of its members. Conflict resolution cannot be used if the claim involves sexual assault or sexual coercion.

## **Conducting an Investigation**

Once the decision is made to commence a formal investigation, the investigator meets with the responding party to discuss the allegation and gather additional information, including the names of any additional witnesses. Depending on the seriousness of the allegation and whether or not the accused admits to any wrong-doing, the investigator can decide if the complaint can be resolved without interviewing any witnesses. Witnesses must be interviewed, however, when the reporting party makes such a request, when the allegations are denied by the responding party, when this is a repeated complaint against the same individual or when the complaint involves allegations of gross misconduct. All interviews must be documented and records must be maintained in a confidential file held by the investigator.

After the investigation, the investigator reviews the available facts to determine if there is a preponderance of evidence that a policy violation occurred, and prepares a written report, outlining the findings of the investigation, including a determination as to whether or not a college policy has been violated and if there is probable cause for an appropriate corrective action(s). This report is issued no later than 60 calendar days after the initial complaint is received, barring no unusual complexity or delays. If the investigation is delayed past 60 days, the investigator informs the reporting and responding parties of the delay. This report is forwarded to the vice president of the employee accused of wrongful conduct (for complaints against employees, excluding sexual violence), the chair of the student-faculty disciplinary committee (for complaints against students, excluding sexual violence), or to a hearing officer for complaints of sexual violence. If the investigator does not conduct a prompt, thorough and impartial investigation of the complaint, he or she is subject to disciplinary action.

## **Sexual Violence Claims**

Notice and disciplinary procedures for claims of sexual violence are outlined in "Safety and Security."

## **Sanctions**

Wor-Wic does not tolerate discrimination, harassment or sexual harassment of any kind. If the allegation against an employee is substantiated, the employee is subject to disciplinary action, including possible dismissal. The vice president of the employee, in consultation with human resources, determines the appropriate corrective action(s) to be taken and prepares a written notice as specified in the Notice of Outcome—Claims Other Than Sexual Violence section of this policy. At the same time he or she issues the notices to reporting and responding parties, the vice president forwards a copy of this notice to the immediate supervisor of the responding party and provides a copy to the senior director of human resources for placement in the employee's personnel file. The immediate supervisor is responsible for the implementation and follow-up of the corrective action(s). College policies and procedures regarding dismissal, including any appeals that exist, govern the handling of complaints against employees.

If the allegation against a student is substantiated, the student is subject to disciplinary action, including possible permanent suspension. College policies and procedures regarding student conduct, including any appeals that exist, govern the handling of complaints against students.

If it is found that the employee or student who filed the complaint deliberately filed a false accusation, that individual is subject to disciplinary action in accordance with dismissal policies and procedures (when the reporting party was an employee) or student conduct policies and procedures (when the reporting party was a student).

## **Notice of Outcome -- Claims Other Than Sexual Violence**

The reporting and responding parties are simultaneously informed in writing of the final determination regarding whether a policy violation occurred. The vice president of the division or the chair of the student-faculty disciplinary committee prepares these notices. The notice to the reporting party includes whether or not it was found that the alleged conduct occurred, any individual remedies offered or provided, or any sanctions imposed on the responding party that directly relate to the reporting party, if applicable, and a statement that the college is opposed to the kind of activity that was alleged to have occurred and will take steps to prevent recurrence and remedy effects. The notice to the responding party includes whether or not it was found that the alleged conduct occurred, individual sanctions, if applicable, and a statement that the college is opposed to the kind of activity that was alleged to have occurred and will take steps to prevent recurrence and remedy effects.

## **Prevention and Awareness**

Discrimination and harassment prevention and awareness programs, including Title IX harassment, are described in "Safety and Security."

## **E. Safety and Security**

### **Public Safety**

Wor-Wic Community College employs a team of public safety officers who patrol campus facilities and grounds, and identify and address safety and security concerns. Wor-Wic public safety officers have the authority to ask individuals for identification to determine whether or not they have lawful business at the college. Wor-Wic public safety officers also have the authority to issue public safety citations for violations of college traffic/parking and smoking/tobacco use policies.

Wor-Wic public safety officers are not police officers and, as such, do not possess arrest power. All criminal incidents are referred to the Wicomico County Sheriff's Office or the Maryland State Police. The public safety department at Wor-Wic maintains a working relationship with area fire, rescue and law enforcement agencies.

The college prohibits any individual from bringing or using a weapon on college property, including a firearm or any other instrument intended to cause harm or reasonable apprehension of immediate bodily harm. Individuals who are licensed to carry a concealed weapon are required to comply, but individuals affiliated with law enforcement agencies who are licensed to carry a weapon are exempt.

### **Requesting Public Safety Assistance**

Any member of the campus community can call the public safety department at 410-334-2937 to request assistance with incidents such as altercations, disruptions, trespassing, theft, vandalism, medical assistance and/or vehicle assistance. Calls for assistance might or might not require law enforcement action. An incident can also be classified as hate bias if the incident is a hostile act of conduct, speech or expression motivated, in whole or in part, by intolerance, bias or prejudice against another individual or group. Although hate-bias incidents sometimes constitute hate crimes or discrimination, not all hate-bias incidents escalate to the level of a hate crime or discrimination.

Reported incidents are investigated, when applicable, and recorded on an incident report by the responding officer. Incident reports are available for public inspection during normal business hours at the public safety department located in Room 104 of Henson Hall. For incidents warranting an investigation, public safety officers follow the procedures under "College Investigations and Disciplinary Procedures" or in "Discrimination and Harassment," whichever is applicable to the incident.

### **Campus Operating Hours**

The campus is open during the academic year on Monday through Thursday from 7 a.m. to 11 p.m., Friday from 7 a.m. to 9:30 p.m. and Saturday from 8 a.m. to 5 p.m. College public safety officers can be reached during these hours by dialing 410-334-2937. A phone is available in every classroom, office and laboratory at the campus for anyone who needs to call for emergency assistance (911). A red sticker is affixed to each campus phone, which provides the public safety phone extension of 2937. The emergency "blue light" phones that are located in the campus parking lots and other strategic locations on campus are directly connected to the college's public safety department.

## **Visitors to College Facilities**

The use of college facilities is restricted to currently-enrolled students, employees and invited guests and visitors with legitimate business. All individuals who enter college facilities must comply with all college policies and procedures. Invited guests or visitors, including children under the age of 16, are not allowed to accompany employees or students to academic spaces, including classrooms, laboratories, resource centers, study areas or the fitness center, unless their attendance is part of an authorized activity or program of the college. For safety and liability reasons, invited guests or visitors are not permitted in areas where dangerous equipment or chemicals are used or stored, without prior authorization.

Children are permitted to visit college offices, the café, bookstore or open spaces, but they must be accompanied by a parent or guardian at all times. The parent or guardian must also ensure that the children do not disrupt the educational or work environment. Children cannot be left unattended at any time. They also cannot be left in the care of another employee or student unless the child is attending an authorized activity or program of the college. In limited situations, children can visit an employee's workspace during working hours for a brief amount of time with prior approval of the employee's immediate supervisor.

Employees who fail to comply with this policy are subject to disciplinary action in accordance with dismissal policies and procedures. Students who fail to comply with this policy are subject to student conduct policies and procedures. Invited guests or visitors who fail to comply with this policy will be asked to leave the campus.

## **Access to Campus Facilities**

Access to all college facilities during periods when the college is closed is limited to authorized employees and contractors. Signage to this effect is maintained at all entrances to the campus. The college is not responsible or liable for the safety of anyone at the campus when the college is closed.

## **Non-Campus Locations**

Because college activities occur in diverse locations throughout the college's service area, individual faculty members and other college employees assume responsibility, at off-campus, college-sponsored activities, in the event of an emergency situation.

## **Crime Reporting Procedures**

Any member of the campus community who is a victim of, or witness to, a crime at the college campus or at an off-campus, college-sponsored activity, should call 911 and the college public safety department at 410-334-2937. Anyone who needs help reporting a crime to police can obtain assistance from the public safety department. Prompt reporting assures timely warning notices and accurate disclosure of crime statistics. Victims or witnesses can report crimes, or suspicious behaviors or activities, on a voluntary, confidential basis by sending a text message to 50911. The text message should begin with UTIPS, and the date, time, location and description of the incident should be provided in the text.

All reports of criminal activity are investigated and recorded in the daily crime log in the public safety department by the officer taking the report. The daily crime log is available for public inspection during normal business hours at the public safety department located in Room 102 of Henson Hall.

In addition to the daily crime reporting log, the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act requires that certain crimes, which could require the assistance of local law enforcement officials, must be included in the annual security report. Primary crimes that must be reported include murder, negligent



manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and arson. All primary crimes, as well as larceny/theft, simple assault, intimidation, and destruction, damage or vandalism of property, are also classified as hate crimes when there is evidence that the victim was intentionally selected because of the victim's actual or perceived race, religion, sexual orientation, gender, gender identity, ethnicity, national origin or disability. Other crimes that must be reported are domestic violence, dating violence and stalking, as well as criminal charges or referrals to the college's student-faculty disciplinary committee for alcohol, drug or weapons violations.

## **Emergency Notification and Timely Warnings**

Federal law requires that a report be made to the campus community if certain crimes are committed on Wor-Wic's campus, at any of the college's non-campus facilities or on public property that is immediately adjacent to Wor-Wic's campus.

Anyone with information warranting a timely warning should report the circumstances to Wor-Wic's public safety department by calling 410-334-2937 or at the public safety department located in Room 104 in Henson Hall.

The campus community is, without delay, notified of a significant emergency or dangerous situation that could pose an immediate threat to the health or safety of students and employees. Depending on the severity of the emergency, notification occurs by one or more of the following methods:

- Omnilert (a free subscription-only text, phone and email messaging service)
- Informacast (emergency notification system)
- Email to registered Wor-Wic email accounts
- Telephone
- Personal contact by public safety or other designated employees
- Posting of notices on exterior doors on campus that detail the situation

Prior to initiating the emergency notification system, a reasonable attempt is made to verify the validity and severity of the emergency. Personal or telephone contact with the reporting party or other reliable witnesses, typically by public safety or another designated employee, is the preferred method to confirm the validity of an emergency. Physical personal verification by public safety or another designated employee, with due regard for their own personal safety, is acceptable if the reporting party is unavailable or unreliable.

Taking into account the safety of the community, the college initiates the notification system, unless issuing a notification, in the professional judgment of responsible authorities, could compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency.

Under normal circumstances, the determination to initiate the emergency notification system, as well as the content and means of the notification, is made by the president or a vice president. In extreme situations, it could be necessary to send an immediate emergency notification when the president or vice president cannot be reached in a timely fashion. If this occurs, the following individuals are authorized to compose and send the notification:

- Director of Public Safety
- Public Safety Supervisor
- Senior Director of Facilities Management
- Senior Director of Information Technology
- Dean of Occupational Education
- Dean of General Education
- Dean of Continuing Education and Workforce Development
- Evening and Weekend Administrator

Unless notification would cause or further exacerbate an unsafe situation, all members of the campus community who have subscribed to Omnilert are notified. Timely warnings do not include the names of victims.

If, in the opinion of the president or a vice president, in consultation with on-scene emergency response personnel, the emergency is of such a nature as to require notification of the general public, a press release is prepared and disseminated to local print and electronic media outlets. All tactical communications or emergency notifications are the responsibility of on-scene emergency responders.

The emergency notification system is tested at least once per year. The test is coordinated by the director of public safety and could be announced or unannounced. The text in the message alerts recipients of an emergency and then directs for the appropriate response or action to be taken during the incident. The director of public safety maintains records of the date, time and description of the test, as well as whether it was announced or unannounced.

## **Bullying**

Wor-Wic prohibits the bullying of a student, employee or visitor at the campus, any college-owned or operated facility or any college sanctioned event. The college defines bullying as an intentional, persistent, malicious and unwelcome verbal, physical or written conduct or electronic communication that creates a hostile educational or work environment by harming, intimidating, offending, degrading or humiliating another individual. Cyberbullying is a form of bullying and includes inappropriate communications such as a text message, photograph or audio/video recording, transmitted by means of an electronic device, including the use of social media sites, telephone, cell phone, computer, tablet or any other electronic communication device.

## **Sexual Violence, Domestic Violence, Dating Violence and Stalking**

Wor-Wic prohibits acts of sexual violence, domestic violence, dating violence, stalking and all other sex-related offenses.

Sexual violence is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Forcible sexual assault includes unwanted touching, rape, sodomy, sexual assault with an object and fondling. Non-forcible sexual offenses are acts of unlawful sexual activity against people incapable of giving consent.

Victims of one of these offenses are encouraged to report the incident to a college public safety officer. The public safety officer refers students to a college counselor and employees to the senior director of human resources, and informs the victim of a sexual assault of his or her rights to file criminal charges with the appropriate law enforcement official, to request assistance with notifying such authorities or to decline notification of such authorities. The counselor or senior director of human resources encourages the victim to contact law enforcement and medical personnel as soon as possible to receive guidance in the preservation of evidence needed for proof of criminal assaults, obtaining a protective order, and the apprehension and prosecution of assailants. At the request of the victim, the counselor or senior director of human resources assists in the notification of local law enforcement officials and makes arrangements for transport to the nearest hospital equipped with the Maryland State Police Sexual Assault Evidence Collection Kit (Peninsula Regional Medical Center, Atlantic General Hospital or EdwardW. McCready Memorial Hospital).

The counselor or senior director of human resources also provides victims with referrals to appropriate counseling, mental health and other agencies in the community. Upon the written request of the victim, the counselor can arrange a modification to the victim's class schedule and the senior director of human resources can arrange a

modification to the victim's employment situation if such an alternative is available and appropriate, and such an accommodation or protective measure remains confidential to the extent that maintaining such confidentiality does not impair the ability of the college to provide the accommodation or protective measure. The college protects the confidentiality of victims and other necessary parties by completing publicly-available documents without including personally-identifiable information.

To facilitate reporting and improve access to care, the college continues to pursue formalized agreements with organizations that provide trauma-informed services to victims of sexual assault.

Students who have been drinking and/or using drugs at the time a sexual violence incident occurs could be hesitant to report such incidents due to fear of potential consequences for their own conduct. When the college determines that a student (a) violated the substance abuse policy during or near the time of an alleged sexual assault, (b) in good faith reported a sexual assault or is participating in a sexual assault investigation as a witness, and (c) the college determines that the substance abuse violation was not reasonably likely to put the health or safety of another individual at risk, the college does not impose a campus conduct action for the substance abuse violation other than mandatory substance abuse intervention, when appropriate. The college provides any student or employee who indicates that he or she is a victim of such an offense, or who is participating in an investigation of such an offense, with an explanation of his or her rights and options, regardless of the location where the offense occurred.

Investigation and disciplinary procedures for sexual violence, domestic violence, dating violence and stalking are provided under "College Investigations and Disciplinary Procedures" or in "Discrimination and Harassment."

## **Substance Abuse**

The college recognizes drug or alcohol abuse as an illness and a major health problem, as well as a potential safety and security problem. Health risks associated with substance abuse include death, stroke and diseases of the heart and liver, in addition to alcohol and drug related suicides, homicides and accidents. The college complies with all federal, state and local laws that regulate or prohibit the possession, use or distribution of alcohol or illicit drugs.

The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Violation of drug laws are referred to the appropriate law enforcement agencies. Violators are subject to college disciplinary action, criminal prosecution, fine and imprisonment.

Consumption of alcoholic beverages on the Wor-Wic campus, at any college-owned or operated facility or at any college sanctioned event is prohibited except by individuals over the age of 21 at officially-sponsored college events. Violations of Maryland law regarding the possession, consumption, sale or furnishing of alcohol to people under the legal drinking age are referred to the appropriate law enforcement agencies. Violations of the alcoholic beverage policy by students are referred to the college student-faculty disciplinary committee. Employees who violate the policy are subject to disciplinary procedures up to and including dismissal.

Students with substance abuse problems are referred to the counselor, who provides evaluation, counseling and referrals to community agencies. All students agree to abide by the college's substance abuse policies and procedures when they sign the college's admission application.

Employees are required to sign a statement before they begin their employment at the college, certifying that they understand that they are required to notify their supervisor of any criminal substance abuse conviction within five calendar days after conviction. The college is required to provide written notification of an employee substance abuse conviction to the U.S. Department of Education within 10 calendar days after receiving notice of such conviction and to take appropriate disciplinary action against the employee or to require that the employee complete a substance abuse assistance or rehabilitation program at his or her own expense within 30 calendar days after being

notified of the conviction. Employees with substance abuse problems are referred to the college's employee assistance program.

## **College Investigations and Disciplinary Procedures**

In addition to any criminal or civil proceedings, any employee or student who is accused of substance abuse, sexual violence, domestic violence, dating violence, stalking or any other crime or incidents warranting an investigation such as altercations, bullying, disruptions, trespassing, theft, vandalism, hate bias, hazing or violating certain college policies, is subject to college disciplinary procedures. The senior director of student development or the senior director of human resources, who both serve as the Title IX coordinators and discrimination investigators for the college, initiates a prompt, fair and impartial investigation in accordance with the procedures specified in the college's discrimination and harassment policy. In all investigations, the investigator reviews the available facts to determine if there is a preponderance of evidence that a policy violation occurred and if there is probable cause for an appropriate corrective action(s).

Wor-Wic's "Discrimination and Harassment " policy is available on the college website, as well as in the college catalog (for students) and the policies and procedures manual (for employees).

## **Employee Disciplinary Procedures**

If a sexual violence complaint is made by a student against an employee, the student disciplinary procedures for sexual violence are followed. Regardless of the reporting party, if the employee is found to have violated a policy listed here, appropriate personnel action is taken, up to and including dismissal. The reporting and responding parties are entitled to the same opportunities to have others present during college disciplinary proceedings, as specified in the employee dismissal procedures, and both are simultaneously informed of the outcome, the appeal process, any change in results and when results of the proceedings are final.

## **Student Disciplinary Procedures -- Sexual Violence**

Disciplinary proceedings and resolutions are prompt and equitable and provide an opportunity for the reporting and responding parties to be heard through mediation or a formal hearing. Students who allege or respond to an allegation of sexual violence are treated with dignity, respect, and sensitivity by college employees during all phases of the investigation and disciplinary proceedings. The college makes interim safety measures, as appropriate, to protect involved parties.

Students can obtain assistance by a licensed attorney, an advocate supervised by an attorney or a trained advocate throughout the investigation and disciplinary proceedings to attend and hold private consultations during hearings (except during questioning of the student at a hearing), meetings and interviews and to exercise any rights during disciplinary proceedings. Before the conclusion of disciplinary proceedings, students can access pro bono counsel or counsel paid for by the Maryland Higher Education Commission by selecting an attorney from the Commission's list of attorneys and legal services programs. If students select and retain an attorney who is not on the Commission's list, the Commission pays fees to the selected attorney that are equivalent to those paid to attorneys under civil legal services programs administered by the Maryland Legal Services Corporation. The Commission does not pay the student's attorney's fees for representation in a criminal or civil matter.

## ***Notice of Sexual Violence Claim***

Upon notification of a sexual violence claim, the Title IX investigator issues a timely, sensitive and appropriately formatted notice to the reporting and responding parties before the start of an investigation. This notice includes the date, time and location of the alleged violation; the range of potential sanctions associated with the alleged violation;

the student's rights and responsibilities as provided in this policy, including the right to assistance of an attorney or advocate and the right to a personal supporter throughout the process; legal and referral services available to the student; and information regarding other civil and criminal options. Additional timely and sensitive written notices are provided, as needed, to inform all parties of the date, time and location of each hearing, meeting or interview that the students are required or permitted to attend. Students can have no more than two people, including a personal supporter of the student's choice, an attorney or an advocate, at any hearing, meeting or interview.

### *Mediation*

The college uses mediation or other informal mechanisms for resolving a sexual violence complaint only if the claim is not sexual assault or sexual coercion, the reporting student requests an informal mechanism, all parties to the complaint, including the college, agree to the use of the informal mechanism, and the college provides a trained professional/employee to guide the process. Any party to the complaint can end the informal mechanism at any time in favor of a formal hearing.

### *Formal Hearing*

If not resolved through an informal mechanism, claims of sexual violence policy violations are adjudicated by a hearing officer through a formal hearing. The adjudicating official is prohibited from considering certain evidence, including 1) a student's prior sexual history with an individual other than a party to the proceedings unless used to prove the source of injury, prior sexual misconduct or ulterior motive, or impeach a student's credibility after that student has put his or her own prior sexual conduct at issue and 2) a student's history of mental health counseling, treatment or diagnosis unless the student consents.

Both the reporting party and the respondent(s) can offer testimony at a hearing; submit evidence, witness lists and specific questions to be posed during the hearing; provide and review testimony electronically or in a way in which the students are not required to be in the physical presence of the other; review and provide written responses to reports and proposed findings; and access the case file and evidence regarding the incident that was obtained by the Title IX investigator, after personally identifiable or other information is redacted as required by applicable law.

If a student is found to have violated the sexual violence policy, disciplinary action is taken in accordance with procedures that govern student conduct, up to and including permanent suspension. The reporting and responding parties are simultaneously informed in writing of the final determination regarding whether a sexual violence policy violation occurred and the basis for the determination, any sanction(s) imposed, and a description of the appeal process.

### **Student Disciplinary Procedures -- Other Crimes and Disruptions**

If the student is found to have violated a policy listed here other than sexual violence, disciplinary action is taken in accordance with procedures that govern student conduct, up to and including permanent suspension. The reporting party and responding party are entitled to the same opportunities to have others present during college disciplinary proceedings, as specified in the student conduct procedures, and both are simultaneously informed of the outcome, the appeal process, any change in results and when results of the proceedings are final.

### **Prevention and Awareness**

Efforts to provide a safe and secure environment focus on the prevention and awareness of substance abuse, hate crimes, sexual violence, domestic violence, dating violence, stalking or other crimes, as well as hate bias, bullying and hazing. Prevention and awareness programs are offered to reduce the risk of such crimes and incidents, and to promote safety and bystander action.

Initial prevention and awareness programs include the dissemination of the college's discrimination and harassment policy, as well as a copy of the annual security report, to all new employees on their first day of work. New employees must complete a Title IX training module for higher education within their first two weeks of employment. Credit students who take the mandatory Fundamentals of College Study course are presented with Title IX information and safety policies, and tested on the information. A public safety officer presents safety information at employee and student orientation sessions. Information related to harassment and discrimination, and safety and security, is published on the college website, as well as the college catalog and the policies and procedures manual.

Wor-Wic public safety officers are present on campus during all hours when the college is open and during special events when the college would otherwise be closed. Signs are posted at the campus entrances indicating that unauthorized entry after operating hours is prohibited and that surveillance cameras are in use. Operational procedures for public safety officers specify that officers regularly patrol all campus buildings, grounds and parking lots. Public safety officers also escort individuals to their vehicles in campus parking lots upon request. The director of public safety coordinates the safety prevention program for the college by performing nightly inspections of the lighting, landscaping, doors, locks and alarm systems at the college campus to initiate any safety or security improvements. The director of public safety also serves as the college liaison to law enforcement officials and as co-chairperson of the college safety committee.

The counselor coordinates the ongoing awareness program by disseminating pamphlets and brochures, displaying posters in college facilities, submitting articles for student and employee publications, coordinating guest speakers or providing information to students and employees at orientation sessions, workshops or meetings. The counselor shares information about substance abuse and makes referrals to local agencies. The counselor also maintains a list of campus and community resources available for victims of a sex offense. Educational programs to promote the awareness of rape, acquaintance rape, forcible and non-forcible sex offenses, including domestic violence, dating violence, sexual assault and stalking, and how to prevent becoming the victim of such crimes are also available from the local health department or local law enforcement agencies. These agencies can also provide counseling or other mental health services for victims of sexual offenses.

Annual training is provided to the college's Title IX coordinators and discrimination investigators, as well as other employees who are designated as college Title IX investigators. These employees are required to attend an annual professional development session related to discrimination and harassment, including Title IX harassment.

College prevention and awareness programs, including employee professional development opportunities, are reviewed annually to determine their effectiveness and to ensure that sanctions are consistently enforced.

## **Information Concerning Registered Sex Offenders**

Information about registered sex offenders can be obtained by searching the Maryland Sex Offender Registry at [www.dpscs.state.md.us/sorSearch](http://www.dpscs.state.md.us/sorSearch).

## **Missing Students**

Wor-Wic does not provide on-campus student housing facilities and, as such, is not required to maintain missing student notification procedures. Missing person reports should be made to local law enforcement agencies.

## F. Student Conduct

### Student-Faculty Disciplinary Committee

The student-faculty disciplinary committee hears student conduct cases that are referred to the committee by any student or employee, as well as traffic, parking and smoking/tobacco use violation appeals. The membership of the student-faculty disciplinary committee consists of the president and vice president of the student government association, two full-time faculty members appointed for two-year staggered terms by the faculty council and the senior director of student development, who serves as chairperson. Student members hold office for one year, but they may be reappointed. Vacancies that occur in the middle of the year are filled by the student government association for student members and by the faculty council for faculty members. The support staff council appoints a support staff member to serve on this committee when traffic, parking and smoking/tobacco use violations are on the agenda.

The committee chairperson receives referrals of cases in a written communication that includes the person's name and the specific offense with which he or she is being charged. By a majority vote of the membership, the committee may decide either to hear the case, to dismiss it without a hearing or, in matters not covered by present statute, refer the case elsewhere for action. If the committee decides to hear the case, it informs the student, in writing, of the charges against him or her and of the date set for the hearing. Once notified, the student must indicate whether or not he or she intends to attend the hearing. If the student is unable to attend on the specified date, he or she can request the hearing to be rescheduled. If the student fails to appear on the hearing date, the proceedings continue and the case is heard in absentia. Students and Wor-Wic employees who have information relevant to the case must appear before the committee to provide this information if they are requested to do so. The person making the charge appears before the committee as the plaintiff. The hearing is open to members of the student-faculty disciplinary committee, the student, the person making the charge, the director of student engagement and witnesses for the student or student-faculty disciplinary committee. A witness must be able to offer specific information relevant to the charge in order to be heard by the student-faculty disciplinary committee. The committee votes by secret ballot. A majority vote of the membership is necessary for a conviction, with the chairperson voting in case of a tie. The decision of the committee is put in writing by the chairperson and implemented by the appropriate college official. The written decision does not include an indication of how individual committee members voted, but it does provide for minority opinions.

### Primary Offenses

Primary offenses include violations of both academic values and civil conduct.

### Violations of Academic Values

- A. Cheating -- the intentional use or attempted use of unauthorized materials, information or study aids, or unethical collaboration in any academic exercise. Common forms of cheating include, but are not limited to, the following:
  1. Copying or using notes or instructional material during examinations, tests or quizzes, unless allowed by the instructor;
  2. \* Having another person write a paper or presentation or a substantial portion of a paper or presentation, including purchased papers;
  3. Obtaining, using or possessing copies of an examination before its scheduled administration;
  4. \* Submitting another's project as one's own;
  5. Having another person take an examination in the student's place;
  6. Altering or falsifying examination results after they have been evaluated and returned to the student;

7. Writing the answer to an exam question outside of class and submitting that answer as part of an in-class examination, unless allowed by the instructor; and
  8. Using any electronic device to obtain, provide or assist with answers on a quiz, test or examination.
- B. Plagiarism -- defined as the presentation of seemingly-original work that is derived in whole or in part from an existing source without properly citing the source of the material. Common forms of plagiarism include, but are not limited to, the following:
1. \* Duplicating an author's work (in part or whole) without quotation marks and/or accurate citations;
  2. \* Duplicating an author's words or phrases with accurate citations, but without quotation marks;
  3. \* Paraphrasing an author's ideas without accurate citations; and
  4. \* Providing accurate citations, but merely substituting synonyms for or rearranging an author's exact words.
- A. Facilitating academic dishonesty -- defined as giving intentional assistance to another student in committing an act of academic dishonesty. Common forms of facilitating dishonesty include, but are not limited to, the following:
1. \* Completing an examination or project for someone else;
  2. \* Permitting another student to copy one's work;
  3. Furnishing another student with unauthorized information during an examination, including the use of electronic devices;
  4. \* Collaborating with other individuals, including but not limited to current and previous Wor-Wic students, in a way that extends beyond the boundaries set by the instructor;
  5. Providing test questions to another person; and
  6. \* Writing a paper or any portion thereof for another student or providing another student with a purchased paper.
- A. Fabrication -- defined as the intentional falsification or invention of any information, data or citation in an academic assignment.
- B. Other forms of academic dishonesty include, but are not limited to, the following:
1. Submitting or resubmitting the same paper for different classes/courses without the explicit approval of the current course instructor;
  2. Using dishonest means or communications to fulfill clinical experiences, field work, laboratory or computer assignments; and
  3. Demonstrating any behavior that is generally regarded as lacking in academic integrity.

\* Malicious plagiarism and/or academic dishonesty violations that have mandatory penalties  
 Items A through E were adapted with permission from Frederick Community College.

## Violations of Civil Conduct

- A. Contempt of the college -- defined as the failure to observe the orders of a committee, including disrespect at committee hearings or disrespect of employees or students in the performance of their duties;
- B. Tampering with or falsifying official college documents;
- C. Serious disregard of regulations -- defined as a student's repeated violation of any posted or published administrative regulation on student conduct;
- D. Bringing or using a weapon on college property -- defined as any student, including those licensed to carry a concealed weapon, but excluding those licensed to carry a weapon who are affiliated with a law enforcement agency, who comes to the college with or uses a firearm or any other instrument intended to cause harm or reasonable apprehension of immediate bodily harm;
- E. Unauthorized use of alcoholic beverages, including the possession, consumption, sale or purchase of any beverage declared illegal by law;
- F. Use of any drug, narcotic or substance defined as a controlled dangerous substance by law;
- G. Gambling, including all activities defined as gambling by law;
- H. Threatening behavior -- defined as any specific act or pattern of behavior resulting in or clearly tending to result in the injury of people or property or a violation of accepted standards of decency or disturbance of the peace, including aggressive or threatening behavior, assault, battery, harassment, hate-bias, hate crimes, hazing or bullying, in-person, through written expression, on the telephone, through electronic means or in cyberspace.



## Secondary Offenses

Secondary offenses include behaviors that display a lack of respect for other college students, employees or property, as well as behaviors displaying a student's lack of responsibility. Violations include repeated instances of any of the following:

- A. Ignoring the guidelines for civil behavior, in the classroom, on campus or at college-sponsored events;
- B. Any conduct unbecoming of a college student, including, but not limited to, littering, loud talking or laughing that disturbs others, audio devices operating at an objectionable level or in unsuitable circumstances, and profanity -- defined as that generally described as offensive in the college's service area;
- C. Violating any posted or published administrative regulation on student conduct;
- D. Smoking/tobacco use in "no smoking/tobacco use" areas; or
- E. Being in unsupervised laboratories and/or other restricted areas without prior permission.

## Committee Action

Decisions of the student-faculty disciplinary committee may include: 1) specific orders -- for primary or secondary offenses, the committee may order the performance or non-performance of specific acts; 2) reprimand -- for primary and secondary offenses, the committee may warn an offender against further violations; 3) disciplinary probation -- for primary and secondary offenses, the committee may specify a period of probation for the student; and 4) suspension -- for primary offenses, the committee may suspend a student from the college on a temporary or permanent basis.

All sustained convictions for conduct violations are noted in the student's record.

## Mandatory Penalties for Malicious Plagiarism and/or Academic Dishonesty

Students convicted of the previously listed violations marked with an asterisk (\*) are subject to the following mandatory penalties:

First Offense: The charge is discussed and the penalties are assigned by the instructor.

- At a student/instructor conference, the student signs an "Academic Dishonesty Form" and the form is submitted to the chairperson of student-faculty disciplinary committee for the database collection of names.
- The student does not receive any credit for the assignment; and
- The violation is recorded in the student's record.

Second Offense: For a second charge, when the student does not agree that the academic violation occurred or if the student does not meet with the instructor to discuss the violation, the charge is heard and the penalties are assigned by the student-faculty disciplinary committee.

- The student receives an "F" for the course and is not permitted to drop or withdraw from the course.

If desired, the student can still attend the course, complete the assignments and participate in course activities. However, the final grade in the course remains an "F," regardless of any progress made in the course.

Third Offense: The charge is heard and the penalties are assigned by the student-faculty disciplinary committee.

- The student receives an "F" for the course and is not permitted to drop or withdraw from the course; and
- The student is suspended beginning with the next fall or spring term following the conviction and the suspension lasts for one fall or spring term, even if graduation is delayed;

If desired, the student can still attend the course, complete the assignments and participate in course activities. However, the final grade in the course remains an "F," regardless of any progress made in the course.

Fourth Offense: The charge is heard and the penalties are assigned by the student-faculty disciplinary committee.

- The student receives an immediate "F" in all courses and is not permitted to drop or withdraw from the courses; and
- The student is immediately placed on permanent suspension.

## **Student Rights**

A student charged by the committee must be convicted or acquitted of the specified charge, not for a greater or lesser offense. A student charged with a primary or secondary offense is provided with the advice of the director of student engagement, including advice at the committee hearing. No student must testify against him- or herself and no student can be denied the right to question those who testify against him or her. A student can appeal a disciplinary decision to the president. The basis for the appeal must be submitted in writing within 48 hours from the time the student is notified of the committee's decision. The president reviews the summary of the testimony, opinion and order of the original hearing and any other testimony that the student may submit, provided that such testimony was undiscovered or unavailable at the time of the original hearing. The president may affirm, reduce or strengthen the disciplinary action originally assessed. The president is the final appellate authority. A student cannot be recharged by the committee for the same primary or secondary offense if a decision on the original charge has been reached.

## **G. Student Records**

### **Access to Individual Students**

Any currently-enrolled or former student, as well as anyone the student wishes to accompany him or her, may review his or her own student record in a private meeting with the registrar or the dean of continuing education and workforce development. However, students do not have access to confidential materials such as the recommendations of high school principals or counselors. Also, unless authorized by their parents, students do not have access to confidential financial statements made by their parents to support financial aid requests.

Questions regarding the accuracy or appropriateness of materials in a student's records should be referred to the registrar or the dean of continuing education and workforce development. A student who believes information in his or her record is inaccurate, misleading or in violation of his or her right to privacy may make a written request that his or her record be amended. If the student's request to amend his or her record is not justified, in the judgment of the registrar or dean of continuing education and workforce development, the registrar or dean informs the student of this in writing, and advises the student that he or she can appeal to the vice president for enrollment management and student services (for credit students) or the vice president for academic affairs (for continuing education students). The decision of the vice president is provided to the student in writing, along with a statement indicating that the student can request a hearing by the president of the college. If the president decides the record is not to be amended, the student is informed of his or her right to place a statement in the file indicating that the student's record has been contested. This statement remains in the student's file and is disclosed to anyone to whom the contested file is disclosed. The student is also informed of his or her right to file a complaint under the Family Educational Rights and Privacy Act by writing to the U.S. Department of Education, 330 Independence Ave., S.W., Washington, D.C., 20201.

### **Access to College Employees**

A college employee who has a legitimate need may have access to student records by making such a request to the registrar or the dean of continuing education and workforce development. Faculty members who serve as academic advisors receive unofficial progress reports on their students at the end of each fall and spring term. Academic advisors are responsible for maintaining the security and confidentiality of these reports.

### **Access to Outside Requesters**

Authorized state and federal government representatives have access to student records when they are related to the audit and evaluation of federally- or state-supported educational programs. Such a representative must describe the reason for the request in writing to the registrar or dean of continuing education and workforce development. The request must also include a statement that guarantees that the student's record, if personally-identifiable records are included, will not be shared with a third party.

A student's transcript is sent to a transfer institution only at the student's written request. Personal reference questionnaires from transfer institutions to which students have applied are answered by the college with certain restrictions. Questions about the student's character or morals are answered only if information in the file can supply these answers and with the understanding that these answers are subject to review by the student at the receiving institution. Disciplinary action also may be revealed, if the college has taken final action in the case, if such action is recorded in the file and if such action was designated as a primary offense.

After providing proper identification and written authorization from the student to release information in his or her record, an employer, prospective employer or his or her representative may be authorized by the registrar or dean of continuing education and workforce development to review the student's record. A statement that access was authorized, to whom, when and why is placed in the student's file at that time. If the student has authorized access to information other than that found on the transcript, such information may be reviewed with the employer in a private meeting with the registrar or dean of continuing education and workforce development. When a questionnaire is received from an employer or a prospective employer, the college may complete the questionnaire or send a form letter to reveal certain information such as dates of attendance and degree earned. Information on a student's transcript may be revealed only if the student personally requested a transcript or provided written authorization for his or her academic record to be shared with the requester. A copy of the document granting such authorization is placed in the student's file. A college employee may send a personal recommendation about a student to an employer or prospective employer if the recommendation is based on personal knowledge of the student.

If a legal jurisdiction subpoenas the release of a student's record, the registrar or dean of continuing education and workforce development notifies the student. After confirming that the student has been notified, the registrar or dean assures the safe transport of student records to the legal jurisdiction which has issued the subpoena.

Parents of a dependent student under 18 years old who request access to the student's record without the student's consent must substantiate the fact that the student is a dependent. The request and substantiation must be presented to the registrar or dean of continuing education and workforce development. A statement that access was authorized, to whom, when and why is placed in the student's file and a copy is sent to the student.

## H. Tuition Rates for Veterans

The following individuals are charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery GI Bill – Active Duty Program) or Chapter 33 (Post-9/11 GI Bill) of Title 38, United States Code, who lives in Maryland while attending Wor-Wic (regardless of his or her formal state of residence) and enrolls within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Maryland while attending Wor-Wic (regardless of his or her formal state of residence) and enrolls within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled at Wor-Wic (other than during regularly-scheduled breaks between courses, semesters or terms). The person so described must have enrolled prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either Chapter 30 or Chapter 33 of Title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Maryland while attending Wor-Wic (regardless of his or her formal state of residence).
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Maryland while attending Wor-Wic (regardless of his or her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

This policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679(c) as amended. Questions about tuition rates and veterans benefits should be directed to the college's director of veterans services.

# I. Academic Grievances

## Hearing Guidelines

Written notification of the hearing must be sent to the student and to the faculty member at least seven days prior to the hearing date. The notification of the hearing must include the date, time and place of the hearing, the names of the student and faculty member and a copy of the written grievance. It is presumed that notification was given and received if it was sent to the student and faculty member at their last known addresses by regular first class mail, postage prepaid, postmarked at least seven days prior to the hearing.

The academic standards committee serves as a passive, unbiased and nondiscriminatory board. The committee may ask questions of the witnesses and request further information as required. It is the student who has the burden of proving that his or her case is correct. If a grievance is registered against an academic standards committee member, that member disqualifies him- or herself and the faculty council chairperson appoints an alternate for the hearing. The academic standards committee is responsible for tape-recording the hearing and submitting the tape to the vice president for academic affairs with the committee's recommendation. The hearing is open to members of the academic standards committee, the student, the faculty member who is the subject of the grievance, the vice president for academic affairs, academic deans, dean of continuing education and workforce development and witnesses for the student, faculty member or the academic standards committee. A witness must be able to offer specific information relevant to the grievance in order to be heard by the academic standards committee. The student may request the advice of a faculty member, including advice at the committee hearing.

The chairperson of the academic standards committee opens the hearing with the following standard opening statement: "The academic standards committee, a standing committee of the faculty council of Wor-Wic Community College, has convened this hearing to review a written grievance according to the college's academic grievance procedures. At this hearing on (date) at (time) in (room number) of (building) in Salisbury, Maryland, the student, (name), who has registered a grievance against the faculty member, (name), has the burden of proving the correctness of his or her grievance. It is the role of the academic standards committee to act as a hearing board to make its recommendation, through the vice president for academic affairs, to the college president concerning this grievance according to the college's academic grievance procedures. The academic standards committee serves as a passive, unbiased and nondiscriminatory board. All individuals involved in these proceedings are advised to conduct themselves in a professional manner. Failure to heed the warnings of the academic standards committee during these proceedings may warrant your removal from the hearing." All individuals who intend to make statements are sworn in by raising their right hands and answering "I do" to the following oath: "Do you declare and affirm that the testimony you are about to give is the truth, the whole truth, and nothing but the truth?"

The student makes an opening statement concerning how he or she has been treated unfairly by the faculty member. The faculty member also makes an opening statement concerning the facts that the faculty member expects to prove during the hearing. Witnesses for the student may undergo direct examination by the student and cross-examination by the faculty member. Witnesses for the faculty member may undergo direct examination by the faculty member and cross-examination by the student. The student, faculty member and witnesses are to address their presentations to the academic standards committee and may question each other or witnesses after receiving permission from the chair of the academic standards committee. Witnesses may not ask questions. They may only respond to questions.

The hearing closes with a brief statement by the academic standards committee chairperson. The committee reviews the written grievance and the facts presented during the hearing. The committee has 10 days to make its recommendation, through the vice president for academic affairs, to the president. The recommendation may be in the form of a finding for the student or a finding for the faculty member. The recommendation may grant relief that is different from or less than that sought by either party. The technical rules of evidence do not apply. The decision of the president, upon notification of all parties involved, is final.

## J. Student Transfer Policies

The following policies of the Maryland Higher Education Commission are subject to change from time to time:

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 06 GENERAL EDUCATION AND TRANSFER

Chapter 01 Public Institutions of Higher Education

Authority: Education Article, §§11-105(u), 11-207 and Title 11, Subtitle 2, Annotated Code of Maryland

.01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) “A.A. degree” means the Associate of Arts degree.
- (2) “A.A.S. degree” means the Associate of Applied Sciences degree.
- (3) “A.A.T. degree” means the Associate of Arts in Teaching degree.
- (4) “A.F.A. degree” means the Associate of Fine Arts degree.
- (5) “Arts” means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice.
- (6) “A.S. degree” means the Associate of Sciences degree.
- (7) “A.S.E. degree” means the Associate of Science in Engineering degree.
- (8) “Associate’s degree” includes an:
  - (a) A.A. degree;
  - (b) A.S. degree;
  - (c) A.A.S. degree;
  - (d) A.A.T. degree;
  - (e) A.F.A. degree; and
  - (f) A.S.E. degree.
- (9) “Biological and physical sciences” means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- (10) “Cumulative grade point average” means the average of grades received for completed coursework at all institutions attended.
- (11) “English composition courses” means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- (12) “General education” means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (13) “General education program” means a program that is designed to:
  - (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
  - (b) Encourage the pursuit of life-long learning; and
  - (c) Foster the development of educated members of the community and the world.
- (14) “Humanities” means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life.
- (15) “Mathematics” means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
- (16) “Native student” means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
- (17) “Parallel program” means the program of study or courses at one institution of higher education that has parallel courses and 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.

- (18) “Receiving institution” means the institution of higher education at which a transfer student currently desires to enroll.
- (19) “Recommended transfer program” means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first half of the baccalaureate degree.
- (20) “Reverse transfer” means 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.
- (21) “Sending institution” means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
- (22) “Social and behavioral sciences” means courses that are concerned with the examination of society and the relationships among individuals within a society.
- (23) “Transfer student” means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution that are applicable for credit at the institution the student is entering.

#### .02-1 Admission of Transfer Students to Public Institutions.

##### A. Admission to Institutions.

- (1) Subject to §B of this regulation, a student attending a public institution who has completed an associate’s degree or who has completed 60 or more semester hours of credit, may 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 at the sending institution, except as provided in §A(4) of this regulation.
- (2) Subject to §B of this regulation, a student attending a public institution who has not completed an associate’s degree or who has completed fewer than 60 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:
  - (a) Satisfied the admission criteria of the 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 at the sending institution.
- (3) Subject to §B of this regulation, 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 on the institution’s website; 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 additional program admission requirements 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) 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 is 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.
- (4) A receiving public institution shall ensure that any changes to program standards and criteria for admission and the transfer of credits maintain the fair and equal treatment of native and transfer students, and are communicated in a timely manner.



.03 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, and incorporate the general education knowledge and skills required by the Middle States Commission on Higher Education Standards for Accreditation. No later than August 1, 2017, 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); and
  - (5) One course in English composition, completed with a grade of C- or better.
- D. Institution-Specific Requirements.
- (1) 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.
  - (2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.
- E. General education programs leading to the A.A.S. degree shall include at least 18 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.
- F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
- G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
- H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
- I. Public institutions may not include physical education skills courses as part of the general education requirements.
- J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
- K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
- L. 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.
- M. 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.

**.04 Transfer of Education Program Credit.****A. Transfer of Credit 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.**

- (1) Except as provided in §B(5) of this regulation, at least 60 credits but not more than 70 credits of general education, elective, and major courses that a student earns at any community college in the State toward an associate's of art or an associate's of science degree shall be transferable to any public senior higher education institution in the State for credit toward a bachelor's degree.
- (2) To be transferable, a credit shall have been earned in accordance with the student's degree plan.
- (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 the receiving public institution granting the degree if successfully completed in accordance with the receiving institution's policies governing native students in the same program.
- (4) Students earning an A.A.S. or A.F.A. degree shall have their credits evaluated in a manner that maximizes the transfer of articulated and elective credit.
- (5) A community college and a public senior higher education institution may provide in an articulation agreement for the transfer of credits in addition to credits transferred under §B(1) of this regulation.

**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 according to the same standards that apply to native students at the receiving institution:
  - (a) Technical courses from career programs;
  - (b) Course credit awarded through articulation agreements with other segments or agencies, which should be developed in collaboration with all public institutions, including course credit awarded by articulation with Maryland public secondary schools;
  - (c) Credit awarded for clinical practice or cooperative education experiences;
  - (d) Credit awarded for life and work experiences; and
  - (e) Credit awarded for training, coursework, or education through the military.
- (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 collaboration 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 for seamless transfer. 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.

E. Reverse Transfer of Credit

- (1) Subject to §E(2) of this regulation, a community college shall accept for reverse transfer any credits that an individual earned at a public senior institution up to 45 credits. Credits in excess of 45 credits may be accepted in accordance with the community college's policy.
- (2) To be eligible for the transfer of credit under §E(1) of this regulation, a student shall have completed at least 15 credits at the community college to which the credits are transferred.
- (3) Community colleges and public senior institutions shall develop a process to identify students eligible for reverse transfer at no cost to the student.

F. Transfer of General Education Credit

- (1) 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.
- (2) 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.
- (3) 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.
- (4) A Maryland community college shall accept 28—36 credits of general education as specified in Regulation .03(C) of this chapter as completion of the general education requirements at the community college, without further review or the need for a course-by-course match.
- (5) 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 at a public institution for any general education courses successfully completed at the sending institution.
- (6) 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—18 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 prerequisites required by a receiving institution.
- (7) Each public 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.
- (8) Associate's Degrees.
- (a) 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.
- (b) A student possessing an associate's degree 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 credits.
- (9) Student Responsibilities. A student is held:
- (a) Accountable for the loss of credits that:
- (i) Result from changes in the student's selection of the major program of study;
- (ii) Were earned for remedial course work; or
- (iii) Exceed the total course credits accepted in transfer as allowed by this chapter; and
- (b) Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the associate degree in a recommended transfer program that 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 and programs to 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 or transcripts of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results within 20 working days of the receipt of all official transcripts. 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 transfer student shall be provided the same opportunity as a native student to pursue the program and degree requirements that were in effect at the time that the student enrolled at the sending institution provided they have been continuously enrolled and otherwise meet the same requirements of the native student.

**.06 Programmatic Currency.**

- A. Maryland public institutions shall collaborate to develop and provide to students current and accurate information on transferable programs and courses.
- B. Upon approval of new baccalaureate programs, recommended transfer programs shall be developed with each community college.
- 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.

**.07 Transfer Mediation Committee.**

- A. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Secretary, who shall appoint a Transfer Mediation Committee to adjudicate the disagreement. Members appointed to the Transfer Mediation Committee shall be representative of the public 4-year colleges and universities and the community colleges.
- B. The Transfer Mediation Committee shall address general education issues at the course or curricular level, not individual student cases. 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.

**.08 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 written 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.
- .09 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.

Chapter revised effective April 24, 2017 (44:8 Md. R. 405)