



## **Chesapeake College 2024-2025 Catalog**

### **Wye Mills Campus**

P. O. Box 8  
1000 College Circle  
Wye Mills, Maryland 21679-0008  
410-822-5400, 410-758-1537, 410-228-4360  
Fax: 410-827-5875

TTY: Call via Maryland Relay

Website:

[www.chesapeake.edu](http://www.chesapeake.edu)

### **Cambridge Center**

416-418 Race Street  
Cambridge, Maryland 21613-1836  
410-820-6058, 410-228-5754  
Fax: 410-820-6406

*Policies effective Fall Semester 2024*

## **Notice to Students**

While this Catalog is intended to be a fair summary of certain matters of interest to students, its readers should be aware (1) that this Catalog is not intended to be a complete statement of all procedures, policies, rules, and regulations that may be contained in this catalog; (2) that the College reserves the right to change without notice any academic or other requirements, course offerings, course contents, programs, procedures, policies, rules, and regulations which may be contained in this Catalog; and (3) that departmental procedures, policies, rules, and regulations, whether or not contained in this Catalog, may be applicable to students in those departments.

A student is responsible for meeting all requirements for graduation. Faculty advisors may assist in planning programs, but the final responsibility for meeting the requirements for graduation rests with each student. In addition, students planning to transfer to another institution have the sole responsibility to determine that their course of study at the College will qualify for such a transfer.

## **Equal Opportunity Statement**

Chesapeake College is an equal opportunity institution, providing access to education, service, and employment regardless of race, color, religion, creed, age, national origin, ancestry, sex/gender, marital status, genetic information, disability, pregnancy, military status, sexual orientation, or any other class protected by law. Reasonable accommodations, auxiliary aids and services and other changes required by persons with disabilities to allow access to programs and services will be provided if the College receives sufficient notice and it is not an undue burden to do so. The College urges these requests to be made at least 14 days in advance.

## **Message from President**

Welcome to Chesapeake College!

Our faculty, staff and college leadership work together as a community to create a dynamic learning environment for our students. Each of us is committed to your success.

Your success—whether it is transfer to a four-year university or entry into the workforce—is our mission. If you have not yet decided on a course of study, explore our Pathways to find the major that suits your talents and goals.

You will learn from talented faculty supported by dedicated staff. You will also build connections with classmates that will last a lifetime. Whether you are with us short-term or for multiple years, you will acquire the tools that provide for your success. If you take classes virtually or in person, you will learn in a supportive environment designed for your academic and personal growth.

Your Chesapeake experience will be richer if you are an active member of our campus community. Make the most of your time at Chesapeake by becoming involved in student government, athletics, performing arts, honor societies, or a campus club.

Thank you for beginning the next steps in your personal journey with Chesapeake College. Welcome to our community. I wish you the best of luck!

Dr. Cliff Coppersmith

# Mission and Core Values

## Our Mission

Chesapeake College empowers students from diverse communities to excel in further education, employment, and participation in an interconnected world.

Embracing the importance of student learning to our mission, the College:

- Empowers students as independent learners who are intellectually competent, skilled in the application of learning, technologically proficient, and grounded in the values and common goals of our civic culture
- Challenges students to see beyond themselves to better understand their place in a global society and culturally diverse world, while preserving and enhancing the rich cultural heritage of the region
- Provides a curriculum and activities that meet the needs of an increasingly diverse student population
- Enhances learning opportunities, in partnership with community organizations, that reinforce the value of service to others and strengthen students' ethical development and civic engagement
- Ensures an environment conducive for learning by providing appropriate facilities, support services, technology, and other resources to enhance student learning

Recognizing our role as an engine for regional economic and community development that improves the quality of life for those in our service region, the College:

- Supports workforce development by providing the courses and training needed to build a skilled labor force
- Enhances enjoyment and appreciation of the arts by incorporating cultural activities into the curriculum and bringing fine and performing arts events to the region
- Sponsors a broad range of community and civic activities that reflect the College's role as a community-learning center
- Extends access to baccalaureate and graduate degree programs for Upper Shore residents through inter-institutional partnerships

## Our Core Values

### **Student-centered**

Empowering and supporting each student to achieve their greatest potential while making decisions with our students in mind

### **Quality**

Creating a dynamic environment for learning and development that establishes high standards for individual excellence

### **Sustainability and Responsibility**

Taking responsibility for our actions, acting as responsible stewards of our resources, and adhering to the highest standards of ethical and civic behavior

### **Community**

Engaging our community and serving as a catalyst for positive change on campus and in our region through effective communication

### **Teamwork and Shared Governance**

Working together through collaboration to develop ideas, knowledge, and creative solutions

### **Innovation**

Creating an environment where campus stakeholders are empowered to exercise collaborative creativity and innovation

### **Diversity and Respect**

Fostering inclusiveness and an appreciation for individual differences

### **Adaptability**

Responding rapidly to local and global change

## **Facts at a Glance**

Chesapeake College is a comprehensive public two-year regional community college serving the educational needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Eastern Shore. The college offers a large selection of credit and continuing education classes designed to help students prepare for transfer to upper-level institutions, immediate entry into a career, or enhancement of work-related skills.

## **Board of Trustees**

### **Caroline County**

L. Nash McMahan, Vice Chair (2010-2025)  
Milton E. Nagel (2017-2022)

### **Kent County**

Robert Grace (2016-2026)  
Brenda W. Shorter (2016-2025)

### **Dorchester County**

Mary Dennard-Turner (2019-2023)  
Victoria Jackson-Stanley (2016-2024)

### **Queen Anne's County**

Christopher Garvey (2016-2022)  
Michael J. Mulligan (2016-2024)

### **Talbot County**

Blenda Armistead, Chair (2011-2026)  
Reza Jafari (2018-2023)

### **Trustee Emeritus**

Dewey E. Blades

## **Facts**

### **Founded**

1965

### **Size of campus**

170 acres

### **Curriculum**

Two-year program of study in liberal arts and sciences and career programs

### **Degrees and awards granted**

Associate of Arts, Associate of Arts in Teaching, Associate of Science, Associate of Applied Science, Certificate, and Letter of Recognition

### **Student enrollment**

In academic year 2018, we enrolled 2,839 credit students and 4,917 non-credit students.

### **Faculty and staff**

In Fall 2018, we employed 53 full-time, credit faculty; 56 part-time, credit faculty; 164 full-time staff; and 168 part-time staff (including CE faculty).

### **Student-Faculty ratio**

15:1

**Library facilities**

Providing access to over 300,000 print and electronic books, films, music, images, and an extensive collection of online periodicals, available through a variety of subject specific online databases, the library also offers technology equipped spaces for group and individual study, open computer areas, a special collection of Eastern Shore-related materials, and resources on philanthropic giving for grant seekers.

**Computer facilities**

The College provides access to a wide-range of software packages, and applications, including high-speed Internet access. All students receive e-mail accounts through the College. The College computers for educational use by students and faculty. The Learning Resource Center has computers available for public use.

**Student financial aid**

In the 2018-2019 academic year, Chesapeake College awarded over \$3.6M in student aid to over 2,500 recipients. Chesapeake College students receive funds for college in the form of grants, work-study and scholarships. Awards are based on financial need and/or academic ability.

**Campus Locations:****Wye Mills Campus**

The Wye Mills campus occupies a 170-acre site with 12 buildings that includes a health professions and athletics center, learning resource center, regional performing arts center, higher education center, and childcare facility.

Historic Wye Mills, on Routes 50 and 213

1000 College Circle, P. O. Box 8

Wye Mills, Maryland 21679-0008

**Switchboard Phone:** 410-822-5400, 410-758-1537, or 410-228-4360

**TTY:** Call via Maryland Relay

**Fax:** 410-827-5875

**Web address:** [www.chesapeake.edu](http://www.chesapeake.edu)

**Chesapeake College Cambridge Center**

The college operates a center in Cambridge at 416-418 Race Street, Cambridge, Maryland 21613.

**Switchboard Phone:** 410-820-6058, 410-228-5754

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**Fax:** 410-820-6406

**Web address:** [www.chesapeake.edu](http://www.chesapeake.edu)

**Off-campus teaching locations**

Various sites throughout Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties

## History of Chesapeake College

Chesapeake College, founded in 1965 as Maryland's first regional community college, was developed to serve the needs of the upper and middle Eastern Shore. More than 40 years after its founding, the College continues to respond to the growing needs of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties, which comprise its service area.

In 1965, the Maryland General Assembly adopted legislation providing for the creation of regional community colleges. That same year, three members each from Caroline, Kent, Queen Anne's, and Talbot counties' school boards met with representatives from the Maryland State Department of Education to plan for Chesapeake College, which was chartered December 22, 1965.

Shortly after Dr. George Silver, the College's first president, assumed his duties in July 1966, a 170-acre site near Wye Mills, bordered by U.S. Route 50 and Maryland Routes 662 and 213 was purchased. The Washington, D.C., architectural firm of McLeod, Ferrara, and Ensign was engaged to develop a master plan. Phase I construction, started that year, included five buildings: Humanities, Science, Library/Administration, College Center, and Gymnasium.

Classes opened in September 1967, in the Queen Anne's County High School in Centreville, with an enrollment of 260 students taking classes in the late afternoons and evenings. During that year, the administrative staff, faculty, and library were housed in the Kennard Elementary School in Centreville. Beginning in September 1968, its second year, the College took gradual occupancy of the five new buildings at Wye Mills. Chesapeake College graduated its first class in May 1969.

The new campus was dedicated, Dr. Silver was formally inaugurated, and the College held its first Homecoming Weekend during the 1969–70 school year. The College reached another milestone with full accreditation granted by the Middle States Association of Colleges and Secondary Schools as Chesapeake's third academic year drew to a close.

A new Board of Trustees, appointed by the Governor on July 1, 1974, saw ground broken for construction of the Technical Center and for an addition to the Physical Education building that would house the College's Olympic-size pool.

The opening of these new buildings for the 1976-77 academic year increased the College's ability to serve its public, and the traditionally strong liberal arts and sciences, career, occupational, and technical curricula were expanded. These programs continue to grow, and the College later constructed a Manufacturing Training Center building to house workshops, classrooms, and equipment.

Dr. Robert C. Schleiger was inaugurated as the College's second president in 1976. As enrollment at Chesapeake continued to climb and campus buildings were fully utilized, the College offered credit and non-credit courses at locations throughout the four support counties and in Dorchester County.

The vote by Dorchester County, in June 1979, to join Chesapeake as a full-support county was a direct outgrowth of the first full-time satellite center in Cambridge, which opened in August 1978.

An Early Childhood Development Center was constructed in 1989 to serve the parents of preschoolers who are students at the College, faculty and staff members, and the community. The center also provides classroom experience for students pursuing a career in Early Childhood Education.

Dr. John R. Kotula, who assumed his duties as the College's third president in March 1992, presided over an era of expansion. The Chesapeake College Cambridge Center, a full-service satellite campus, opened for the 1994-95 academic year, and the College's Center for Business and the Arts opened in 1996 with offices, classrooms and a 500-seat Performing Arts Center.

The College, which previously offered only an Associate of Arts degree, added the Associate of Science and Associate of Applied Science degrees. Three intercollegiate sports—women's basketball, soccer and softball—have been added since 1992, when College officials announced expansion of the athletic program.

Dr. Stuart M. Bounds, the fourth President of Chesapeake College, assumed his duties in 1997 and led Chesapeake through another significant growth period involving new partnerships.

In 1997, Chesapeake College and the Macqueen Gibbs Willis (MGW) School of Nursing merged to offer nursing degrees and certificates. The Chesapeake College MGW Nursing Program and other health career programs are now based at the Chesapeake College Health Professions and Athletics Center.

The College continues to reach out to all segments of the community by partnering with local organizations, such as the Workforce Investment Board to provide training and retraining in business and technical subjects. Partnerships with Departments of Social Service and Local Management Boards help the College to serve diverse populations with special needs. The Upper Shore Manufacturing & Business Council and the Small Business Development Center provide a connection to the many manufacturing and other business organizations in the region. The College also moved forward with Distance Learning opportunities at several sites in the five-county region served by the College and is pursuing other endeavors.

In 1998, Chesapeake joined with Salisbury University, University of Maryland Eastern Shore, Washington College and Wor-Wic Community College to form the Eastern Shore Association of Colleges.

In 2002 the College opened a 49,000 square-foot Learning Resource Center, which contains the library, computer labs and Student Support Services. The Eastern Shore Higher Education Center opened in 2003 to provide baccalaureate and graduate coursework on Chesapeake's campus through various partner institutions.

The fall of 2003 marked the end of renovations to the Dorchester Administration Building, where the Office of Student Affairs, the Registration Office and the Business Office are housed to provide enhanced services to Chesapeake students. A new mezzanine level in the Performing Arts Center opened in 2004 with an additional 300 seats for the theatre. The renovated and expanded Caroline College Center opened in 2006. The Talbot Science Center was also renovated in 2007.

Dr. Bounds retired in June 2008, and Dr. Barbara A. Viniar was named Chesapeake's fifth president. She began her tenure on July 1, 2008, and was officially inaugurated on March 27, 2009.

In 2010, a renovation to the Kent Humanities Building was completed. As the first phase of the Center for Leadership and Environmental Learning (CLEEn), Chesapeake dedicated a wind turbine on campus in the fall of 2011. In 2013, renovation and expansion began on Chesapeake's physical education building to create the Health Professions and Athletics Center. The HPAC opened for Fall Semester 2015 classes. Chesapeake celebrated its 50th birthday during the 2015-2016 academic year.

Dr. Bounds returned to Chesapeake on July 1, 2017 to serve as the college's interim president for one year.

Dr. Cliff Coppersmith began his term as Chesapeake's sixth president on May 29, 2018. Chesapeake launched a new Strategic Plan in 2019. The college completed a self-study and review for Middle States Commission on Higher Education re-accreditation in 2024.

## Accreditations

Chesapeake College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000 or [www.msche.org](http://www.msche.org)). Middle States is a voluntary, non-governmental, peer-based institutional accrediting membership association dedicated to educational excellence and improvement through peer evaluation and accreditation. Middle States is recognized by the United States Secretary of Education and the Council for Higher Education.

Chesapeake is approved by the Maryland Higher Education Commission (MHEC) to operate as a community college in the State of Maryland, authorizing the College to award associate degrees and lower division certificates ([www.mhec.maryland.gov](http://www.mhec.maryland.gov)). MHEC has also approved Chesapeake College to receive Veterans' benefits. In 2010, MHEC sent a resolution to the United States Department of Education regarding the authority of Maryland community colleges, including Chesapeake, to operate in Maryland.

### **How is accreditation maintained?**

The process for institutional accreditation becomes an annual one beginning in FY2025. An important part of the new Middle States methodology is expanded annual reporting. The Annual Institutional Update required of all Middle States accredited institutions reports data for a series of metrics of student achievement (academic progress and post-institutional) and financial stability/health. These metrics will become part of the Midpoint Peer Review in which a peer review team will evaluate those data at the midpoint of the accreditation cycle to determine if additional action is necessary.

Middle States identified seven standards that constitute excellence in the delivery of higher education. Their publications, Standards for Accreditation and Requirements of Affiliation, describe these characteristics in detail. At the end of the accreditation cycle (now eight years), the college participates in an in-depth self-study evaluation. That evaluation consists of institutional narrative, document archive data, a site team visit of peer reviewers, and ultimately, Commission action. The focus of the narrative document is on institutional improvement in context of the seven Standards for Accreditation.

### **Accreditation Statement**

Chesapeake College was first accredited in 1970 and through its most recent self-study, was reaffirmed in 2024 without request for a follow-up report. The next self-study evaluation is scheduled for 2031-2032. The statement of accreditation status is available at <https://www.msche.org/institution/0156/>.

### **Program Accreditation**

Several Chesapeake health profession programs are accredited by separate governing bodies specific to the discipline. Each has its own standards for accreditation as well as assessment criteria. Those programs, which are referenced below, each have varying accreditation cycles.

- **The Nursing Program** is approved by the Maryland Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN). Upon approval of the Maryland Board of Nursing, associate degree graduates may take the national licensure examination for registered nurse (NCLEX-RN).
- **The Radiologic Sciences Program** is accredited by the Joint Review Committee on Education in Radiologic Technology. Successful completion of the program leads to eligibility to sit for the American Registry of Radiologic Technologists (AART) Exam.
- **The Paramedic/EMS Program** is accredited by the Commission on Accreditation of Allied Health Education Programs. Successful completion of the program leads to eligibility to take state and national certification examinations including the Paramedic National Registry exam and State protocol exams.
- **The Physical Therapist Assistant Program** is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE). Successful completion of the program leads to eligibility to sit for the National Physical Therapy Exam (NPTE).
- **The Surgical Technology Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). Successful completion of the program leads to eligibility to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) examination.



# Academic and Administrative Calendar

## 2024-2025 Academic Calendar

The current semester's academic calendar can always be found online through our home page.

### Fall 2024 terms

- Fall Term (FA): August 21 - December 10
- Fall, Accelerated 2 (F1): August 21 - October 14
- Fall, Accelerated 1 (FL): September 12 - December 10
- Fall, Accelerated 3 (FI): October 15 - December 10

### Winterim 2025 term (WI) (Internet classes only)

- December 13, 2024 - January 16, 2024 (21 calendar days)
- Holiday Break – December 20, 2024 - January 2, 2025

### Spring 2025 terms

- Spring Term (SP): January 22 - May 13
- Accelerated 2 (S1): January 22 - March 13
- Accelerated 1 (SL): February 11 - May 14
- Accelerated 3 (SI): March 24 - May 13
- Spring Break – March 17-23

### Commencement

- Wednesday, May 21, 2025, 2pm

### Summer 2025 term

- Summer term (SU): June 12 - August 7 (no classes June 19 or July 2-3)
- Accelerated 2 (SM) (27 days (Net classes only): June 12 - July 10
- Accelerated 3 (SF) (27 days (Net classes only): July 16 - August 7

## 2024-2025 Administrative Closings Calendar

Chesapeake College is closed on the following dates:

### Fall 2024

- College Holiday - Labor Day: Monday, September 2, 2024
- College Holiday - Thanksgiving: College closed Wednesday, November 27 through Sunday, December 1, 2024

- College Winter Break: College is closed Friday, December 20, 2024 through Thursday, January 2, 2024, reopen Friday, January 3, 2024.

## **Spring 2024**

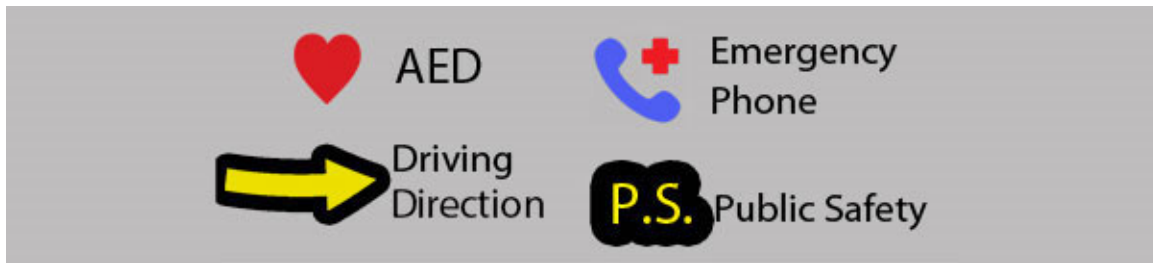
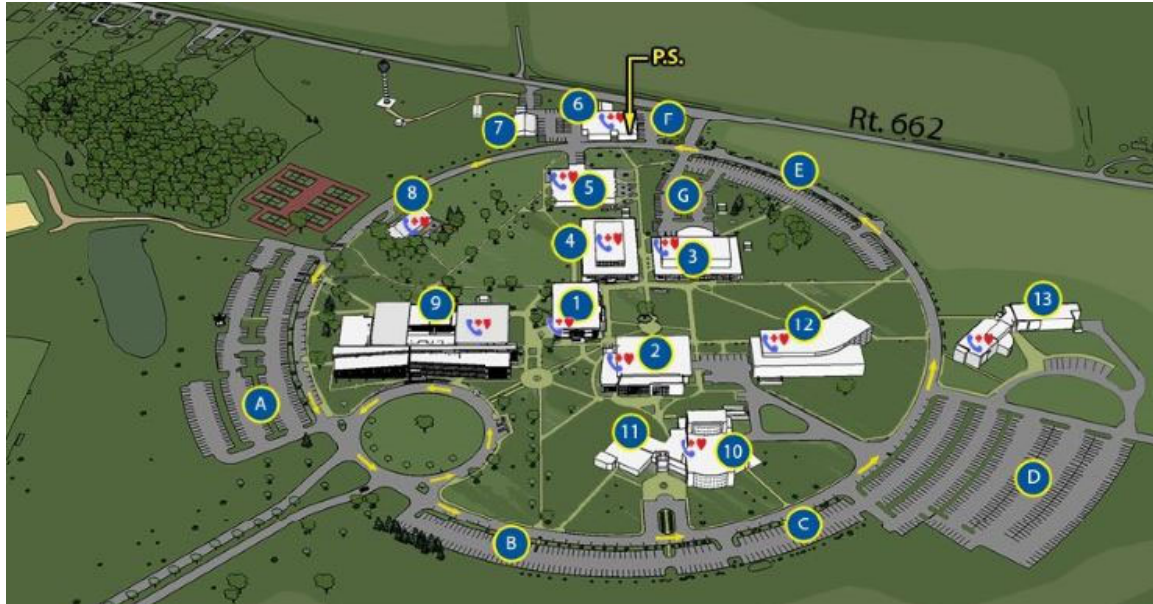
- College Holiday - ML King Birthday: Monday, January 20, 2025
- College Spring Break: Monday, March 17 and Tuesday, March 18, 2025
- College Holiday - Memorial Day: Monday, May 26, 2025
- College Holiday - Juneteenth: Thursday, June 19, 2025

## **Summer 2024**

- College Holiday - Independence Day: Thursday, July 4, 2025
- Summer Hours (Extended hours Monday through Thursday; College closed on Fridays): Begins Monday, May 19 and ends Friday, August 8, 2025
- Regular Hours begin Monday, August 11, 2025

# Map of Wye Mills Campus

## Map of Wye Mills Campus



A current map of campus can always be found online at <https://www.chesapeake.edu/about/campus-map>.

## Map Legend

1. Dorchester Administration Building
2. Caroline College Center
3. Kent/Humanities Building
4. Talbot/Science
5. Queen Anne's/Technical
6. Manufacturing Training Center
7. Maintenance Building
8. Early Childhood Development Center
9. Health Professions and Athletics Center (HPAC)
10. Todd Performing Arts Center (TPAC)
11. Economic Development Center
12. Learning Resource Center (Library)
13. Eastern Shore Higher Education Center (ESHEC)

Lots A-G - Parking

# Telephone Directory

- College Telephone Service and Extensions
- Department Telephone Numbers
- Faculty Directory (opens external page)

## College Telephone Service and Extensions

For Wye Mills campus information, call : 410-822-5400

For Cambridge Center information, call: 410-228-5754

TTY users call via Maryland Relay.

Visit our website at: <http://www.chesapeake.edu>

## Department Telephone Numbers

Accessibility Support Services  
410-827-5805

Admissions/Advising  
410-827-5856 or 410-822-5400, ext. 2240

Athletics Department  
410-822-5400, ext. 5750

Bookstore  
410-827-6874 or 410-822-5400, ext. 2304

Business Office  
410-822-5400, ext. 2244

Cambridge Center - Main Desk  
Ext. 2660

Cambridge Center Public Safety  
410-463-4185

Campus Public Safety: Wye Mills  
410-758-7275 (24/7)

Career Services  
410-827-5804

Financial Aid  
410-827-5803

Food Services (Sodexo)  
410-822-5400, ext. 2390

Help Desk/IT Support  
410-822-5400. ext. 2224

Information Desk (Dorchester Administration  
Building, Wye Mills)  
410-822-5400, ext. 2240

Learning Resource Center  
410-827-5860

Maintenance/Facilities  
410-827-5872

Multi-Service Center (Cambridge Center)  
410-822-5400, ext. 2602

Records and Registration  
410-827-5876

Testing Center  
410-822-5400, ext. 2344

Todd Performing Arts Center Ticket Box Office  
410-827-5867

Transcripts/Records  
410-822-5400, ext. 2249

Transfer Advising  
410-822-5400, ext. 2240

TRiO Student Support Services programs  
410-827-3419

Tutoring (Academic Support Center)  
410-827-5854

Veterans Affairs  
410-822-5400, ext. 2249

**Department Chairs**

Chair for Arts & Humanities  
410-822-5400, ext. 2331

Chair for Business  
410-827-5851

Chair for Education  
410-822-5400, ext. 2284

Chair for Health Professions  
410-822-5400, ext. 2724

Chair for Skilled Trades  
410-827-5827

Chair for Social Sciences  
410-822-5400, ext. 2205

Chair for STEM (Science, Technology, Engineering,  
and Math)  
410-822-5400, ext. 2333

**Deans**

Dean for Teaching & Learning  
410-827-5812

Dean for Faculty  
410-822-5400

Dean for Students  
410-827-5844

**President & Vice Presidents**

President's Office  
410-827-5802

Vice President for Workforce and Academic Programs  
410-827-5806

Vice President for Administrative Services  
410-827-5704

Vice President for Student Services and Enrollment  
Management  
410-827-5858

Vice President/Chief Information Officer  
410-827-3411

# Degree Designations

## Associate Degree Designations

In 1992, Maryland community colleges joined colleges across the nation in offering Associate of Science (AS), Associate of Applied Science (AAS) and Associate of Arts (AA) degrees. In February 1992, the Maryland Higher Education Commission adopted policies and guidelines designed to standardize degree designations among Maryland community colleges. In June 2001, the Maryland Higher Education Commission approved the Associate of Arts in Teaching (AAT) degree.

The following designations have been adopted for Chesapeake College programs.

## Career Programs

Programs are offered in a variety of career fields, leading to Associate of Applied Science degrees, certificates, and letters of recognition. Individual career programs are designed to provide students with entry-level employment skills, instruction for employed students seeking to upgrade skills, and training for students preparing for a career change and new job skills.

## Associate of Applied Science (AAS) Degree

This degree recognizes a curricular focus in a specific occupational area. Associate of Applied Science (AAS) degree programs are intended primarily for immediate employment or occupational skills upgrading, but also provide opportunities for additional education in appropriate Bachelor of Science (BS) and/or Bachelor of Technology (BT) programs at four-year institutions.

### Joint/Cooperative Degree Programs

Chesapeake College offers joint-degree programs with other colleges in Maryland. Special admissions requirements apply.

For more information, see the Programs of Study of this Catalog.

## Transfer Programs

Transfer programs prepare students for transfer to the upper division of a college or university upon completion of an Associate of Arts or an Associate of Science degree. In many cases, these flexible programs can be adapted to meet requirements in preprofessional programs at four-year colleges.

## Associate of Arts (AA) Degree

This degree recognizes a curricular focus in the liberal arts, humanities, and fine arts. Associate of Arts (AA) degree programs are intended primarily for transfer to Bachelor of Arts (BA) degree programs at four-year institutions, but are also suitable for career exploration and skills upgrading.

## Associate of Science (AS) Degree

This degree recognizes a curricular focus in scientific and technical studies. Associate of Science (AS) programs are intended to facilitate direct transfer to Bachelor of Science (BS) programs at four-year institutions, but also provide technical knowledge and skills applicable to career entry or advancement.

## **Associate of Arts in Teaching (AAT) Degree**

This degree recognizes a curricular focus which provides the equivalent of the first two years towards a bachelor's degree in teacher education. The degree is intended to facilitate transfer into a teacher education program at any Maryland four-year college or university, but is also suitable for persons needing to meet requirements to become teacher aides. The degree requires a grade point average of 2.75 and passing scores on the Praxis-I Exam.

## **Certificates**

Certificate programs provide a credential for acquired knowledge and skills in specific discipline areas. Most certificate programs are designed to assist students with upgrading their skills or providing the knowledge base for immediate entry-level employment. Certificate programs require a minimum of 12 credits. Many are designed to lead into degree programs.

## **Letters of Recognition**

Credit Letters of Recognition are awarded to students who complete fewer than 12 credits in a prescribed sequence of courses focused in a specific discipline. Letters of Recognition are often designed to lead into certificate programs.

# Online Learning

- Types of Online Learning
- Ready for Online?
- Technology Recommendations
- Online Programs

## Types of Online Learning

Chesapeake College offers a variety of online learning opportunities to fit students' needs and schedules:

- Asynchronous
  - Anytime online – courses can be taken at your convenience anywhere you have internet access.
  - Entire class is held in a virtual environment.
- Synchronous
  - Real time online – courses are taken on specific days and times, anywhere you have internet access.
  - Entire class is held in a virtual environment.
- Hybrid
  - A mix of online and face-to-face in-person instruction.
  - Some traditional face-to-face in-person instruction and some virtual online learning.
- Face-to-Face
  - Traditional in-person classes
  - Takes place on campus, in a classroom with other students and the instructor present.
- HyFlex
  - Students in HyFlex courses may choose to attend in-person to participate in the classroom, they may stay home and view the live-streaming, or they may participate asynchronously online.
  - HyFlex courses are appropriate for students who have the flexibility and comfort level to move between in-person and online learning during a semester.

## Ready for Online?

**Online courses work best for students who are:**

- Self-disciplined
- Willing and able to put in the time every week to do the work
- Comfortable with computer and internet skills
- Able to read and write at a college level.

If you think your success in class depends on face-to-face interaction with your instructor and other students, online classes may not be your best choice.

Find out if online learning is a good choice for you - before you register!

**Take the SmarterMeasure self-assessment.**

It takes less than half an hour. Results are privately emailed to you.



Click here to begin.

Username: chesapeake

Password: student

## Technology Recommendations

To be successful, it is best to take your online courses using a computer or laptop that has a webcam, headphones, an up-to-date operating system, and reliable internet. Taking an online course using a phone is not recommended.

## Online Programs

Currently, the College offers two degree and two certificate programs that may be taken fully online by selecting the appropriate courses:

- Accounting - A.A.S. Degree
- Accounting - Basic Certificate
- Accounting - Advanced Certificate
- Accounting - Letter of Recognition
- Business Administration - A.A. Degree
- Business Management - A.A. Degree
- Business Management -- Certificate
- Business Management -- Letter of Recognition
- Human Services -- A.A.S. Degree -- Behavioral Health
- Human Services -- Addictions Counseling Certificate
- Liberal Arts & Sciences (200) - A.A. Degree
- Transfer Studies - Basic Certificate
- Transfer Studies - Advanced Certificate

For more information about these programs, please contact the Admissions office at 410.822.5400, ext. 2240.

## **Non-Traditional Studies**

Under certain circumstances, curriculum may be delivered or awarded through non-traditional methods, including independent study, non-collegiate courses, and special study ("299") courses. More information about each is provided below.

**Note:** Students enrolling part- or full-time in any of the non-traditional studies listed below will be charged tuition and fees at the regular rate.

### **Independent Study**

Under certain circumstances, a student may be permitted to register for a course that is listed in the College's Catalog but not scheduled in the designated semester (i.e., fall or spring). Independent study will be considered only if the class is required for graduation during the given academic year and was either cancelled or not offered by the College; or if extenuating circumstances prevented the student from registering for the regularly scheduled section of the course. Requests for independent study must include sufficient documentation of need and must be approved by the faculty member providing supervision, the appropriate Dean for Faculty and Teaching, and the Vice President for Workforce and Academic Programs. The student must have a grade point average of 2.5 to be eligible. Verification of eligibility will be determined by the Registrar. Independent study courses must be completed within the semester for which the student has registered.

Students seeking independent study should first contact the supervising faculty member.

### **Non-Collegiate Courses**

Credit may be obtained for non-collegiate courses or testing programs at the post-secondary level in accordance with THE NATIONAL GUIDE TO CREDIT RECOMMENDATIONS FOR NON-COLLEGIATE COURSES from the American Council on Education (ACE), Washington, D.C. (latest edition).

### **Special Study—299**

It is possible for students to enroll for special study in an area not otherwise offered in the College Catalog. A student enrolling in this course must contract to take the course with an instructor. The student must receive approval from the instructor, Dean for Faculty and Teaching, and the Vice President for Workforce and Academic Programs. The student must be a sophomore with at least a 3.0 grade point average or must possess at least an associate's degree. Certification of eligibility will be determined by the Registrar. The Special Study must be completed within the semester or session for which the student is registered.

# Admissions and Placement

## The Open Door

In keeping with its philosophy of putting postsecondary education within the reach of all citizens, Chesapeake College has adopted an Open Door admissions policy. Regular admission will be granted to any student beyond the age of compulsory school attendance. Students not beyond the age of compulsory school attendance may be admitted in special categories (such as Dual Enrollment for high school students or the Gifted and Talented Program) as approved by the Chesapeake College Board of Trustees.

## Admissions Procedure

Students who have questions with regard to the admissions process or who would like to schedule a visit to the College should contact the Office of Admissions at [admissions@chesapeake.edu](mailto:admissions@chesapeake.edu).

Students should take the following steps to complete the application process:

1. **Submit an online admissions application before the semester when admission is desired.**  
Applications for admission may be obtained from the College's Website at [www.chesapeake.edu](http://www.chesapeake.edu)

As part of the application, applicants need to request that copies of the following official documents be forwarded to the Office of Registration and Records:

- High school graduates: submit an official copy of your secondary school transcript.
  - General Equivalency Diploma (GED) students: request that a copy of your test results be mailed from the appropriate State Department of Education.
  - Students who have attended other colleges, forward an official transcript from each college attended to the *Office of Registration, Attn.: Registrar*. (Note: Transfer credits are not normally posted on the student's academic record until 15 credits have been earned at Chesapeake.)
  - Please also forward ACT, SAT, AP and CLEP scores to the College's Office of Registration and Records.
2. **Provide proof of college readiness.**

Take the College's ACCUPLACER Assessment at the Testing Center, unless exempt (see requirements in this section for exemption information). The college-readiness assessment and placement process helps ensure students enroll in courses that are appropriate to their academic and career goals. For additional testing information, please contact Admissions at [admissions@chesapeake.edu](mailto:admissions@chesapeake.edu).

3. **Meet with an admissions representative to discuss academic and career options and planning.** Contact the Office of Admissions at [admissions@chesapeake.edu](mailto:admissions@chesapeake.edu).

### NOTE

- Additional admissions requirements and procedures may apply to programs in Health Professions fields. See specific program pages in the Catalog for details.
- **Submission of incomplete or false information by the student may be cause for denial of admission or dismissal from Chesapeake College.**
- International students and non-U.S. citizens can find additional information about applying in this catalog, below, and online.

# Student Assessment and Course Placement Policy

The College's assessment and placement policies help us determine which level of courses is most likely to start a student on their path to success at Chesapeake. If you need additional information, please contact Admissions at [admissions@chesapeake.edu](mailto:admissions@chesapeake.edu).

## Initial placement at Chesapeake

Initial placement uses a student's demonstrated readiness to succeed in college-level coursework to make entry level courses available for registration. Students can show readiness to succeed in a number of ways, outlined below.

## College-readiness Assessment

Chesapeake College is committed to the success of our students. To help students begin reaching their goals, the College accepts a variety of measures to demonstrate college readiness. For students who cannot demonstrate college readiness through the initial placement options listed below, the College uses an assessment instrument called ACCUPLACER. This instrument is used to measure entry-level skills in mathematics and literacy, the results of which academic advisors interpret to assist students with the selection of courses.

No student will be denied admission as a result of test scores. However, if you are required to complete the ACCUPLACER as a condition of enrollment, and if your test scores indicate a need for skill development, you will be required to complete the appropriate developmental courses. *Students with placement scores below college ready must begin their developmental coursework in their first semester. (Some exemptions apply.)*

The following measures of college readiness may be used to place applicants into appropriate credit-level classes. If students do not qualify for any of these measures, they will have to take the ACCUPLACER test, as noted at the end of this list.

### **APPROPRIATE SCORE ON A MARYLAND GED EXAM**

- GED scores of 165 or higher in GED Mathematical Reasoning.
- GED scores of 165 or higher in Reasoning through the Language Arts, Science, and Social Studies.

### **TRANSFERABLE, COLLEGE-LEVEL COURSEWORK**

- Completed a transferable college-level English course at another accredited institution, qualifying you for direct placement into ENG 101 and all college courses with a college-ready prerequisite in English.
- You have completed a transferable college-level mathematics courses at another accredited institution, qualifying you for direct placement in college-level math courses and all college courses with a college-ready prerequisite in math.

### **DEGREE FROM AN ACCREDITED COLLEGE OR UNIVERSITY**

- You have a degree from an accredited college or university, qualifying you for direct placement into ENG 101, college-level math courses and all college courses with a college-ready prerequisite.

### **SAT AND ACT ACHIEVEMENT**

- You have taken the SAT or ACT and have achieved the following:
  - SAT Critical Reading **or** Evidence-Based Reading and Writing score of 480 or higher, qualifying you for direct placement into ENG 101 and all college courses with a college-ready prerequisite in English.
  - SAT Math score of 530 or higher, qualifying you for direct placement into college-level math courses and all college courses with a college-ready prerequisite in math.
  - ACT Composite score of 21 or higher, qualifying you for direct placement into ENG 101, college-level math courses and all college courses with a college-ready prerequisite.

### **ADVANCED PLACEMENT (AP) ACHIEVEMENT**

- You have taken the following Advanced Placement (AP) tests administered by the College Board:

- English Language with a score of 3 or higher, qualifying you for direct placement into ENG 101 and all college courses with a college-ready prerequisite in English.
- Calculus AB or BC with a score of 3 or higher, qualifying you for direct placement into college-level math courses and all college courses with a college-ready prerequisite in math.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

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

The College participates in the College-Level Examination Program (CLEP) as a means of assessing and awarding credit for knowledge obtained through prior experience or course work taken at non-accredited institutions. CLEP is also a means of evaluating post-high school learning experiences, education through employment, and skills gained through the Armed Services. Students are advised to review the CLEP policies of the institutions to which they expect to transfer. Information regarding CLEP tests and fees may be obtained from the Testing Center. Chesapeake offers CLEP examinations only for courses which parallel those found in the college's catalog, including credit-level math and English courses. A current list of CLEP examinations for which Chesapeake College will grant credit is listed in the Chesapeake College catalog or can be obtained from the Testing Center. The chart below indicates which CLEP tests in English and math earn students college credit as well as direct placement into courses in those disciplines.

HIGH SCHOOL ACHIEVEMENT

- Graduated from high school in the last five years with at least a 3.0 overall high school grade-point average, qualifying you for direct placement into English 101 and all college courses with a college-ready prerequisite in English. (*High school seniors may be placed using their high school GPA current through the fall semester of their senior year.*)
- Successfully completed a high school transition course in English within the last five years, qualifying you for ENG 101 and all college courses with a college-ready prerequisite in English if you received a "C" or better in the transition course.
- Graduated from high school in the last three years with at least a 3.0 overall high school grade-point average, including successful ("C" or better) completion of Algebra II within the same period, qualifying you for direct placement into college-level math and all college courses with a college-ready math prerequisite. (*High school seniors may be placed using their high school GPA current through the fall semester of their senior year.*)
- Successfully completed a high school math transition course in the last three years, qualifying you for direct placement into college-level math and all college courses with a college-ready math prerequisite.

Students placing directly into credit-level math and English are strongly urged to supplement their learning through the tutoring resources available at the College. Students deemed "college-ready" in math and/or English are expected to meet the same outcomes in credit-level courses as students who have successfully completed the college's developmental math and English sequences. It is each student's responsibility to supplement his/her classroom learning.

ACCUPLACER EXAM

If a student cannot provide documentation of any of the preceding methods by which s/he may be placed into credit-level classes, then s/he must take the ACCUPLACER test in writing and math. Accuplacer scores are good for two years. Please consult the current college catalog or contact the Office of Admissions at admissions@chesapeake.edu for more information.

**Table of Chesapeake College's Exemptions to the Accuplacer Requirement**

Achievement	Direct placement into . . . *
Transferred in college-level English course – "C" or better	College-level English courses
Transferred in college-level Math courses – "C" or better	College-level math courses
Obtained college or university degree	College-level English courses
	College-level math courses

SAT/Critical Reading (Verbal) or Evidence-Based Reading and Writing – 480 or better	College-level English courses
SAT/Math – 530 or better	College-level math courses
ACT Composite – 21 or better	College-level English courses College-level math courses
AP English Language – 3 or higher	College-level English courses
AP Calculus AB or BC – 3 or higher	College-level math courses
CLEP – College Composition, Modular	College-level English courses (and credit for ENG 101)
CLEP – Literature, Analyzing and Interpreting	College-level English courses (and credit for ENG 102)
CLEP – English Literature	College-level English courses (and credit for ENG 201 & 202)
CLEP – American Literature	College-level English courses (and credit for ENG 207 & 208)
CLEP – Algebra, College	College-level math courses (and credit for MAT 113)
CLEP – Precalculus	College-level math courses (and credit for MAT 115)
CLEP – Calculus, with Elementary Functions	College-level math courses (and credit for MAT 140)
CLEP – Mathematics	College-level math courses (and credit for MAT 107)
HS cumulative GPA of 3.0 or better in last 5 years	College-level math courses
Algebra II ("C" or better) in last 3 years	College-level English courses
HS cumulative GPA of 3.0 or better in last 5 years	College-level English courses
HS Math transition course – "C" or better in last 3 years	College-level math courses
HS English transition course – "C" or better in last 5 years	College-level English courses

\* Student also qualifies for direct placement into all credit-level college courses with a college-ready prerequisite in English, math or both, depending upon the exemption used.

**Note:** Documentation is required at the time of registration.

### **Reassessment Policy**

You may retake some portions of the ACCUPLACER assessment. Payment of the re-assessment fee should be made to the Business Office prior to retaking the assessment. (*Note: Retaking the assessment does not typically yield results substantially different from initial scores.*) Please meet with an advisor to discuss reassessment and other placement options.

## Advanced Placement

Chesapeake College subscribes to the philosophy that the placement function of the College includes helping students to accumulate past experiences, identify the state of their educational development, and move toward their goals at the most efficient and rapid rate possible. Advanced standing is the administrative placement of a student beyond the basic or first course(s) in a curriculum, allowing college credit for subject matter and other appropriate training upon the submission of evidence showing previous academic study or achievement of course objectives through examination.

All credit awarded through the following means is posted to the student's academic record. Students who have audited or failed a course at any accredited institution of higher education are not eligible for the College-Level Examination Program (CLEP) or Credit by Exam in that subject area. Also, students who have enrolled in a course in a particular subject area are not eligible for CLEP or Credit by Exam in that course.

Advanced standing may be granted to students who successfully complete requirements of any of the following:

### A. College-Level Examination Program (CLEP)

The College participates in the College-Level Examination Program (CLEP) as a means of assessing and awarding credit for knowledge obtained through prior experience or course work taken at non-accredited institutions. CLEP is also a means of evaluating post-high school learning experiences, education through employment, and skills gained through the Armed Services. Students are advised to review the CLEP policies of the institutions to which they expect to transfer. Information regarding CLEP tests and fees may be obtained from the Testing Center. Chesapeake offers CLEP examinations only for courses which parallel those found in the College Catalog. A current list of CLEP examinations for which Chesapeake College will grant credit is listed in this Catalog or can be obtained from the Testing Center.

<b>CLEP General Exams</b>			
<u>CLEP Exam</u>	<u>Credits</u>	<u>Replaces</u>	<u>Passing Score</u>
Accounting, Financial	3	ACC 103	50
Algebra, College	3	MAT 113+	50
American Government	3	POL 180	50
American Literature	6	ENG 207+, ENG 208+	50
Business Law	3	BUS 241	50
Calculus with Elementary Functions	4	MAT 140+	50
College Composition, Modular	3	ENG 101+	50
English Literature	6	ENG 201+, ENG 202+	50

French, Level I	6	FRE 121,FRE 122+	50
History of the U.S. I	3	HIS 141	50
History of the U.S. II	3	HIS 142	50
Human Growth and Development	3	PSC 250+	50
*Humanities	3	Humanities Elective	50
Information Systems/Computer Applications	4	CST 109	50
Literature, Analyzing Interpreting	3	ENG 102+	50
Macroeconomics, Principles	3	ECN 171	50
Management, Principles	3	BUS 215+	50
Marketing, Principles	3	BUS 230	50
Mathematics	3	MAT 107+	50
Microeconomics, Principles	3	ECN 172+	50
Precalculus	5	MAT 115+	60
Psychology, Introductory	3	PSC 150	50
Psychology, Educational	3	PSC 220+	50
*Social Science/History	6	Social Science Elective	50
Sociology	3	SOC 161	50
Spanish, Level I	6	SPA 121,SPA 122+	50
Spanish, Level II	6	SPA 201+ ,SPA 202+	50

*Note: Test scores are subject to change.*

*\*This course does not fulfill the Arts/Humanities GenEd. requirement.*

## **B. Military Course Credit**

Credit may be issued for military technical courses which are listed for credit in A GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES from the American Council on Education, Washington, D.C. (latest edition), and the recommendation of the Commission on Accreditation of Service Experiences. Credit will be granted by



the Office of Registration and Records according to the recommendation in the Guide and from the Council on Education. Courses taken through the United States Armed Forces Institute, regardless of mode of study, may transfer at face value. A percentile of 20 or above is required.

Students who are active military may submit an original DD 295, an official AARTS, an official Community College of the Air Force (CCAF) transcript, or an official Sailor/Marine American Council on Education Registry Transcript (SMART).

Students who are no longer active military or who have been discharged may bring in their original DD 214 from which the Records and Registration office will make a copy or an official Community College of the Air Force transcript (CCAF).

## C. Advanced Placement Examinations

Credit will be awarded for scores of three, four, or five on the Advanced Placement Examinations of the College Entrance Examination Board (CEEB).

### - Advanced Placement -

<b>Exam</b>	<b>Score</b>	<b>Credit Hours</b>	<b>Course Equivalent</b>
Art History	3	3	ART 101
Biology	3	4	BIO 101
	4, 5	8	BIO 111+ , BIO 113+
Chemistry	3	4	CHM 121+
	4, 5	8	CHM 121+ , CHM 122+
English			
Language & Composition	3	3	ENG 101+
	4, 5	6	ENG 101+ , ENG 102+
Literature & Composition	3	3	ENG 102+
	4, 5	6	ENG 101+, ENG 102+
Environmental Science	4	4	SCI 151
French Language	3	3	FRE 121
	4, 5	6	FRE 121 , FRE 122+
Government & Politics (American)	3	3	POL 180
Mathematics			
CALC AB	3	9	MAT 115+ , MAT 140+
CALC BC	3	8	MAT 140+,MAT 141+
Statistics	3	3	MAT 204+
Physics B	3	4	PHY 215+

Physics C	3	4	PHY 205+
Psychology	3	3	PSC 150
Spanish Language	3	3	SPA 121
	4, 5	6	SPA 121 , SPA 122+
U.S. History	3	3	HIS 141
	4, 5	6	HIS 141 , HIS 142
World History	3	3	HIS 131
	4, 5	6	HIS 131, HIS 132

## D. Credit by Institutional Examination

A student may be permitted to earn full credit for a course or courses by taking special examinations. Upon approval of the appropriate Dean and the Vice President for Workforce and Academic Programs, a student may apply for credit by institution exam. Credit by institutional examination will be granted *only* for courses that are not available through CLEP (see Item A). A non-refundable application fee of one-half the current tuition rate per credit hour will be assessed for each course petitioned, payable at the time the application is filed. The exam must be completed within 10 weeks of the application. A grade of "C" is the minimum requirement for credit to be awarded. Credit *will not be granted* for any courses previously audited or attempted.

## E. Credit for Experiential Learning

Students may seek credit for experiential learning through the College's portfolio development process, assessment of certain Industry Credentials or an institutionally approved assessment of Prior Learning Experience (PLA). Students may register for CPL 101, Portfolio Development, in order to receive instruction in developing a portfolio that describes and documents college-level learning gained through non-college experience or students may contact the appropriate department chair for directions on the PLA/Industry Credential assessment process.

For portfolio development, focus is on defining goals, correlating experiential learning with course content, and documenting learning gained through experience. Independent evaluators assess completed portfolios for the possible award of credit which can be applied to any degree or certificate program of study. A maximum of 15 credits can be awarded through either process. All credit via portfolio evaluation is held in abeyance and posted to the student's record only after completion 15 semester hours in residence at Chesapeake College with at least a 2.0 grade point average. Credit awarded for PLA/Industry Credential is awarded upon receipt of appropriate assessment. Credit in either case will not be granted for any course previously audited or attempted. A fee may apply. (No PLA credit will be awarded for General Education courses.)

## F. Credit by Other Approved Examinations

The College may give credit for demonstrated proficiency as related to college-level courses. Sources used to determine such proficiency are: Defense Activity for Non-traditional Education Support (DANTES); United States Armed Forces Institute (USAFI); Office of Education Credit and Credentials of the American Council on Education (ACE) and National Crypto-Logic School (NCS). Credit may also be accepted for courses the American Council on Education (ACE) has reviewed and recommended for credit. This includes "The Guide to the Evaluation of Educational Experiences in the Armed Services" and "The National Guide to Educational Credit for Training Providers". Additionally, credit may be awarded for work completed for approved certifications (ex. CCNA). At this time Chesapeake considers equivalency credit for either IB or Cambridge tests on an individual basis. For questions, please contact registration at [registration@chesapeake.edu](mailto:registration@chesapeake.edu).

**Note:** No more than one-half of the number of credits normally required for graduation may be earned by satisfactorily passing approved examinations. Of this, no more than 15 credits may be based on examinations developed by the institution and on portfolio assessments.

## Visiting Students

Students currently enrolled at another college or university, who do not intend to pursue a degree or certificate at Chesapeake College, may be exempt from the assessment requirement. In order to establish visiting student status, the student must submit a letter of good standing from the home institution. The letter should specify the course(s) the student will be permitted to take at Chesapeake that will apply toward the degree at the home institution.

## Transfer of Credit

Students must complete all admissions procedures and submit official transcripts from all institutions previously attended before credits from other institutions will be evaluated. To be considered official, a transcript must come to Chesapeake directly either by mail, under seal or electronically, directly from the original institution.

Transfer credit documents go through the Records and Registration office, which reviews courses on an individual basis, based on the declared major. When evaluating transcripts, Chesapeake considers the institution where the course was taken, the date completed, department number course title and grade in deciding whether credit will transfer and if the course will be designated as a specific Chesapeake equivalency or an elective. In some cases, the official course description and/or course syllabus will need to be reviewed. Upon request, the student will need to provide the official college catalog from previously attended institutions and other course information from that institution deemed necessary.

Credit may transfer from institutions that are regionally accredited by a commission on higher education. To verify accreditation, Chesapeake uses 'Transfer Credit Practices of Designated Educational Institutions' published by the American Association of Collegiate Registrars and Admissions Officers. Chesapeake recognizes the following regional accreditation associations:

- Middle State Association of Colleges and Schools (MS)
- New England Association of Colleges and Schools (NE)
- North Central Association of Colleges and Schools (NC)
- Northwest Association of Colleges and Schools (NW)
- Southern Association of Colleges and Schools (SA)
- Western Association of Colleges and Schools (WA)

Credit may not be accepted from schools that are candidates for regional accreditation and not fully accredited. This includes institutions regionally accredited by a commission on occupational education.

Regardless of regional accreditation, credit may transfer if the institution is legally authorized to grant standard college degrees and is accredited by an accrediting agency recognized by the United States Department of Education. The College may award credit based upon syllabi for course equivalencies, expected learning outcomes and applicability to the College's curricula, standards and course offerings. The College's Transfer Credit Policy is in compliance with COMAR 13B.02.02.16.

Courses reviewed and recommended by the American Council of Education may also transfer. For more information, see Appendix 1: *Student Transfer Policies, Transfer of Non-traditional Credits*.

**NOTE:** a student's cumulative grade point average (GPA) must be at least a 2.0 (2.75 for the AAT) in order to graduate.

Chesapeake will convert courses taken at institutions that operate on the quarter system to term credit hours if the credits transfer. Quarter hours are multiplied by two-thirds to equal term credit hours and rounded down to the nearest whole number.

## Applying Credits Toward Graduation

Students must earn a minimum of 15 credits toward an associate's degree and 25% of the credits required for a certificate at Chesapeake College with the exception of the Letter of Recognition which requires all classes to be taken at Chesapeake College.

Note: Chesapeake College reserves the right to award students all academic credentials earned, including certificates and degrees.

See Appendix 1 for Maryland Higher Education Commission Student Transfer Policies.

## Other Admissions Processes

For some applicants and programs, special admissions processes apply. This section describes the process for applying to the College's Gifted and Talented Program and Dual Enrollment Program, as well as application information for international students and non-U.S. citizens.

### Gifted and Talented Program

Chesapeake College's Gifted and Talented Program is designed for eligible students under the age of 16 who have been identified as having exceptional academic talent who desire enrollment in academic subjects not available at their schools. Youth selected for this program are not yet recipients of a high school diploma or a GED certificate and do not meet the grade-level or age requirements for the Dual Enrollment Program.

Admitted students will be allowed to enroll in a **maximum of two courses per fall and spring**, and one course in summer. Continuance will be dependent upon satisfactory performance in all previous semesters.

In order to be accepted into the Gifted and Talented Program, the student must meet the following criteria:

1. Complete the seventh grade as designated by the Maryland State Department of Education grade level performance standards.
2. Be enrolled in one of the public school systems in the College's service area or in a non-profit institution offering instruction at the secondary level that is either operating with a certificate of approval issued by the Maryland State Department of Education or registered as a Church-Exempt School, or is being supervised for home instruction by one of the above entities.
3. Be assessed for college course placement utilizing SAT, ACT or Chesapeake College's ACCUPLACER Assessment test scores. Students with minimum SAT scores of 480 on the English and 530 on the mathematics portion, or a minimum composite ACT score of 21, will be exempted from the ACCUPLACER Assessment. A student will be allowed in certain instances to substitute (or only use) the ACCUPLACER Assessment as an admissions requirement. Chesapeake College has the right to use the ACCUPLACER Assessment in place of transcripts for a home-school student or in place of the ACT and SAT.
4. Be identified by the student's public school Board of Education or private school governing board as talented and gifted according to their published criteria, and obtain the approval of the appropriate school principal/school counselor or home-school compliance officer attesting to the student's outstanding abilities in the areas of general intellectual capabilities, specific aptitudes, or creative visual or performance arts.
5. Participate in an interview (both parent and student) with the Gifted and Talented Coordinator in which the student's social and emotional maturity as well as interest and motivation in attending college can be assessed.

Students interested in participating in the Gifted and Talented Program are required to submit the following information a minimum of six weeks in advance of the start of the semester for which he/she is seeking admission:

- College Admissions Application
- Official School Transcript
- SAT, ACT or Chesapeake College Accuplacer test scores

- A completed Gifted and Talented Student Recommendation Form
- Two letters of recommendation supporting the student's exceptional abilities

Gifted and Talented documents should be sent to:

Office of Admissions  
Chesapeake College  
P.O. Box 8  
Wye Mills, MD 21679

Once all of the required documentation is received and reviewed by the Gifted and Talented Team, the eligible applicant and parent will be contacted for an interview.

## Dual Enrollment for High School Students

Dual Enrollment is a program that allows high school juniors and seniors who have a cumulative high school grade point average of at least 2.5 to earn college credit while still in high school. Chesapeake College's program, which offers a 25% discounted tuition to participants, is available to high school students in Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties. The college credit earned by Dual Enrollment students can often be applied toward high school graduation requirements. In all cases, the credits earned at Chesapeake will become part of the student's permanent college record.

## Dual Enrollment Program Eligibility Requirements

**To participate in Dual Enrollment through the high school and Chesapeake College, a high school student must:**

- be a high school junior or senior;
- possess a cumulative grade point average of 2.5 or above;
- be enrolled in one of the public school systems in the College's service region or in a non-profit institution offering instruction at the secondary level that is either operating with a Certificate of Approval issued by the Maryland State Department of Education or registered with the Department as a Church- Exempt School, and;
- be certified by an official of the high school as meeting all of the eligibility requirements outlined above.

### General Admission Procedures for Dual Enrollment Students

1. Complete your sophomore year of high school.
2. Meet with your school counselor or other high school official to discuss your interest in the program. With the assistance of the high school official, complete the Dual Enrollment Certification and Grant Form [https://www.chesapeake.edu/sites/default/files/Dual\\_Enrollment\\_Certification\\_Form\\_fillable\\_accessible\\_rebrand.ed.pdf](https://www.chesapeake.edu/sites/default/files/Dual_Enrollment_Certification_Form_fillable_accessible_rebrand.ed.pdf) with all of the required signatures.
3. Complete and submit the online College Admissions Application.
4. Dual Enrollment students who wish to take college level English, Math, or Science courses must qualify with the following criteria:
  - Dual Enrollment students with a cumulative 3.0 overall high school GPA are eligible to take college English.
  - Dual Enrollment Students who have both a cumulative GPA of 3.0 AND have successfully completed Algebra II with a grade of "C" or better, within the past three years, are eligible for direct placement into college level math and all college courses that require a college ready math prerequisite.
  - College ready students are allowed to take more than 2 courses per semester.
5. Students who do not meet the criteria for math or English would be required to take the placement test.
6. Students with a 2.5 cumulative GPA but are not deemed "fully college ready" per above criteria are eligible to take 2 courses per term in general education classes, excluding math, English and science courses..

*NOTE: In order to participate in the Dual Enrollment Program, a student must submit a Dual Enrollment Certification at the time of registration for each semester. Dual Enrollment students are permitted to take fall and spring courses. Many home-schooled students may be eligible to participate in this program.*

For more information, students should contact the Office of Admissions at 410-822-5400, ext.2240 or 2287 or email [admissions@chesapeake.edu](mailto:admissions@chesapeake.edu).

## **Career & Technology Articulation of High School Credit**

Chesapeake College has Career & Technology Articulation agreements with each public school system in its service region (Caroline, Dorchester, Kent, Talbot and Queen Anne's counties). This program provides a seamless transition from high school to college, allowing students to earn free college credits for high school courses through the articulation process. To be eligible, a student must complete a Career & Technology eligible program of study in high school that articulates to a designated program of study at Chesapeake. Example: A student who completed an Early Childhood Program in high school could earn free college credit by pursuing a degree or certificate in Early Childhood Development at Chesapeake.

To earn free college credits, the student must:

1. Receive a minimum GPA of 3.0 with no grade of less than a "C" in the designated high school Career & Technology courses.
2. Enroll at Chesapeake within 20 months of high school graduation (or with permission of the Chair for Skilled Trades).
3. Complete a Chesapeake College admissions application and check the "Career & Technology Articulation" box on the application.
4. Select an articulated degree or certificate program as designated through an articulation agreement between Chesapeake and the student's home county. (For details, see the articulation agreements summary for your county on the college website under Admissions Career and Technology Education <https://www.chesapeake.edu/admissions/career-technology-education>)
5. Complete the Evaluation of Career & Technology Articulation Credits form available on the college website, obtaining all required signatures (including high school counselor) and taking it with you when you go to register for your first semester of Chesapeake College classes.
6. Request that an official high school transcript be sent to the Chesapeake College Office of Registration after high school graduation.
7. Complete the next required college articulated "gateway" course in the program sequence at Chesapeake College with a grade of "C" or higher.

Procedure for determining the award of articulated credits: Once the appropriate college course(s) has been taken, the Registrar verifies course grade and eligibility for award of credit. The Registrar then posts appropriate credits to the student's college transcript.

For more information, students should contact Chesapeake College's Office of Admissions at 410-822-5400, ext. 2240 or 2287 or [admissions@chesapeake.edu](mailto:admissions@chesapeake.edu).

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

Chesapeake College is committed to responding to the educational needs of the community. The College invites individuals to apply who are United States citizens, permanent immigrants to the United States, and citizens of other countries who are temporarily working, visiting, or studying in the Mid-Shore service region.

### **Permanent Resident Status**

Chesapeake College will accept applications from individuals with an Alien Registration Receipt Card (Green Card). Those who have been granted permanent residence in the United States as an immigrant, refugee, or alien may enroll for full- or part-time study.

Tuition costs are determined by location and length of residence. Verification of permanent residence status is required at the time of application. Any student without appropriate identification as a permanent resident will be required to pay out-of-state rates.

To apply as a student with a permanent residence status, please submit *in person*:

- A signed application for admission
- Proof of permanent resident status: the actual Alien Registration Receipt Card (Green Card), which will be copied by an Admissions Office staff member and immediately returned to the applicant

## **Admission of International Students with a Student Visa (F-1)**

Non-immigrant, international students who apply to Chesapeake College must meet special admission requirements.

Students who apply to come to the United States for the purpose of studying at Chesapeake College may be issued an I-20 Certificate of Eligibility form after completing the following requirements:

- File an application for admission: Deadlines are June 1 for the fall semester and November 1 for the spring semester.
- If non-native, English speaking, pass the TOEFL (test of English as a Foreign Language) with a minimum score of 500 on the paper test, 173 on the computerized test, or 61 on the Internet-based test ("IBT"). The test results must be sent directly to Chesapeake College (Office of Admissions) and must be on file before the student can be accepted.
- The online Accuplacer Placement test is also available for International students, score of 5 on Writeplacer and score of a minimum of 252 on the QAS-Quantitative Reasoning Algebra and Statistics. Contact [admissions@chesapeake.edu](mailto:admissions@chesapeake.edu) to set up an online placement test.
- Send English translation and evaluation of all official academic transcripts to include high school and any college. All official transcripts, high school and college, must be translated into English by an international credential evaluation organization. Chesapeake College uses World Education Service (WES) – [www.wes.org](http://www.wes.org).
- Secure a local sponsor to provide housing, meals, and transportation. The sponsor should be a relative or other responsible individual.
- Provide official evidence of financial support (Form I-134) for one year. The student and sponsor must also document how the student will be supported for the remaining years in the program.
- Provide local address of residence upon entry into the United States.
- An F-1 student transferring to Chesapeake College must also submit a copy of the I-20 form, official transcripts, and a letter stating that he or she is in good standing from the previous institution.

All of the above requirements must be met before an I-20 form can be completed. Students admitted in this way must enroll full-time for a minimum of 12 credits/load hours each semester. Students with an F-1 visa will be charged out-of-state tuition rates and can seek work only after approval from the U.S. Immigration Office. Students are required to take the ACCUPLACER Assessment and must arrive in sufficient time to do so prior to the start of the semester.

Chesapeake College is a non-residential institution and students are responsible for finding their own housing and transportation.

International students are not eligible for federal and state financial aid.

## **Students with Other Types of Visas**

Prospective students with a temporary visa status such as J or B (visitors, business, exchange, etc.) should contact the Office of Admissions to have their applications approved before registering for classes. Non-immigrant students other than F-1 international student visa holders may take as many credit courses as their college admission status permits, as long as the term begins and ends within the duration of stay indicated on the I-94 in their passport.

Visa compliancy is the responsibility of the student.

Tuition costs are subject to the out-of-state tuition rates. Refunds will not be issued after the term's scheduled drop dates.

## **Students with Undocumented Citizenship Status**

Undocumented Citizens applicants must complete a paper college application and turn it in to the Admissions Office.

Applicant must have graduated from a high school (public or private) or must have earned the equivalent General Education Diploma (GED) in the United States.

If wishing to participate in the high school dual enrollment program must be attending a high school (public or private) in one of the College's five support counties (Caroline, Dorchester, Kent, Queen Anne's or Talbot).

Students with undocumented citizenship status are subject to the out-of-state tuition rates and may not be eligible for federal aid but may be eligible for some state aid. Dual Enrollment students with undocumented citizenship status will be charged in-county tuition rates.

## **Dream Act Students**

As an open-admission institution, Chesapeake College grants admission to all students regardless of citizenship. Maryland Senate Bill 167 provides the opportunity for some non-U.S. citizens who attended public or private high school in Maryland for at least three years to receive in-state tuition. In order to qualify for this exemption, students must meet the following requirements:

Provide tax documents showing that the parents or legal guardian has filed a MD income tax return annually during and after high school enrollment.

Must have graduated from a high school (public or private) or must have earned the equivalent General Education Diploma (GED) in the United States.

To receive in-county rates the student must have graduated from a high school in Chesapeake College's five county service region and register within four years of graduation.

If wishing to participate in the high school dual enrollment program must be attending a high school (public or private) in one of the College's five support counties (Caroline, Dorchester, Kent, Queen Anne's or Talbot).

Must submit an Undocumented Student Affidavit Form affirming that the student has met all of the requirements outlined above. Information obtained in this process is strictly confidential and will not be disclosed unless required by law.

Provide proof of selective service registration (for men only).

Students with undocumented citizenship status are subject to the out-of-state tuition rates and may not be eligible for federal or state financial aid. For additional information regarding these requirements go to <https://www.chesapeake.edu/admissions/dream-act>.

## **DACA Students and other Non-US Citizens**

A student who is registered with DACA and has an Employment Authorization card with DACA C33 or Asylum-A12 are eligible for In County or Out of County tuition rates based on county of domicile. Students must self-identify and produce an Employment Authorization card at the time of registration. Other Eligible Non-US Citizen Asylum Statuses will be considered on a case-by-case basis. For additional information contact [admissions@chesapeake.edu](mailto:admissions@chesapeake.edu).



# Academic Planning

- Academic Planning and Advising information
- Transfer Advising information
  - Transfer Articulation Tools
    - ARTSYS
    - College and University Articulation Agreements
    - Other Articulation Agreements

## Academic Planning & Advising

Academic and career planning are a critical part of the start of your college experience to help you choose the classes and timelines that fit your goals and your life.

All newly accepted students meet with an advisor to register for their first semester of classes. Students also meet with an advisor to discuss career interests, pre-requisites for health-care programs, and plan out the correct classes, especially for students transferring to a university. Advisors are available to help students work through any "glitches" they may encounter with the college system or academically. Please click <https://www.chesapeake.edu/students/advising> to visit the webpage.

## Transfer Advising Information

Special transfer policies have been developed by the Maryland Higher Education Commission (MHEC) for community college students transferring to other Maryland public institutions of higher education. By state agreement, all General Education courses satisfactorily completed will transfer to fulfill General Education requirements at receiving institutions. The MHEC policy also allows for uninterrupted progress of a student from one institution to another with maximum transferral of college-level credits assured. Also, students are governed by the same academic rules and regulations as apply to native students at the intended transfer college or university within the state.

You should see a transfer advisor early in your academic program to be certain the maximum number of credits will transfer to the four-year college of choice. While there are designated transfer programs of study at Chesapeake College, certain elective courses may be more appropriate for transfer given the requirements of the intended institution. Additionally, most four-year schools have a limit on the total number of credits acceptable for transfer.

Since the process of transferring can be confusing, Chesapeake provides you with many transfer services. The College Catalog is available online. Applications, scholarship information, and other resources are available through the Workforce and Academic Programs division or on the Web. A computerized information system, ARTSYS, lists specific course requirements for each of the University of Maryland System institutions. If you are planning to transfer, you should consult ARTSYS and a transfer advisor.

Finally, it should be noted that receiving institutions determine how courses transfer. Chesapeake makes every effort to maintain current and accurate transfer information. However, it is your responsibility to meet the transfer requirements of the receiving institution. Therefore, you are encouraged to verify information with the intended receiving institution. It is always a wise decision to take advantage of the assistance available through transfer counseling early in your college career, because accurate advising can help make the transfer transition easier.

## Transfer Articulation Tools

As a Chesapeake College student, you have two important tools you can use in planning for transfer to a four-year college or university.

## ARTSYS

The first transfer tool is ARTSYS, <https://artsys.usmd.edu/new-artsys-experience.html>, an online data information system created to help students from Maryland community colleges transfer to the University System of Maryland and other participating four-year institutions.

Through ARTSYS, Chesapeake College maintains transfer agreements with the following colleges and universities:

Bowie State University	*Towson University
Frostburg State University	*UMD College Park
Notre Dame University of MD	University of Baltimore
Stevenson University	Hood College
UM Baltimore County	St. Mary's College of MD
UM Global Campus (formerly University College)	UM Baltimore
Salisbury University	UM Eastern Shore

**\*Please note that some institutions have their own transfer course databases, which are preferred over Artsys.**

## College and University Articulation Agreements

Articulation agreements between Chesapeake College and both in- and out-of-state colleges and universities in specific programs are available online. Students may review those articulation agreements online.

NOTE: As adopted by the Maryland State Higher Education Commission, general education courses will transfer as general education to all Maryland state colleges and universities. For more information on state policies regarding transfer, see [Appendix 1](#) of the Chesapeake College Catalog. It is recommended that you meet with a transfer advisor early in your college career to plan for transfer.

## Other Articulation Agreements

Students with an associate's degree may be eligible to complete a bachelor's degree at the Eastern Shore Higher Education Center (<https://www.chesapeake.edu/eshec/#programs>) through the following universities:

- Bachelor's Degree in Social Work – Salisbury University
- Bachelor's Degree in Elementary Education – Salisbury University
- Bachelor's Degree in Human Ecology with a concentration in Early Childhood Development - University of Maryland Eastern Shore

- RN to Bachelor's of Science in Nursing Degree - Stevenson University

Contact the Eastern Shore Higher Education Center for more information about bachelor's degree programs.

## Tuition and Fees, Payment Options, Refunds

### Tuition and Fees Information

All tuition, fees and other charges are payable in full upon completion of registration unless arrangements have been made for the Deferred Payment Plan. Whether registration is for credit, audit, or continuing education courses, students will not be admitted to class until the prescribed charges have been paid in full or a Deferred Payment Plan is finalized.

Students may pay tuition and fees by cash, check, money order, or credit card (MasterCard, VISA, DISCOVER and American Express). Checks and money orders should be made payable to CHESAPEAKE COLLEGE.

Students who elect to pay tuition and fees through the Deferred Payment Plan should visit the college webpage at [www.chesapeake.edu/ecashier](http://www.chesapeake.edu/ecashier) or contact the Business Office at 410-822-5400, ext. 2244 for more information on this plan.

Any balance due deemed in default will be turned over to an outside collection agency where a 17% collection fee will be assessed.

In accordance with the Veterans Benefits and Transition Act of 2018 (Public Law 115-407), veteran students and dependents using Chapter 33 or Chapter 31 education benefits are allowed to attend classes and will not receive penalty for non-payment of tuition and fees covered by the VA for a period of up to 90 days from the date the veteran provides a certificate of eligibility or valid VAF-28-1905. Students will be responsible for paying the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement in accordance with the payment due dates for each semester. Veteran students and dependents using VA educational benefits are required to request to use their benefits in writing by submitting a VA Enrollment Certification Request form and submit a Certificate of Eligibility at the time of enrollment.

#### Credit Class Tuition and Fee Schedule FY 2025

	Resident*	Out-of-County	Out-of-State
<b>STUDENTS** AND AUDIT STUDENTS:</b>			
• Tuition ( <i>per credit hour</i> )	\$131.00	\$227.00	\$317.00
• Consolidated Fee ( <i>per credit hour</i> )	45.00	45.00	45.00
• Registration Fee (per credit registration transaction)	10.00	10.00	10.00
• Capital Improvement Fee	15.00	30.00	30.00
• <b>MISCELLANEOUS FEES</b> (per course): <i>Please refer to course information in Search for Sections for any course-specific related fees.</i>			
* Resident tuition status applies to residents of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties.			
** Full-time: Enrolled for 12 or more credit hours.			

*** Registration for multiple terms counts as multiple registration transactions.
<b>Note:</b> The College reserves the right to adjust the above schedule of tuition and fees as necessary.
<i>No fees are refundable except before the first day of each term, as listed in the Academic Calendar.</i>

## Dual Enrollment Tuition and Fee Schedule FY 2025

	<b>Resident*</b>
<i>NOTE: A portion of dual enrollment students' tuition payment is provided by the student's county public school system.</i>	
• Tuition (per credit hour)	\$98.25
• Consolidated Fee (per credit hour)	45.00
• Registration Fee (per credit registration transaction)	10.00
• Capital Improvement Fee	15.00
• <b>MISCELLANEOUS FEES</b> (per course): <i>Please refer to course information in Search for Sections for any course-specific related fees.</i>	
* Resident tuition status applies to residents of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties.	
** Full-time: Enrolled for 12 or more credit hours.	
*** Registration for multiple terms counts as multiple registration transactions.	
<b>Note:</b> The College reserves the right to adjust the above schedule of tuition and fees as necessary.	
<i>No fees are refundable except before the first day of each term, as listed in the Academic Calendar.</i>	

## Tuition for Non-Credit, Continuing Education and Workforce Training Courses

Costs vary for non-credit, continuing education courses and are listed in the Division of Continuing Education and Workforce Training Schedule of Classes. Costs for non-credit courses listed in College publications apply to residents of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties. For residents of other Maryland counties there is an additional charge of \$5 per noncredit course. Out-of-state residents are charged an additional \$10 per non-credit course.

### In-State Tuition Rate for Veterans

In accordance with provisions outlined in Sections 701 and 702 of the Veterans Access, Choice and Accountability Act of 2014 and PL 115-251 Department of Veterans Affairs Expiring Authorities Act of 2018 Section 301, Chesapeake College will consider the following qualifying veterans and dependents as eligible for in-state (also known as "out of county") tuition and fee rates:

- A veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill – Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of title 38 United States Code, who lives in Maryland while attending a school located in Maryland (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. 3319) who lives in Maryland while attending a school located in Maryland (regardless of his/her formal state of residence).
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must be using educational benefits under either Chapter 30 or Chapter 33, or Chapter 31 of title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. 3319) who lives in Maryland while attending a school located in Maryland (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. 3319) who lives in Maryland while attending a school located in Maryland (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- Anyone using educational assistance under Chapter 31, Vocational Rehabilitation and Employment (VR&E) who lives in the State of Maryland while attending a school located in the State of Maryland (regardless of his/her formal State of residence).

## **In-State Tuition Rate for Peace Corps Volunteers**

Returning Peace Corps volunteer students will be included as in-State residents for the computation of tuition rates.

## **Description of Fees**

### **Course Fee**

There is a course fee for specified courses which are identified as such in the course descriptions. Fees may vary with each course.

### **Late Registration and Drop/Add Fee**

A late registration fee of \$10 will be applied to all registrations and schedule changes processed on or after the semester start date. A \$5 Add/Drop fee will also be assessed when a course is added or dropped after the semester starts. Additionally, all students who have not paid for and/or finalized their registration before the first official day of the semester will be assessed a \$10 late registration fee.

### **Replacement Diploma**

Replacement diplomas for degrees or certificates are available for \$20. Replacement Letters of Recognition are available for \$10.

### **Returned Check Fee**

There will be a charge of \$20 for each check returned to the College. The College may withhold services to a student who has an indebtedness to the institution.

### **Transcript Fee**

Students order transcripts through an online service, Parchment. There is an \$8.00 fee which includes a \$3.00 convenience fee charged by Parchment for each transcript destination. During the online order process a major credit card will be required to pay these fees. Additional fees may apply for transcripts that are printed and mailed per student request.

Requests for transcripts must be made using this online service. For ordering guidelines, see the Student Records section of this Catalog.

## Other Common College Expenses

### Student Expenses

Students must clear all outstanding debts with the College before registration for the current semester can be finalized. A student is not officially registered or entitled to attend class until all financial obligations have been met in the Business Office.

### Books

Textbooks may be purchased by cash or credit card (VISA, MasterCard, American Express, or Discover Card) from the College Bookstore, or by telephone.

## Payment Options

Chesapeake College accepts cash, check, money order, MasterCard, VISA, DISCOVER and American Express. Payments can be made at the Wye Mills campus and the Cambridge Center. Payments can also be made online via the Chesapeake College's online student MyCampus portal and then clicking on the Self Service link.

Any balance due deemed in default will be turned over to an outside collection agency where a 17% collection fee will be assessed.

Students are encouraged to contact the Office of Financial Aid to explore scholarship, grant, and other financial aid opportunities.

### Tuition Payment Plan

The Deferred Tuition Payment Plan is available to credit students for the Fall and Spring term with a minimum balance of \$100.00 in tuition and fees and to non-credit students with at least \$355.00 in tuition and fees. To participate and for more information, go to [www.chesapeake.edu/ecashier](http://www.chesapeake.edu/ecashier). A deposit and a non-refundable \$25 fee are assessed per plan per semester. An active plan is required by the pay-by date for each semester or at the time of registration after the pay-by-date and for non-credit classes.

**Students Please Note:** IRS TUITION FORM 1098T is an IRS reporting requirement for college-related financial transactions. Chesapeake College offers the option for students to retrieve their 1098T form online through the Chesapeake College website. Students must log into the Chesapeake College MyCampus/Self Service portal using their assigned login and password combination before December 31 each tax year to consent to retrieving their 1098T electronically. By signing up for the electronic version of the tax document, no paper form will be mailed to you. When your tax document is ready, an e-mail will be sent containing a link to this website where you may view your documents. Chesapeake College reports numbers on its tax form using registration information, and not cash payments for the tax year. This reporting method is supported by our software vendor and meets current IRS reporting requirements.

### Tuition Waivers and Reductions

The following waivers and reductions are subject to State legislation and may change. For updated information, please contact the Director of Financial Services at 410-827-5390.

- **Base Realignment and Closure Residency (BRAC) Waiver Policy**  
Relocating members of the military and their dependents are eligible for a waiver of the 90-day residency requirement. To qualify for this waiver, members must submit proper documentation, i.e. military orders. To receive in-county tuition rates the member and dependents must live in the College's five county service area.
- **Health Manpower Shortage Tuition Reduction Program**  
The State of Maryland designates the following programs as Health Manpower Shortage Programs. Students who are Maryland residents may apply for a waiver of the out-of-county tuition differential for courses in the following programs: Associate degree programs in Emergency Medical Services, Human Services, Nursing, Physical Therapist Assistant and Radiologic Sciences; and certificate programs in Emergency Medical Services, Nationally Registered Paramedic, and Surgical Technology.
- **Maryland National Guard Tuition Waiver Policy**  
Members of the Maryland National Guard are eligible for a waiver of 50 percent of their tuition for credit and non-credit courses. To qualify members must certify by a form signed by their unit commander that they have at least 24 months remaining to serve. This certification must be presented at the time of registration or by the pay-by-date to qualify. Students must pay all applicable fees.
- **Somerset County**  
Residents of Somerset County will be billed at the in-county tuition rate.
- **Senior Citizens Tuition Waiver**  
Tuition for credit courses is waived for Maryland residents 60 years or older registering **two weeks** prior to the start of the semester. Seniors will be responsible for all applicable fees. Seniors wishing to register prior to this date must pay full tuition and fees. **The tuition waiver policy for co-listed courses offered through Continuing Education is the same as the credit courses.** Seniors registering for other Continuing Education courses, except those designated CES, AFC, or FTW in the course number will have tuition waived at any time. Proof of age will be required at the time of registration.

Seniors who have registered and paid tuition for a course may drop the course but may not re-register with tuition waived until the first day of class.

- **Victims of Human Trafficking**  
The state of Maryland has enacted a law permitting the boards of trustees of community colleges to adopt policies granting in-county tuition status to individuals who have been victims of human trafficking even though the individual may reside out of the immediate service area. Chesapeake College has adopted this policy. Students should contact the Director of Accessibility Services at extension 5805 or by email ([oas@chesapeake.edu](mailto:oas@chesapeake.edu)) for further information.
- **Disability Waiver Policy**  
Any resident of Maryland who is out of the workforce because of a permanent disability as defined by the Social Security Act, the Railroad Retirement Act, or in the case of former federal employees, the Office of Personnel Management, and enrolls in a community college class that has at least 10 regularly enrolled students, may be eligible for a tuition waiver. Students may be enrolled up to six credits per semester without declaring a degree or certificate. Letters of Recognition programs are no longer eligible for the waiver. Certain Continuing Education programs are eligible if they lead to employment. Please consult the list of eligible programs at <http://www.mhec.state.md.us/career/WIA/WIASearch/WIACountyPgm.asp>. This waiver is for **tuition only**.

Once a student enrolls in more than six credits, they must declare a major and apply for federal financial aid. The priority deadline date for the Fall term is May 1st and the Spring term is December 1st. Students must complete the Certificate for Tuition Waiver Form and have it authorized by the Social Security Administration. Students are no longer permitted to receive both federal/state aid and the waiver unless the federal/state aid is insufficient to cover tuition. Students receiving SSI/SSDI as a dependent or survivor of a disabled beneficiary do not qualify for this waiver. Waiver forms should be submitted to the Director of Financial Aid for review and final approval.

## Sponsored Billing

### **Employer Billed Tuition and Fees**

At the time of registration, students must provide a purchase order or completed Chesapeake College Sponsorship Billing Authorization form (available from the Business Office or the Web). Include the employee's name, Social Security number, course number and title, and total amount for tuition, fees, and books (if applicable). Also include billing address and signature of person authorizing payment. *Students must also sign the form.* Students will not be confirmed in their classes until the above information is received by the College. If the sponsor fails to pay, the charge will revert back to the student's account for collection. The regular refund/ withdrawal policy will apply.

## **Refunds**

### **Credit Classes**

For withdrawal from credit courses that would reduce the student's enrollment, or for complete withdrawal from the College, the schedule of refunds of tuition and fees will be as follows:

**15 week classes:** Refund for class withdrawal will be 100% of tuition and fees for the first 7 calendar days from start of term. No further refunds will be given for withdrawal from a class.

**7.5 week classes (includes summer):** Refund for class withdrawal will be 100% of tuition and fees for the first 5 calendar days from the start of term. No further refunds will be given for withdrawal from a class.

**Winterim (and any other shorter terms):** No refund after start date of the term.

**Note: CE Refunds:** 100% of tuition and fees refunded prior to start of class, after class has begun, no refunds.

The first day of classes is specified in the College Academic Calendar as the day the semester classes begin and not the day individual classes begin.

Special refund dates may apply to Weekend College, late starting classes, or classes in shortened time frames. Refer to the Academic Calendar published with the semester schedule for specific dates.

*The College reserves the right to alter the above schedule of refunds as necessary.*

*The schedule of refunds may be adjusted for holidays within the refund periods. See the semester schedule for exact dates..*

**Process to Appeal should there be extenuating circumstances:** A student must make a written appeal addressed to the Refund Appeal Committee by emailing [refundcommittee@chesapeake.edu](mailto:refundcommittee@chesapeake.edu).

### **Form Link:**

[https://www.chesapeake.edu/sites/default/files/Involuntary\\_Withdrawal\\_Refund\\_Appeal\\_Request2022.pdf](https://www.chesapeake.edu/sites/default/files/Involuntary_Withdrawal_Refund_Appeal_Request2022.pdf)

### **Involuntary Withdrawal Refund Policy**

In extreme circumstances, where the student is forced to withdraw after the normal refund period, the College will consider granting a partial refund of tuition as determined by the refund appeals committee.

To be eligible for consideration the student must meet the criteria described in the Involuntary Withdrawal Policy, submit a written request and all documentation to the Director of Financial Services, Chesapeake College, P.O. Box 8, Wye Mills, MD 21679 no later than the 10th week of a 15-week semester or the 5th week of an 8-week semester.

### **Policy Description**



An involuntary withdrawal may qualify a student for partial refund of tuition after the normal refund deadline. In order to be eligible for a refund, the student, or next of kin, must submit a written request and appropriate substantiating documentation to support such a request. A withdrawal is considered involuntary if it results from one of the reasons described below:

#### **Hospitalization**

1. Student must have certification from a physician stating that the student's medical condition required hospitalization for 72 hours or longer, and that the medical condition requires the student's withdrawal.
2. Required certification: A. Must be an original letter on official letterhead (no photocopies); B. Must specifically state that the student's medical condition required hospitalization for 72 hours or longer, and that the medical condition requires the student's withdrawal from class, and C. Must give the date on which the hospitalization began.

#### **Military Duty**

1. Student must have entered active duty involuntarily, or have been transferred involuntarily.
2. Student must provide a copy of military orders signed by the individual's commanding officer or appropriate official.

#### **Death**

1. Withdrawal is considered involuntary if the death of the student or immediate family member of the student's has occurred. Immediate family members include the following: spouse, parent, child, sister or brother.
2. Appropriate required documentation: A. An official death certificate, or B. A copy of a newspaper obituary notice, and C. A letter from a physician (or other appropriate medical professional) verifying the student's relationship to the deceased. (If the relationship is not evident, additional documentation may be required.)

#### **Job Conflict**

1. Involuntary job transfer or job schedule (shift) change, which causes a conflict with class schedule.
2. Student must provide documentation dated and certified by the employer.

#### **Other Extreme Situations**

Requests for an involuntary withdrawal based on other extreme situations will be considered on a case-by-case basis.

## **Department of Defense Return of Unearned Tuition Assistance**

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded.

When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the new Department of Defense policy, Chesapeake College (CC), will return any unearned TA funds on a proportional basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based on when a student stops attending.

If a service member stops attending due to a military service obligation, and the service member notifies the school of their obligation, CC will work with the affected service member to identify solutions that will not result in a student debt for the returned portion.

#### **Calculation:**

When a student officially withdraws from a course, the date of withdrawal will be used as the last date of attendance. If a student stops attending, without officially withdrawing, CC will determine the last date of attendance based on information received from faculty.

CC will calculate the student's TA eligibility based on the following formula:

Withdraw prior to the semester start	100% return of funds
Withdraw or stop attending prior to 20% point of semester	50% return of funds
Withdraw or stop attending prior to 30% point of semester	40% return of funds
Withdraw or stop attending prior to 40% point of semester	30% return of funds
Withdraw or stop attending prior to 50% point of semester	20% return of funds
Withdraw or stop attending prior to 60% point of semester	10% return of funds

Determining eligibility of TA is class specific. Using the formula above CC will return, to the DOD, some or all of the TA awarded to service members who did not complete at least 60% of each course.

## **Non-Credit/Continuing Education and Workforce Training Class Refunds**

A refund of 100% will be made prior to the day of the first class. No refund will be given after that date. The effective date of refund calculation is 5:30 p.m. on the day when the official College withdrawal form is completed and filed in the Office of Registration and Records.

## **Bookstore Refunds**

Refunds for books will be made in accordance with Bookstore policies. Please contact a Bookstore representative for more information regarding dates and return policies. The Bookstore can be reached by phone at 410-827-6874, or via the Web at [www.chesapeake.bncollege.com](http://www.chesapeake.bncollege.com).

# Student Financial Assistance (Financial Aid)

Chesapeake College provides a variety of funding through federal, state and institutional student aid programs. All programs of student financial assistance at Chesapeake are available to both part- and full-time students. Most academic scholarships require full-time enrollment. In most cases, participation in the federal student financial aid programs requires a minimum enrollment of six credit/load hours in a degree or certificate program of study. The Federal Pell Grant program is available to eligible students who enroll less than half-time. Students must be certificate or degree-seeking to be considered for any aid programs. All student aid programs at Chesapeake require the completion of the Free Application for Federal Student Aid (FAFSA).

The Free Application for Federal Student Aid is completed online at <https://studentaid.gov/h/apply-for-aid/fafsa>. The processing center will send a response to the student electronically once the form has been processed. Chesapeake College will receive an electronic response if the student lists our **college code (004650)** on their Free Application for Federal Student Aid.

When the Financial Aid Office receives all the necessary information, it evaluates the student's application, determines eligibility and issues financial aid awards by letter and/or email.

Students are encouraged to complete their financial aid applications for the upcoming academic year before March 1, in order to receive first priority from State aid sources. Prior-year income is used to complete the Free Application for Federal Student Aid, allowing students easier access to their tax documents.

- Student Financial Assistance/Aid Programs
  - Federal Aid Programs
  - Maryland State Aid Programs
  - Chesapeake College's Scholarship Programs
  - Endowed Scholarships
  - Local Private Assistance
  - Other Assistance Programs
- Conditions of Awards
  - Ability to Benefit
  - Satisfactory Academic Progress
- Policies Governing Federal Financial Aid
  - Return of Title IV Funds for Students Who Have Withdrawn
  - Federal Verification
- Chesapeake College Office of Financial Aid Statement of Ethical Principles
  - Chesapeake College Code of Conduct for Financial Aid Professionals
  - Truth in Lending Disclosures
  - Cost of Attendance information

## Student Financial Assistance Programs

Chesapeake College provides a variety of funding through federal, state and institutional student aid programs. All programs of student financial assistance at Chesapeake are available to both part- and full-time students. Private and other local assistance may also be available to students.

### Federal Aid Program

Application forms required for federal financial aid: *Free Application for Federal Student Aid (FAFSA)*

**Priority Deadline Dates:**

**Fall semester: May 1**

**Spring semester: December 1**

**Summer semester: April 1**

## **Federal Pell Grant**

The Federal Pell Grant is a federal grant awarded on the basis of financial need. Award amounts are determined by the United States Department of Education according to the student's cost of attendance, the enrollment status, and the student's calculated eligibility (known as the "Student Aid Index"). Students may apply for the Federal Pell Grant by completing the Free Application for Federal Student Aid online at [www.fafsa.gov](http://www.fafsa.gov).

## **Federal Supplemental Educational Opportunity Grants**

Federal Supplemental Educational Opportunity Grants are federal grants awarded to students with financial need. FSEOG grants are awarded with priority given to students who have eligibility for the Pell Grant program.

## **Federal Work-Study Program**

The Federal Work-Study Program assists students who have financial need by providing part-time employment. FWS jobs are located on campus usually, but many off-campus worksites are available at other public agencies, private non-profit organizations, and private for-profit companies and businesses. Students employed through this program are paid a minimum of \$11 per hour, depending upon the complexity of the job to which they are assigned.

**Special note:** The College does not participate in the Federal Stafford or the Federal Direct student loan programs.

## **Maryland State Aid Programs**

**Application forms required for Maryland State financial aid:** *Free Application for Federal Student Aid (FAFSA)*

**Deadline Date:**

**March 1**

## **State Scholarships and Grants**

The State of Maryland's Office of Student Financial Assistance offers a variety of scholarships and grants to its residents who attend Maryland colleges and universities. Many of these programs, such as the Guaranteed Access Grant, Educational Assistance Grant, and Senatorial Scholarships, require the Free Application for Federal Student Aid Form. Applications must be processed before March 1 to be considered for state aid. Some programs, like the Maryland Community College Promise Scholarship, may also require a separate application.

Contact the Maryland State Office of Student Financial Assistance at 1-800-974-0203 for more information or access their website at <https://mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx>.

## **Maryland Part-Time Grant**

This state scholarship program is awarded by Chesapeake College. Students must be enrolled in six to eleven credits, be in a degree-seeking program, a Maryland resident and demonstrate need with priority given to Pell Grant recipients. All funds are awarded on a first-come, first-served basis. Students should complete the Free Application for Federal Student Aid by our priority deadline date of May 1 to be given consideration.

## Edward T. Conroy Scholarship

This state scholarship program is awarded by Chesapeake College. Students must complete the application and provide all supporting documentation by our priority deadline date of May 1.

The Edward T. Conroy Memorial Scholarship Program provides financial aid to

- Sons and daughters of members of the United States armed forces who died as a result of military service or who suffered a service connected 100 percent permanent disability as a result of military service;
- A veteran who suffers a service connected disability of 25 percent or greater as a result of military service and has exhausted or is no longer eligible for federal veterans' educational benefits;
- POW/MIA's of the Vietnam Conflict and their sons and daughters;
- Sons and daughters and surviving spouses (who have not remarried) of victims of the September 11, 2001 terrorist attacks who died as a result of the attacks on the World Trade Center in New York City, the attack on the Pentagon in Virginia, or the crash of United Airlines Flight #93 in Pennsylvania;
- Sons, daughters and surviving spouses (who have not remarried) of State or local public safety employees or volunteers who died in the line of duty or who sustained an injury in the line of duty that rendered the public safety employee or volunteer 100 percent disabled.
- A state or local public safety employee or volunteer who became 100 percent disabled in the line of duty.

## Chesapeake College's Scholarship Programs

Chesapeake College scholarships are funded by the generous support of donors to the Chesapeake College Foundation. To ensure compliance with the award criteria set by donors, the Institutional Advancement Office may share a student's academic and/or financial information if requested by a donor. By signing the Scholarship Application, students authorize the release of such information to scholarship donors.

**Application forms required for local Chesapeake scholarships:** *Chesapeake College Scholarship Application*  
**Deadline Dates:** *Please refer to the current scholarship application for specific deadlines.*

The Chesapeake College Foundation provides the College with over 70 institutional endowed and annual scholarships for award to its students. Students can apply for these scholarships through a single, pooled application. Please visit <https://www.chesapeake.edu/ccscholarships> to apply.

## Local Private Assistance

Many organizations in the five-county area served by the College offer private scholarships. These scholarships are awarded by the organizations and criteria can vary.

**Application forms required for local private assistance:** *Refer to donor for application*  
**Deadline Dates:** *Vary*

Students can learn more about these private scholarships at local high schools, libraries, and through individual service organization directories. Listed here are two of many private scholarship opportunities that may be available in the five-county area.

### **James H. Barton Memorial Scholarship (Q22)**

This scholarship is available to Queen Anne's County residents with a 2.0 grade point average enrolling at Chesapeake College either full- or part-time. Contact Mr. James Barton at: 410-758-2996, for more information.

### **Chesapeake Women's Network (P54)**

The Queen Anne's and the Talbot chapters each offer a scholarship to a female student residing in Queen Anne's, Talbot, Caroline or Dorchester counties. Preference is given to a student re-entering college or the job market. Selection is made by the Network. The Queen Anne's Chapter's deadline is March 31. The Talbot Chapter's deadline is May 1.

## **Other Assistance Programs**

- Waivers of tuition and fees for foster care recipients are available to certain students who resided in foster care in the State of Maryland at the time they graduated from high school or successfully completed GED; or you must have resided in foster care on your 13th birthday and were then adopted after your 13th birthday. The student must not be older than 25 years of age when enrolling as a degree seeking student at Chesapeake College. The student must file the Free Application for Federal Student Aid by March 1st, of each year. The waiver covers tuition and fees.
- Unaccompanied Homeless Youth Waiver waives tuition and fees for students deemed homeless by their high school homeless liaison under the McKinney Vento Act, Director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development or Director of a runaway or homeless youth basic center of transitional living program. Students must file the Free Application for Federal Student Aid by March 1, complete and submit the UHY Certification Form and be enrolled on or before he or she reaches the age of 25. The youth continues to be exempt from paying tuition and fees until 5 years after first enrolling as a candidate for an associate, bachelors, or a vocational certificate at a Maryland public institution of higher education. For more information contact the Office of Financial Aid at 410-822-5400 ext. 2252.
- DC Tuition Assistance Grant Program for District of Columbia residents allows District residents attending Chesapeake a tuition subsidy that will pay the difference between in-state and out-of-state tuition. Funding is for tuition only. Students must currently live in the District and have lived there for at least 12 consecutive months prior to the beginning of their freshman year of college; they must have graduated from high school or received the equivalent of a diploma on or after January 1, 1998; students must have begun their undergraduate course work within three years of graduating from high school; students must be enrolled at least half-time and must not have completed their undergraduate program.
- A Senior Citizen Tuition Waiver is available with proper documentation. Please contact the Business Office for eligibility requirements and application to apply.
- Disability Waiver Policy - Any resident of Maryland who is out of the workforce because of a permanent disability as defined by the Social Security Act, the Railroad Retirement Act, or in the case of former federal employees, the Office of Personnel Management, and enrolls in a community college class that has at least 10 regularly enrolled students, may be eligible for a tuition waiver. Students may be enrolled for up to 6 credits per semester without declaring a degree or certificate. Letters of Recognition programs are no longer eligible for the waiver. Certain Continuing Education programs are eligible if they lead to employment. Please consult the list of eligible programs at <http://www.mhec.state.md.us/career/WIA/WIASearch/WIACountyPgm.asp>. This waiver is for tuition only. Once a student enrolls in more than 6 credits, they must declare a major and apply for federal financial aid. The priority deadline date for the Fall term is May 1st and the Spring term is December 1st. Students must complete the Certificate for Tuition Waiver Form and have it authorized by the Social Security Administration. Students are not permitted to receive both federal/state aid and the waiver unless the federal/state aid is insufficient to cover tuition. Students receiving SSI/SSDI as a dependent or survivor of a disabled beneficiary do not qualify for this waiver. Waiver forms should be submitted to the Director of Financial Aid for review and final approval.
- Workforce Investment Funds are available for students who are in need of employment-related and occupational training. Federal funds are available for those curriculums that have been approved by the Maryland Higher Education Commission. To see a listing or for more information, call or stop by any of the One-stop Career Centers, 410-822-1716, or review the website at [www.uswib.org](http://www.uswib.org).

- Maryland National Guard Tuition Waivers are available for students who are currently serving in the National Guard. Please contact the Business Office for eligibility requirements and application to apply.

## Conditions of Awards

### ACADEMIC STANDING

Students must make satisfactory academic progress in order to receive funds from the Federal Pell Grant, Supplemental Educational Opportunity Grant, College Work-Study Programs, and the state and institutional aid programs. Awards will be withdrawn from students who do not maintain satisfactory academic progress. Institutional scholarship programs require a student to maintain a 2.5 cumulative grade point average unless noted otherwise.

### ACADEMIC YEAR

An academic year is defined as 29 credit hours. Remedial credits can be included.

### CHANGES IN FINANCIAL STATUS

Students must report changes in financial status (decreases in income, benefits, etc.) to the Office of Financial Aid. The student's financial need may be recalculated based on the change(s), and adjustments to financial aid packages will be made if necessary.

### CONCURRENT ENROLLMENT

Students may only be degree-seeking and receiving federal financial aid at one college. The United States Department of Education will notify Chesapeake College if a student is enrolled at two colleges within the same semester and awarded financial aid at both colleges. Once notified, we will rescind ALL aid awarded and the student will be responsible for their semester charges.

### CONFIRMING REGISTRATION

Financial aid recipients with sufficient aid who have registered and accepted their awards via self-service will have their course registration secured. Disbursements take place later in the semester.

### DRUG-RELATED CONVICTIONS

Students convicted of processing or selling illegal drugs while receiving federal aid will lose eligibility for federal financial assistance until certain conditions are met. For more information, contact Federal Student Aid Processing at 1-800-433-3243.

### DURATION OF PELL GRANT ELIGIBILITY

Students will not be eligible for Federal Pell Grants beyond 12 semesters or equivalent as determined by federal regulation. Federal regulations will provide fractional equivalents for terms in which a student is enrolled less than full-time.

### ENROLLMENT STATUS

Financial aid awards may be adjusted when students change their enrollment status (e.g. from full-time to three-quarter or half time). In some instances, these students may be required to repay a portion of the aid received. Students must notify the Office of Financial Aid of all changes in enrollment status. Students reported as never attending class will have their aid rescinded.

### ELIGIBLE COURSES

Financial aid can only award aid to students enrolled in courses that are part of their academic program. Students must follow their academic plan based on the program of study they are pursuing.

### ESTIMATED AID

An estimated financial aid package may be awarded to a student pending corrections, documentation or other materials needed to finalize an award. Estimated awards are done at the discretion of the Director of Financial Aid. Failure to provide the necessary documents could result in the student owing their entire term charges.

### FINANCIAL LITERACY

All students should understand how to manage money and credit to make informed decisions now and in the future. For more information, visit our Web page at [http://www.chesapeake.edu/finaid/fa\\_literacy.asp](http://www.chesapeake.edu/finaid/fa_literacy.asp).

### **OUTSIDE SCHOLARSHIPS**

Students awarded scholarships from outside the institution must report these awards to the Office of Financial Aid. If a student's direct costs have been met, the award package may be reduced.

### **OVER-AWARDS**

Students who receive funds in excess of their financial need are over-awarded. The amount of the over-award must be repaid, regardless of the origin of the error, before further federal financial assistance may be received.

### **REPEAT CLASS**

Financial Aid will only pay for courses previously dropped or failed twice and courses passed with a D grade or better only once.

### **STUDENT ELIGIBILITY**

Students who do not have a high school diploma, or an equivalent such as a GED, and who did not complete secondary school in a homeschool setting are not eligible for Title IV funds. Under specific conditions, a student may be eligible for Title IV funds if they meet the guidelines for Ability to Benefit.

### **STUDENT ID**

Students who are receiving financial aid must use their student identification number when making inquiries to the Financial Aid office and when purchasing books from the College's Bookstore.

### **TREATMENT OF MINI SESSIONS**

Mini sessions are offered in between the fall and spring regular 15 week terms. Federal regulations mandate the treatment of these sessions be tied to a term. The Financial Aid Office will include all sessions within a 15 week semester to be part of an award period. Students are free to register when it's convenient for them, but should be aware that a student's lock date is determined by the latest session enrolled.

### **TUITION SCHOLARSHIPS**

In the event that a student receives multiple tuition scholarships, the institutional tuition scholarship will be re-awarded to another student. This is to ensure that a maximum number of Chesapeake students are being considered for such scholarships. Tuition scholarships are awarded based on in-county tuition rates only.

### **UNOFFICIAL WITHDRAWAL**

Students receiving financial aid **MUST** participate in academic related activities regularly. Logging into a course or appearing in a face-to-face course is not considered an academic related activity. Participation is reported by faculty three times a semester. If a faculty member reports ceased participation in academic related activities, the student could be dropped/withdrawn from the course(s) and their aid could be reduced or cancelled. Once dropped/withdrawn, the student will not be added back to the course.

### **VERIFICATION**

Students selected for verification by the United States Department of Education or Chesapeake College, must provide all necessary financial documents before any financial aid will be disbursed. Failure to comply may result in the student being responsible for all institutional charges incurred for the term.

### **WITHDRAWALS**

Federal financial aid recipients who withdraw completely from the term will be subject to regulations governing the return of federal funds. Federal funds will be prorated using software provided by the United States Department of Education. Students owing a refund will not be permitted to register for future terms until the balance is paid in full. Attendance will be monitored and unofficial withdrawals will be subject to the same federal regulations. Students reported as never attending class will have their entire aid package rescinded. Students will be responsible for all institutional charges incurred for the term.

## **Policies Governing Federal Financial Aid**

### **Ability to Benefit Policy**



Chesapeake College will admit only students who are beyond the age of compulsory attendance; however there are two groups of students who are enrolled but not matriculating in a degree or certificate program: dually enrolled and gifted and talented students. Students with these designations are permitted to enroll but are exempt from federal aid eligibility and Ability to Benefit regulations.

Generally, students who do not have a valid high school diploma, GED, or a home schooling document that meets our school's policy will not be eligible for federal financial aid. However, students may still be eligible to receive financial aid by demonstrating the Ability to Benefit (ATB).

If you have additional questions regarding your options, please contact the Office of Financial Aid at 410-822-5400, ext. 2252.

## Satisfactory Academic Progress

### Satisfactory Academic Progress Policy

The United States Department of Education mandates Chesapeake College to have an established Satisfactory Academic Progress policy for financial aid students. The policy must be qualitative (grade point average requirement) and quantitative (maximum time frame for completion) and minimum passing of coursework. A student's entire academic record will be evaluated once they apply for financial aid. The policy must be at least as strict as the academic policy governing students not receiving financial aid. Progress will be monitored once the student attempts their 6th credit hour.

In order to have an equitable policy for both full-time and part-time students, the graduated grade point average will be utilized. Status will be checked every semester, including summer. If it is determined that a student is not making satisfactory progress, they will be placed on Financial Aid Warning the following term (including summer). The student will be eligible for financial aid for one term. If at the end of the following semester the student has not obtained a 2.0 cumulative grade point average or a grade point average equivalent to their earned credit hours and/or completed at least 67 percent of their attempted courses, they will be placed on Financial Aid Suspension and ineligible for all aid. Non-enrollment periods do not improve a student's status.

### Graduated Qualitative Standard

Chesapeake College requires students to have a 2.0 cumulative grade point average to graduate. The graduated standard for the minimum GPA throughout the academic program is as follows:

Total hours attempted	Minimum CUM GPA required
6-15	1.5 GPA
16-45	1.75 GPA
46-	2.0 GPA

### Quantitative Standards

Students must complete 67 percent of all course work attempted during each semester and cumulatively. Transfer credits will count towards attempted and earned courses. Example: Student enrolls in 12 credit hours for the fall term and completes only six credit hours at the end of the term. The completion rate is as follows:  $12 \text{ attempted credit hours} / 6 \text{ completed credit hours} = 50\%$  completion rate.

### Maximum Timeframe

A student will be given a maximum time frame of 150 percent to complete their program of study. This will hold true for certificate and AA degree programs.

The average AA program requires 65 credit hours for program completion; the maximum time frame cannot exceed 97 attempted credit hours ( $65 \times 150\% = 97$ ). The average certificate program requires 29 hours for program completion; the maximum time frame cannot exceed 43 attempted credit hours ( $29 \times 150\% = 43$ ).

The Financial Aid Office will evaluate each recipient based on the number of credits required for completion of their program of study. All courses attempted, regardless of academic program will count toward maximum time frame, therefore; students should select their program of study carefully and follow their academic program precisely.

Remedial course work up to 30 load hours (including repeated courses) will not count against the maximum time frame. Remedial course work will be monitored in order to adhere to the maximum limit set at 30 load hours. Should a student meet the 30 load hour limit, their enrollment status would exclude future remedial course work in determining eligibility for federal aid. If the student is not enrolled in credit courses, their eligibility will be suspended until credit enrollment exists.

### **Transfer Credits**

Students who have attended another institution prior to Chesapeake College must have their academic transcripts evaluated by our Registrar. All credits accepted for transfer will be counted in both attempted and earned credits in the Satisfactory Academic Progress calculation.

### **Minimum Passing of Coursework**

Each student must pass a portion of the program for each semester enrolled. In order to maintain eligibility a student must pass AT LEAST 67 percent of the semester course load. When determining the minimum passing of coursework, the Financial Aid staff will round down to the nearest credit hour.

- Final passing grades are A, B, C, and D.
- Final non-passing grades are F, L, R, W and I.
- Depending on the date of the change to audit, audit (AU) grades are not eligible for financial aid payment. However, if a student is enrolled in one class and changes to audit, the action will be treated as withdrawing from a regular program and a Return of Title IV funds calculation will be performed.
- The incomplete "I" grade may be recalculated to restore eligibility only after a passing grade is recorded and the change of grade occurs within the current academic school year. Any grade changed after the last date of enrollment will be counted for future eligibility.
- Students who withdraw from classes jeopardize their completion rate since the course(s) count in the attempted credits.

### **Minimum Grade Point Average**

In addition to completing a minimum portion of each semester with a passing grade, students must achieve a minimum grade point average (GPA). Satisfactory academic progress is determined by examining the ratio of points to credit hours. A 2.0 cumulative GPA is required for graduation. To be considered as making satisfactory academic progress, a student must maintain:

Credit Hours Attempted	Minimum CUM GPA required
6 - 15	1.5 GPA
16-45	1.75 GPA
46-	2.0 GPA

### **Financial Aid Review Process**

Financial aid recipients will be reviewed for satisfactory academic progress at the end of every semester including summer. Students who do not meet the standards for progress will be placed on Financial Aid Warning automatically for one semester while continuing to receive financial aid. If, at the end of the warning period, they have not met the requirements for continuation of aid, financial aid awards will be suspended until the minimum requirements are achieved.

### **Financial Aid Suspension**

After one semester of Financial Aid Warning, if a student is still not meeting Satisfactory Academic Progress, they will be placed on Financial Aid Suspension. During suspension status, students are ineligible for financial aid. Students may appeal their suspension status by completing the Satisfactory Academic Progress Appeal Form.

### **Financial Aid Dismissal**

Once a student has been granted two appeals and continues to fail Satisfactory Academic Progress, the student will be permanently DISMISSED from financial aid. Students are still permitted to register and enroll in courses at Chesapeake College

but will do so without the benefit of financial aid. A Financial Aid Dismissal status is FINAL and there is no appeal process. This is a federally mandated policy.

### **Appeal Process**

Students have the right to appeal the unsatisfactory progress status twice. A student may appeal submitting the Satisfactory Academic Progress Appeal Form to the Office of Financial Aid. Documentation of an extreme circumstance will be required to substantiate the request. The appeal will be reviewed and the student will be notified of the decision in writing by mail or Skipjack e-mail. Students will be permitted to apply for TWO appeals based on specific circumstances such as; death of a relative, injury or illness of the student or other special circumstances. Failure to withdraw resulting in a failing grade is not considered a legitimate defense for poor performance. If the appeal is granted, the student will be placed on Financial Aid Probation. In the appeal the student MUST include how they will correct their deficiencies and make satisfactory academic progress by the end of the following semester. Students with Academic Plans may submit those plans as a course of action. The Academic Plan must lead to the student achieving Satisfactory Academic Progress within a specific timeframe not to exceed three semesters. The Director of Financial Aid will determine if the plan submitted will lead to meeting SAP and approve the request. Part-time students will be given additional semesters on a case by case basis. However, if the plan provided will NOT improve the students' status, the appeal will be denied. Furthermore, a student who breaches any conditions of an approved plan will be permanently suspended from federal financial aid. Breaches include withdrawing and failing classes in the semester the appeal has been granted.

### **Financial Aid Probation**

Students who have been granted a suspension appeal will be placed on Financial Aid Probation for one semester. The student must reestablish eligibility based on the standards above at the end of the probationary semester. Students with approved academic plans or a corrective action plan may continue to receive financial aid if they adhere to their plan. Any deviation from a student's approved plan will be cause for Financial Aid Dismissal after their second appeal. A Financial Aid Dismissal status is FINAL and there is no appeal process. This is a federally mandated policy. Students are still permitted to register and enroll in courses at Chesapeake College but will do so without the benefit of financial aid.

### **Summary of Standards**

- You may only receive federal financial aid for a specific length of time (150 percent of the published length of the program plus a maximum of 30 attempted credits of developmental education).
- You must pass at least 67 percent of all coursework attempted each semester.
- You must maintain satisfactory academic progress qualitatively and quantitatively.
- A Return of Title IV funds calculation will be performed for students changing to audit when enrolled in only one course.
- Financial aid will not pay for future audited ("AU") courses, or repeat ("R") grades.
- Financial aid will only pay for repeated courses twice for courses withdrawn from or failed.
- Financial aid will pay for courses students have successfully passed only once regardless of the grade received.
- If the student is on Financial Aid Suspension at the end of the spring semester, the student will be ineligible for aid for summer and all subsequent semesters until the students' status improves.

If you have any questions concerning this policy or your eligibility, please call the Financial Aid Office at: 410-822-5400, ext. 252 or write us at Chesapeake College, P.O. Box 8, Wye Mills, MD 21679.

### **Change of Major**

Students should understand that changing his/her major may have a negative impact on financial aid eligibility. Students should seek academic advising before making such considerations.

### **Life Time Eligibility Used (Federal Pell Grant)**

The U.S. Department of Education has reduced the duration of Federal Pell Grant eligibility from 18 semesters (or its equivalent) to 12 semesters (or its equivalent). This applies to all Federal Pell Grant eligible students effective with the 2012-2013 academic year.

**Does this change affect me?**

This change affects all students regardless of when or where they received their first Federal Pell Grant.

**How does this change affect me?**

If you received 100% of your Federal Pell Grant award for 12 semesters, you will not have any remaining Federal Pell Grant eligibility.

If you have received the Federal Pell Grant for four years or more, you may have reduced eligibility or no remaining eligibility for the Federal Pell Grant eligibility for the 2012-2013 school year.

**Can I appeal my Pell lifetime eligibility?**

No, you may not. Federal Pell Grant limits are set by federal law. If you rely on Federal Pell Grant funding, stay in school and be conscious about the lifetime limits when changing majors and/or scheduling classes.

**How do I determine my remaining eligibility?**

Lifetime Eligibility Used (LEU) is tracked by the U.S. Department of Education and is based on full-time enrollment. If you received 100% of your award for 12 semesters, you will not have any remaining Federal Pell Grant eligibility.

The U.S. Department of Education will send email messages to all FAFSA applicants who are nearing their Federal Pell Grant lifetime limit or who are no longer eligible for these funds.

For more information about calculating your remaining eligibility, visit the Federal Student Aid Pell Grant page.

**How can I see my Lifetime Eligibility Used (LEU) percentage?**

You will be able to log on to the National Student Loan Data System (NSLDS) website using your FSA ID to view your LEU. The LEU will be found on the "Financial Aid Review" page.

## **Unusual Enrollment History (Federal Aid)**

The U.S. Department of Education has established new regulations to prevent fraud and abuse in the Federal Pell Grant Program by identifying students with unusual enrollment histories. Some students who have an Unusual Enrollment History (UEH) have legitimate reasons for their enrollment at multiple institutions. However, such an enrollment history requires our office to review your file in order to determine future federal financial aid eligibility. If selected by the Department of Education (via the FAFSA), this must be resolved before you will receive financial aid.

**Definition of Unusual Enrollment History**

The specific pattern the Department of Education uses to select students includes those students who have received a Federal Pell Grant at multiple institutions during the past three academic years. Once the Department of Education indicates that a student has an unusual enrollment history, the Financial Aid office must then take action and review the academic history prior to determining federal financial aid eligibility for that student.

**What Will Be Required of You**

If selected, our office will notify you of what is required. We will check your financial aid history at your previous institutions that you attended during the previous three years. You are required to have received academic credit at any institution you received the Federal Pell grant while attending in those relevant academic years. You need to ensure that we have received all official transcripts for schools previously attended. These records were required at the time of admission and must be on file with

the Registrar's Office for your financial aid review. Our office will verify the academic credit was received at each institution during the relevant years. If so, we will notify you that you have satisfied this requirement. If you failed to receive academic credit at any institution you received a Federal Pell grant at during the relevant award years, your federal financial aid will be denied and you will be notified.

### **Appeal Process**

Students are able to appeal the financial aid denial by submitting an Unusual Enrollment History (UEH) Appeal Form; a letter explaining the unusual enrollment history; and, documentation to support the explanation provided in the appeal letter. This documentation will be reviewed by our office and we will notify you of the decision.

### **Regaining federal student aid eligibility**

Students that have been denied federal student aid based on an Unusual Enrollment History Appeal have the ability to appeal to the Financial Aid Office. Staff members will review the initial denial once the following information is received: the student's appeal letter to determine if the situation meets the federal requirements; all transcripts for each school attended; and any appropriate documentation of the extenuating circumstances. To be considered for a second appeal, you must contact the Director of Financial Aid. Your letter should include any additional information and/or documentation that you want the Committee to take into consideration. These decisions of the Committee are final and are not appealable to the Department of Education.

## **Pell Grant Lock Date**

Effective Fall 2024, a **NEW POLICY**: Chesapeake College will institute a student specific lock date based on the student's last class start date and the end of the add/drop period for all courses. Students will earn their aid as the course(s) begin but if they withdraw prior to the last class date or register for an accelerated session, all aid is reviewed and adjusted up or down accordingly. Students should plan their course selections carefully and attend class making every effort to pass the course before considering withdrawal. Students could owe balances by withdrawing due to the adjustment date that is specific to their course schedule for the term.

Students should contact the Financial Aid Office before making any schedule changes to discuss the impact of the change in enrollment.

Financial aid will be awarded based on the enrollment status the student has at the time of a complete financial aid file. Federal aid is not disbursed until the 4th week of class for all classes that have begun. If a credit balance is due, it will be refunded to the student during our financial aid refund schedule. Students enrolled in accelerated courses, if eligible will not see available aid until the class has started and enrollment has been confirmed. Students may owe a balance for accelerated courses when the aid awarded is not sufficient to cover the additional charges. Planning early to enroll is recommended.

## **Return of Federal Funds Policy**

In accordance with the final regulations specified in DCL GEN-11-14 and in the 34 CFR 668.22, the following policy explains the process by which Chesapeake College determines the amount of Title IV funding that the student earned when they have withdrawn from the institution. Students are awarded Title IV funding under the assumption that they will complete all courses in which they are enrolled. If a student fails to meet this standard and withdraws or ceases attendance in all courses within a payment period, the institution must determine the amount of aid that the student earned, and the amount of aid that must be returned. The burden is shared between the student and the institution to return Title IV funding to the U.S. Department of Education.

- Identification of Student Withdrawal
  - Types of Student Withdrawal
    - Official: A student is an official withdrawal when the student begins the official withdrawal process in accordance with Chesapeake College's withdrawal policy as stated in the college catalog.

- Unofficial: A student is an unofficial withdrawal when the student ceases attendance in all courses prior to the end of the payment period without providing official notification of the intent to withdraw. Students who fail to receive a passing grade in all courses would be considered an unofficial withdrawal.
    - Non Attendance: A student is administratively withdrawn if the student fails to attend all courses that the student is scheduled to attend.
  - Date of Withdrawal
    - As an institution that is not required to take attendance, the date of withdrawal is determined as the date the student dropped or withdrew from all courses, unless notified otherwise that the student has begun the official withdraw process.
    - For students who cease attendance and/or fail to receive a passing grade in their courses, the date of withdrawal is determined as the last date of attendance/academically related activity. This is reported by instructors three different ways; the start of term FTE roster, Mid-term Grade Roster and Final grading roster. Calculations and adjustments are made after each roster is reviewed.
  - Online Courses
    - A student will be marked as attending an online course if the student has actively participated in the course. Active participation includes, but is not limited to, participating in online discussions about academic matters, submitting an academic assignment, taking an exam or participating in an online interactive tutorial, etc. Just "logging in" is NOT considered attending.
    - If a student withdraws from an online course, the determination of the withdrawal date will be consistent for in person courses.
    - If a student ceases attendance in an online course, the last date of attendance will be determined based on the last date of academically related activity as documented by the instructor.
  - Programs Offered in Modules

A program is offered in modules if the courses do not span the entire length of the payment period. If a student is enrolled in any course that does not span the entire length of the payment period, the student is considered to be enrolled in a program offered in modules for that payment period. However, if a student is only enrolled in courses that span the entire length of the payment period, that student is not considered enrolled in a program offered in modules for that payment period.

- Identifying Withdrawals
      - According to DCL-GEN-11-14, a student will be identified as a withdrawal if the student ceases attendance at any point prior to completing the payment period.
      - For students enrolled in modules, there are three questions to be evaluated in determining if a return of Title IV calculation must be conducted. These questions are provided as guidance in the FSA Handbook:
        - *After beginning attendance in the payment period, did the student cease to attend or fail to begin attendance in a course he or she was scheduled to attend?*
          - *If no, this is not a withdrawal.*
          - *If yes, go to the next question.*
        - *When the student ceased to attend or failed to begin attendance in a course he or she was scheduled to attend, was the student still attending any other courses?*
          - *If yes, this is not a withdrawal; however, other regulatory provisions concerning recalculation may apply.*
          - *If no, go to the next question.*
        - *Did the student confirm attendance in a course in a module beginning later in the period?*
          - *If yes, this is not a withdrawal, unless the student does not return.*
          - *if no, this is a withdrawal and the Return of Title IV Funds requirements apply.*
      - *Written Confirmation of Future Attendance*







calculations are performed on all students who have unofficial withdrawals prior to the 60% point of the payment period.

- Notifications
  - Upon completion of the Return of Funds calculation, students are notified that their financial aid has been adjustment based on a change in their enrollment status.
- Consumer Information
  - Information about the requirement of Return of Federal Funds is made available to students in the college catalog (available online ) and our financial aid webpage at [www.chesapeake.edu/finaid](http://www.chesapeake.edu/finaid).

### *Return of Funds Scenario:*

A student received a Pell Grant for the Fall term. She withdrew from classes after 21 percent of the term had been completed. Twenty-one percent of her aid was earned and will not be adjusted. The other 79 percent was not earned and must be returned to the Department of Education. Using the Return of Funds calculation, funds will be returned to the Department of Education and she may owe money to Chesapeake College. The amounts owed depend on a number of factors, including tuition, fees, book charges, type of aid received and refunds received. Chesapeake College will return the funds to the Department of Education for the student and will notify her about the portion owed to Chesapeake College.

## **Federal Verification**

The Department of Education selects financial aid applications at random for a process called verification. Chesapeake College verifies ALL students selected by the Central Processing Center who are eligible to receive aid based on funding levels set each year. Students/parents who estimate income must correct his/her FAFSA with accurate income once a tax form has been filed. Chesapeake College will not correct estimated income and will consider the file incomplete until a corrected transaction is received. In addition, Chesapeake College has the right to request data for any information that appears incorrect or inconsistent even if the file was not selected for verification. Chesapeake College has the right to select any student not already selected by the United States Department of Education.

Each student selected for verification will be required to complete a verification worksheet and attach copies of signed federal tax transcripts for student, spouse and/or parent if determined a dependent student. Students/parents who utilize the IRS data retrieval may still be required to provide federal tax transcripts. If a student or parent needs to request a tax transcript from the Internal Revenue Service, please call 1-800-829-1040 or go to [www.irs.gov](http://www.irs.gov). Please refer to <https://studentaid.ed.gov/sa/redirects/federal-student-aid-ed-gov> for the federal regulation governing dependency. We will notify students by email of all documents needed to complete the students file. It is not uncommon to discover additional documents needed after a file has been considered complete during the process of verifying. Students will be notified in writing if additional information is needed. The following data elements must be verified: adjusted gross income; U.S. income taxes paid; household size; number in college; untaxed income such as, child support, and untaxed portion of pensions; child support paid and SNAP (Food Stamp Benefits). High School completion status, Identity/Statement of Educational Purpose.

The deadline for receipt of all documents is May 1st for the Fall term and December 1st for the Spring term. We will accept late applications and will notify students as they apply what documents are outstanding. Incomplete files will not be reviewed or considered for any federal aid. Students who are in financial aid suspension or in default of a federal student loan, will not be sent any request letters until they become eligible. Once the student has submitted all documents for completion, the Financial Aid Office will review the file and notify the student in writing by awarding the student or sending another status letter.

On a case-by-case basis, a student's incomplete file may be awarded pending documentation but only at the Director's discretion. The award will be entered as ESTIMATED and funds will NOT be disbursed until the documentation has been received. Students MUST provide all documents within 10 days of the request. Late applicants must provide all documentation before their LAST DATE OF ATTENDANCE. Any changes in eligibility as a result of verification will be sent to students as REVISED award letters. If the student fails to provide the necessary documentation, he/she will be required to pay all charges incurred.

On occasion a student's file will be selected for verification after funds have been disbursed. Chesapeake College will notify the student of the documents required but will not disburse any future funds until the verification process has been completed. If

verification proves the student is no longer eligible for the funds disbursed, they will be required to repay those funds, except for earnings under the Federal Work-Study Program.

Financial Aid Administrators at Chesapeake College are required by the U.S. Department of Education to resolve any and all conflicts in information or documentation provided directly or indirectly by the student.

What is CONFLICTING INFORMATION? This is the terminology used when information in the student's file is in conflict. A few examples would be dependent students who claim themselves on their federal taxes as do their parents, or no tax forms for a student who was required to file a 1040 with the IRS, or a student who certifies they have a high school diploma but indicates on their admissions application they are working on their GED. These are all examples of conflicting information. All conflicts must be resolved BEFORE any financial aid can be awarded or disbursed. Become familiar with IRS regulations governing who must file a tax form, disclose all scholarship awards, and do not put false or misleading information on any official college documents are a few ways students can avoid conflicting information.

## **Chesapeake College Office of Financial Aid Statement of Ethical Principles**

The primary goal of the financial aid professional is to help students achieve their educational potential by providing appropriate financial resources. To this end, this statement provides the financial aid professional with a set of principles that serves as a common foundation for accepted standards of conduct.

The financial aid professional shall:

1. Be committed to removing financial barriers for those who wish to pursue postsecondary learning.
2. Make every effort to assist students with financial need.
3. Be aware of the issues affecting students and advocate their interests at the institutional, state, and federal levels.
4. Support efforts to encourage students, as early as the elementary grades, to aspire to and plan for education beyond high school.
5. Educate students and families through quality consumer information.
6. Respect the dignity and protect the privacy of students, and ensure the confidentiality of student records and personal circumstances.
7. Ensure equity by applying all need analysis formulas consistently across the institution's full population of student financial aid applicants.
8. Provide services that do not discriminate on the basis of race, color, religion, creed, age, sex, national origin, ancestry, sexual orientation, disability, pregnancy, military status or any other class protected by law.
9. Recognize the need for professional development and continuing education opportunities.
10. Promote the free expression of ideas and opinions, and foster respect for diverse viewpoints within the profession.
11. Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.
12. Maintain the highest level of professionalism, reflecting a commitment to the goals of the National Association of Student Financial Aid Administrators.

## **Chesapeake College Code of Conduct for Financial Aid Professionals**

An institutional financial aid professional is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity.

In doing so, a financial aid professional should:

1. Refrain from taking any action for his or her personal benefit.

2. Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
3. Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
4. Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
5. Refrain from soliciting or accepting anything other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
6. Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

## Truth in Lending Disclosures

Chesapeake College takes pride in keeping its tuition rates low and providing a convenient payment plan leading to the Board decision to not participate in the William D. Ford Direct Loan program. We understand that some students may still feel the need to borrow and will seek a Private Educational Loan. Chesapeake College does not endorse lenders and does not have a preferred lender list. Student must seek their own funding source. However, we do want students to be educated loan borrowers and will provide the following information:

- Private lenders will provide a Truth in Lending statement that must be signed by the borrower. In the statement, students will learn of their rights and responsibilities as a borrower of a private loan.

Private loans are NOT federal educational loans.

Private lenders will charge their own interest rate and terms and conditions of repayment. Loan eligibility is determined by the Cost of Attendance, Estimated Financial Aid and the difference between the Estimated Financial Aid and Cost of Attendance.

- Chesapeake College does not impede on a student's decision to borrow, however, we require ALL students to complete the Free Application for Federal Student Aid for the loan period in order to determine if the student is eligible for any Title IV Aid or institutional aid. Students may borrow up to Costs of Attendance minus any financial assistance the student is receiving. All loans are certified and may be adjusted based on those factors as well as the loan period the student is applying. All Costs of Attendance are based on a nine month enrollment period. All loans will be made payable to Chesapeake College and the student. The student must endorse the loan and the Business Office will refund any credit balance within 10 to 14 days unless otherwise noted.

## Cost of Attendance

Need is determined by subtracting the student's Expected Family Contribution from the Cost of Attendance (COA). The COA includes the following: tuition, fees, books and supplies, room and board, transportation and personal expenses. The following COA are for the 2024/2025 academic school year. Full-Time status is based on 12+ credit hours. Three-Quarter status is based on 9-11 credit hours. Half-Time status is based on 6-8 credit hours. Less than Half-Time status is based on 3 credit hours.

**IMPORTANT:** Tuition and Fee costs are billed to students directly. Living Expenses are based on an estimate of housing and food costs incurred by students while attending. This is also the case for Books and Supplies, Transportation and Personal Expenses.

**CAMPUS-BASED COST OF ATTENDANCE (2024/2025)**

<b>COST OF ATTENDANCE</b>								
<b>2024-2025</b>								
<b>With Parent</b>								
	<b>Full-Time</b>		<b>Three-Quarter Time</b>		<b>Half-Time</b>		<b>Less Than H/T</b>	
TUITION AND FEES	\$4,890	\$2,445	\$3,768	\$1,884	\$2,646	\$1,323	\$1,524	\$762
BOOKS AND SUPPLIES	\$1,150	\$575	\$1,150	\$575	\$650	\$325	\$450	\$225
TRANSPORTATION	\$3,600	\$1,800	\$3,600	\$1,800	\$3,600	\$1,800	\$3,600	\$1,800
PERSONAL	\$600	\$300	\$600	\$300	\$600	\$300	\$0	\$0
LIVING EXPENSES	\$5,460	\$2,730	\$5,460	\$2,730	\$5,460	\$2,730	\$5,460	\$2,730
<b>TOTAL</b>	<b>\$15,700</b>	<b>\$7,850</b>	<b>\$14,578</b>	<b>\$7,289</b>	<b>\$12,956</b>	<b>\$6,478</b>	<b>\$11,034</b>	<b>\$5,517</b>
<b>Off Campus</b>								
	<b>Full-Time</b>		<b>Three-Quarter Time</b>		<b>Half-Time</b>		<b>Less than H/T</b>	
TUITION AND FEES	\$4,890	\$2,445	\$3,768	\$1,884	\$2,646	\$1,323	\$1,524	\$762
BOOKS AND SUPPLIES	\$1,150	\$575	\$1,150	\$575	\$650	\$325	\$450	\$225
TRANSPORTATION	\$3,600	\$1,800	\$3,600	\$1,800	\$3,600	\$1,800	\$3,600	\$1,800
PERSONAL	\$600	\$300	\$600	\$300	\$600	\$300	\$0	\$0
LIVING EXPENSES	\$7,880	\$3,940	\$7,880	\$3,940	\$7,880	\$3,940	\$7,880	\$3,940
<b>TOTAL</b>	<b>\$18,120</b>	<b>\$9,060</b>	<b>\$16,998</b>	<b>\$8,499</b>	<b>\$15,376</b>	<b>\$7,688</b>	<b>\$13,454</b>	<b>\$6,727</b>

# Student Services Overview

**ACADEMIC ADVISING** aids students with academic planning, course selection, and transfer to a four-year college or university. Contact the Advising Office at 410-758-1537 or 410-228-4360 for more information.

## **ACADEMIC SUPPORT CENTER (TUTORING)**

Professional staff and peer tutors provide free assistance to students individually and in small groups in most subject areas, especially writing, math, science, and technology. Tutors focus on helping students master concepts, learn study skills, and become independent learners. Tutoring is available in person and online. The Academic Support Center's (ASC) is located on the first floor of the Learning Resource Center. More information about ASC services and resources may be found online. Students can make their own appointments online. Students needing assistance can email [asc@chesapeake.edu](mailto:asc@chesapeake.edu), stop into the LRC during open hours, or call 410-827-5854.

## **ACADEMIC SUPPORT SERVICES IN THE MULTI-SERVICE CENTER IN CAMBRIDGE**

The Multi-Service Center (MSC) coordinates academic support, library, and testing services with the Learning Resource Center at the Wye Mills campus. Academic Support mirrors services on the Wye Mills campus. Computers are available for research, coursework, and to access online LRC resources. Library instruction provides information literacy sessions as well as assignment specific instruction. Testing at MSC provides academic testing for students taking make-up tests, online tests students needing accommodations. Testing hours are different in Cambridge. Check here for current hours.

## **ALUMNI ASSOCIATION**

Chesapeake College alumni are everywhere - in the five counties and far beyond - making a difference in their communities. Whether you were a dual enrollment student in high school, took a few credit classes, graduated with a degree or certificate, took non-credit continuing education, participated in the Institute for Adult Learning, or were part of the adult basic education program, you are a Chesapeake College alum. If you have any questions or would like to speak with someone about being involved in our alumni efforts, call 410-827-5866 or visit our website at <http://www.chesapeake.edu/alumni>.

**BUS SERVICE** is provided by Maryland Upper Shore Transit. For more information, call 1-866-330-MUST.

**CAREER SERVICES** assist students with career counseling, interest testing and employment counseling. This office also assists students in developing effective job search skills, such as resume writing and interviewing techniques, through individual appointments and group seminars. Contact Guido DeLuca, Counselor/Director Job Development & Cooperative Ed. at [gdeluca@chesapeake.edu](mailto:gdeluca@chesapeake.edu) or 410-822-5400 ext. 5804.

**CHESAPEAKE ROOM** in the Learning Resource Center houses a specialized collection of works by Eastern Shore authors and materials relating to Eastern Shore culture. This collection is intended primarily for use by individuals with a genuine scholarly interest in Eastern Shore studies.

**COLLEGE BOOKSTORE.** Located on the Wye Mills campus and operated by Barnes & Noble College, the Bookstore sells and rents new, used & digital textbooks; school supplies, spirit clothing & gifts and snacks. Accepted payments include cash, major credit cards, student financial aid (student ID required, restrictions apply), and Barnes & Noble gift cards. Shop in-store or online. Online orders can be delivered or picked up at the Wye Mills and Cambridge campuses. Textbook buyback is available at the end of the fall and spring semesters during finals. Note: student ID# and a valid photo ID are required for buyback. For more information: [chesapeake.bncollege.com](http://chesapeake.bncollege.com); Email: [sm683@bncollege.com](mailto:sm683@bncollege.com); Phone: 410-827-6874

**CORNER OF CARE.** Located in the Caroline Center Room 217 and Cambridge Cafe the Corner of Care offers free food, toiletries, beverages, snacks, and more. The Corner of Care also provides Gas Cards, Care Packages, and Care Stations packed with snacks and lunches throughout campus. Request a Gas Card or Care Package Here- <https://forms.gle/4Q5VtPUNtwdTSTwn7>. All students are eligible, and everyone is welcome! Open during normal business hours.

**FINANCIAL AID ADVISING** provides students with information regarding grants, scholarships, loans, work-study programs, and other means of financial assistance. Transfer scholarship advising is also available. Call 410-827-5803 for more information.

**FIRST AID AND EMERGENCY SERVICES** are available. In the case of any campus emergency, dial "911" from any campus phone or contact Public Safety by calling 410-758-7275 or picking up any emergency phone located in every building. After normal business hours (Monday through Friday, 8:30 a.m. to 4:30 p.m.), call campus Public Safety at 410-758-7275 or 911.

**FIRST GENERATION OPPORTUNITIES FOR CAREER AND ULTIMATE SUCCESS (FOCUS)** is a program designed for freshmen first-generation male students or first-generation students who identify as male. The program provides these students with exposure to academic support and career exploration during the first year in college. The program includes weekly meetings, career preparation activities (including resume writing and interviewing skills), workshops with business and community leaders, and academic planning. Contact Dr. LaSella Hall (lhall@chesapeake.edu or 410-827-5857) for more information.

**FIRST-YEAR EXPERIENCE.** To help you adjust to this new learning experience, Chesapeake provides a wide array of free services designed to assist you during your first two semesters at Chesapeake College. These services include success workshops, community building activities, and academic planning. Another way to ensure that your freshman year is a successful one is to sign up for FSC 101 (Freshman Orientation Course) during your first semester. First-time students are also strongly encouraged to apply to the SAIL program (see *Success and Interactive Learning* below). Contact Allison Silver, Director of First Year Experience, at asilver@chesapeake.edu or 410-827-5826 for more information.

**FOCUS MINORITY MALE INITIATIVE.** Sponsored by the Office of Student Diversity, Equity, and Inclusion, is a program designed for non-dual enrollment, minority male students. Participants attend weekly meetings that include workshops, guest speakers, presentations, as well as travel to college trips and cultural excursions to support their matriculation at Chesapeake College. The program also provides exposure to academic support, leadership and development, and career exploration and preparation (including resume writing and interviewing skills). The Focus program is derived from the FIRST GENERATION OPPORTUNITIES FOR CAREER AND ULTIMATE SUCCESS initiative that addressed retention, persistence, and students success among diverse populations at the college. Contact Dr. LaSella L. Hall at (410) 827-5857 or lhall@chesapeake.edu for more information.

**FOOD SERVICES** including hot and cold meals, sandwiches, and other items are available during day and evening hours in a social and dining area in the Caroline College Center. Vending machines are available in other buildings on the campus.

**HELPFUL INFORMATION FOR NON-TRADITIONAL STUDENTS (HINTS)** is an online community created for students who are 23 years old and older. Students can access links to important campus resources and information. The HINTS program also offers additional academic support in the areas of time management, study skills and technology. Contact Allison Silver, Director of First Year Experience, at asilver@chesapeake.edu or 410-827-5826 for more information.

### **INTERCOLLEGIATE ATHLETICS**

Chesapeake College is a member of the National Junior College Athletic Association, Region XX, and the Maryland JUCO Athletic Conference and sponsors competition in a variety of intercollegiate sports. Men's varsity sports include soccer, basketball, and baseball. Women participate on the varsity level in volleyball, basketball, and softball.

Institutions of higher education that participate in any Title IV, HEA program and offer athletically-related student aid must provide information on completion and graduation rates in accordance with Federal Student Right to Know regulations. For a copy of the report or more information, contact the Office of Institutional Research and Planning, or the Director of Athletics.

### **LIBRARY**

The library meets the information needs of students, faculty, and the community with a wide range of books, films, recordings and images, along with an extensive electronic collection of online periodicals, e-books, and subject-specific databases. Open-access computers, study spaces for groups and individuals, lots of natural light and a spacious floor plan make the library a comfortable and pleasant place for learning. Information literacy skills are taught throughout the curriculum and supported through class instruction, subject-specific research guides, and one-on-one assistance in-person, or by phone, email, video conferencing, and chat. Many library resources and services may be accessed online. **PERSONAL COUNSELING REFERRAL** is a service provided by the College in order to help students handle problems or adjustments of a personal nature through referrals to professional entities outside the College. Call 410-822-5400, ext. 2240 for more information.

**PHI THETA KAPPA HONOR SOCIETY** is an international honor society for two-year colleges with more than 1,200 chapters at community, technical and junior colleges in all 50 states, Canada, Germany, and U.S. territories. The Alpha Sigma Pi

Chapter of the Phi Theta Kappa (PTK) national honor society is open to students at Chesapeake College. To join PTK, students must have a 3.50 cumulative grade point average, at least 12 hours of coursework completed, and a declared major.

**RESIDENT HOUSING FACILITIES** are not available at Chesapeake College campuses. All students commute to campus.

**STUDENT ENGAGEMENT AND DEVELOPMENT** offers students opportunities for involvement and leadership. Campus activities include giveaways, seminars, socials, community service projects, bus trips, and more! Activities are offered free of charge or at very little cost to students. As student interest dictates, student organizations are formed and assisted by faculty and staff advisors. Follow us on Instagram @ccengageme to stay up to date with Events and Activities on Campus. What's Happenin' @ The Peake Canvas Course connects students to free services, view calendar of events, programs, and activities, join a student organization and more. Click here for more information: <https://chesapeake.instructure.com/enroll/FWLPJF>. For more information contact Cheyenne Roache, Director of Student Engagement and Development, at [croache@chesapeake.edu](mailto:croache@chesapeake.edu) or 410-822-5400, ext. 5480.

**STUDENT IDs.** Student IDs are made in the Caroline Center C104A or in the Cambridge Center. Walk-ins are welcome although appointments are recommended. Free of charge and ready in minutes. Contact Cheyenne Roache to make an appointment at [croache@chesapeake.edu](mailto:croache@chesapeake.edu).

**STUDENTS WITH DISABILITIES** may receive services through the Office of Accessibility. Chesapeake College is fully committed to providing accommodations to all programs for qualified students with disabilities in compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973.

Students with documented disabilities may seek reasonable accommodations to have access to and participation in all programs, services, and activities at Chesapeake College. All requests should be submitted to the Office of Accessibility Services. Students can find information by visiting [www.chesapeake.edu/students/disability](http://www.chesapeake.edu/students/disability). Students are encouraged to initiate the process as early as possible; or at least a month prior to a semester start. Contact Lynette Blake, Director of the Office of Accessibility Services at 410-827-5805.

**STUDENT GOVERNMENT ASSOCIATION** is a cooperative student organization based on mutual confidence between the student body and the administration, faculty, and staff of the College. The College Administration has granted the student body a voice in the regulation and conduct of student affairs. Acceptance of this type of responsibility is a valuable part of the individual student's educational development. Any student is welcome to be a member of the Student Government Association, however, the Executive Board positions are elected. What's Happenin' @ The Peake Canvas Course connects students to free services, view calendar of events, programs and activities, join a student organization and more. Click here for more information: <https://chesapeake.instructure.com/enroll/FWLPJF>. For more information contact Cheyenne Roache, Director of Student Engagement and Development, at [croache@chesapeake.edu](mailto:croache@chesapeake.edu).

**SUCCESS AND INTERACTIVE LEARNING (SAIL)** is a scholarship program designed to help first year students adjust to their freshman year of college. All first-time students are welcome to the SAIL program. The program includes workshops, trips to four-year colleges and universities, as well as other student activities. Students who successfully complete the SAIL program and finish the semester with a GPA of 2.0 or higher will receive tuition scholarship discounts off their following semester tuition at Chesapeake. Success pays at Chesapeake! Contact Allison Silver, Director of First Year Experience at [asilver@chesapeake.edu](mailto:asilver@chesapeake.edu) or 410-827-5826 for more information.

## **TESTING CENTER**

At Wye Mills, the Testing Center offers many types of testing services, including the ACCUPLACER placement test for students entering Chesapeake College, tests for students taking courses at the College, the College Level Examination Program (CLEP) tests, Pearson VUE tests including GED tests, Measure Learning, ParaPro exams, GRE, PRAXIS, Certipoint tests and proctored exams for students attending other academic institutions online nationwide. The Testing Center, located in the Learning Resource Center in room L-107, has day and evening hours. All test takers must present valid photo identification before taking any test and must arrive at the Testing Center with enough time to complete the test before the center closes, based on the allotted time for the test. Contact the Testing Center at 410-822-5400, ext. 2344, or at [testing@chesapeake.edu](mailto:testing@chesapeake.edu) for more information or visit the website at <https://libguides.chesapeake.edu/testing-center/home> Students can schedule an exam appointment online at Testing Center webpage.

### **TRIO STUDENT SUPPORT SERVICE PROGRAMS**

TRiO Student Support Services is a federally funded grant program. TRiO Student Support Services supports first-generation students, income eligible students, and students with disabilities. TRiO significantly impacts the lives of students by providing support, access, and opportunities resulting in persistence, performance, graduation and transfer to a 4-year institution. Working closely with other campus student services, TRiO provides intensive academic, career, and financial aid advising, individualized academic and personal life coaching and mentoring to students so that they will persist, perform well, and successfully complete their college goals. The TRiO offices are located on the 2<sup>nd</sup> floor of the Caroline Center for walk-ins or call (410) 786-9142 or (410) 443-8230 for more information. Refer to <https://www.chesapeake.edu/trio-student-support-services> for more information.

**UPWARD BOUND** The Chesapeake College Upward Bound program is a federally funded program through the United States Department of Education designed to assist economically disadvantaged, first-generation college bound high school students in the successful completion of high school and postsecondary education by preparing them socially and academically. This is accomplished by providing participants with access to rigorous and nurturing academic courses, tutoring services, college-preparatory workshops, counseling, career exploration, leadership opportunities and cultural enrichment. TRIO Upward Bound serves students at Kent County, Colonel Richardson, North Caroline, and Easton High Schools. The main office is located on the Wye Mills Campus in the Caroline College Center, Room 205. Upward Bound can be reached by phone at (410)-304-2180 or via email at [upwardbound@chesapeake.edu](mailto:upwardbound@chesapeake.edu). Please refer to [www.chesapeake.edu/upwardbound](http://www.chesapeake.edu/upwardbound) for more information.

**VETERANS AFFAIRS** makes available information regarding educational and other benefits and assists veterans and children or spouses of deceased or disabled veterans in applying for educational benefits, in obtaining educational and occupational counseling, and in receiving advice in the areas of academics and employment. Chesapeake College maintains effective liaisons with the Baltimore Regional Office of the Veterans' Administration to ensure up-to-date information on new programs or changes in V.A. regulations.

Payment of Veterans' benefits is made directly to the student by the Veterans' Administration, with the exception of Chapter 33, Post-9/11 recipients, and Chapter 31, Vocational Rehabilitation recipients. Veterans should plan finances to cover as much as two months of living expenses at the beginning of each semester as benefit checks do not start arriving before that time. Refer to <http://www.chesapeake.edu/students/veterans-services/veterans-resources> for information on applying for benefits. A student planning to use benefits should apply in the Office of Registration and Records at Chesapeake College as soon as possible after deciding to enroll, and/or complete proper paperwork available on the VA website at: [www.gibill.va.gov](http://www.gibill.va.gov) and plan for any obligations that are not covered by the VA.

Payment for college tuition, fees, and books is not dependent upon the receipt of Veterans' Administration checks, with specific exceptions. (Contact Veterans' Affairs for more information.) Veterans should be aware that payment of these charges is due in full from all students at the time of registration and that payments will not be deferred until the benefit checks arrive. The student is held responsible for the payment on time of all college financial obligations.



# Graduation Requirements

If graduation is your goal, it is our goal to help you reach it. The information on this page outlines the requirements and process to graduate from Chesapeake College with a degree, certificate, or letter of recognition.

NOTE: Information about Commencement (the graduation ceremony) will be provided to eligible graduates by the College at the appropriate time.

- Applying for Graduation
  - Application deadlines
  - Graduation in absentia
- Eligibility to Graduate
  - Degree requirements
  - Certificate requirements
  - Letter of Recognition requirements
- Curricular Requirements for Graduation
  - Catalog year
  - Course substitution
  - Earning a second degree
- Academic Honors and Awards
  - Academic honors
  - John T. Harrison Award for Outstanding Graduate

## Applying for Graduation

Upon completion of 45 credit hours (or 75% of curricular requirements to complete a certificate), students should meet with an academic advisor to complete a **Program Progress Review** to ensure satisfactory progress toward graduation and must also submit a **Graduation Application** within the application period for the appropriate term.

Students eligible for graduation at the time a Graduation Application is submitted are invited to participate in the College's commencement ceremony in May, providing no changes that make the student ineligible for graduation have occurred to the student's schedule after submission of the application.

## Application deadlines

The Graduation Application must be submitted according the following schedule:

- For **summer** graduation: No earlier than **May 1** and no later than **July 30**
- For **fall** graduation: No earlier than **July 1** and no later than **November 30**
- For **spring** graduation: No earlier than **December 1** and no later than **March 30**

Applications are good for only **one** term. Students who do not qualify in their current term **MUST reapply**.

Students should submit their application online through **MyCampus** > Self-Service > Graduation Overview.

Summer, fall and spring graduates are invited to attend the College's annual commencement ceremony in May.

## Graduation in Absentia

Students not attending Commencement who have submitted a Graduation Application may graduate in absentia if all program requirements have been met. The degree or certificate will be mailed to the student by the Office of Records and Registration the week following Commencement.

## Eligibility for Graduation

Students may apply for graduation in the semester in which the program requirements are being completed. All curricular requirements must be met to receive a diploma and to have an academic award posted to the official transcript.

### Degree eligibility

To be eligible for graduation with an Associate of Arts degree, Associate of Arts in Teaching, Associate of Science degree, or an Associate of Applied Science degree from the College, the student must:

1. have fulfilled all course requirements of his/her degree program as outlined in the appropriate College Catalog (see **Catalog Year Graduation Requirements**), with a minimum of 15 hours of credit taken at Chesapeake College;
2. have fulfilled the state and institutional requirements with a minimum of 60 credits;
3. have earned a cumulative grade point average of at least 2.0 at Chesapeake College, 2.75 for the AAT by the posted deadline;
4. have filed an application for graduation;
5. have resolved all financial obligations to the College.

### Certificate eligibility

To be eligible for graduation with a Certificate from the College, the student must:

1. have fulfilled all of the program course requirements outlined in the appropriate College Catalog (see **Catalog Year Graduation Requirements**) and have achieved at least a 2.0 cumulative grade point average;
2. have completed the prescribed total semester hours of credit for the certificate, at least 25 percent of which must have been taken at Chesapeake College;
3. have filed an application for graduation at the time of registration for his/her final semester;
4. have resolved all financial obligations to the College.

### Letter of Recognition eligibility

The Letter of Recognition is awarded in certain programs that are of a duration of less than 12 semester hours. Students must achieve a 2.0 cumulative grade point average for these semester hours. Students must apply to the Registration and Records Office by April 1. Students may apply for a Letter of Recognition through the Office of Records and Registration. Recipients of a Letter of Recognition are **not** eligible to participate in Commencement.

## Curricular Requirements for Graduation

For detailed curricular requirements for graduation, refer to your chosen Program of Study.

## **Catalog Year**

Students who maintain continuous enrollment may elect to meet the catalog curricular requirements from their year-of-entry catalog or graduation year catalog. If a student changes curricula, the catalog in effect at the time of the change is considered the year-of-entry catalog.

Should a student's enrollment at Chesapeake be interrupted by a break of three or more regular semesters, excluding summer sessions, the catalog in effect when the student re-enters Chesapeake College will be considered the year-of-entry catalog.

When courses have been discontinued, the Registrar in conjunction with the Vice President for Workforce and Academic Programs or appropriate designee will designate appropriate substitute courses to meet curricular requirements. Any requests for use of curricular requirements from any catalog other than those specified above, may be submitted in writing to the Registrar.

## **Course Substitution**

Any request for substitution of a course or courses for those listed as requirements for a degree or certificate must be stated in writing and approved by the Registrar and the Vice President for Workforce and Academic Programs or appropriate designee.

## **Second AA, AS, AAS, AAT Degree**

A student may earn a second degree within the same academic year if all requirements for both awards have been completed simultaneously by the end of the semester in which application for graduation is made. However, multiple options are not normally permitted within the same degree designation; (ex. - multiple degree awards in AA, AS, AAS, and AAT degrees). Under extenuating circumstances exceptions could be approved by the Vice President for Workforce and Academic Programs.

Additionally, students returning in subsequent academic years must complete a minimum of 15 additional credits to be eligible for a second degree.

## **Academic Honors and Awards**

### **Academic Honors**

Degree and certificate students having completed at least 15 credit hours at Chesapeake and whose cumulative grade point average between 3.4 and 3.59 will be graduated with Cum Laude, and those students with a grade point average between 3.6 and 3.79 will be graduated with Magna Cum Laude and students with a grade point average between 3.8 and 4.0 will be graduated with Summa Cum Laude.

### **John T. Harrison Award**

The John T. Harrison cash award and plaque are bestowed upon a Chesapeake College student who, upon graduation, exhibits outstanding characteristics of scholarship, citizenship, and leadership at the College and in the community.

# College Policies

The following College policies are applied equally across all sectors of Chesapeake College. More information about each policy can be found on the College Website.

- Equal Opportunity Policy and Complaint Procedure
- Harassment Policy
- Title IX Policy
- Aggressive Recruitment Policy
- How to Determine Residence Status

## Equal Opportunity Policy

Chesapeake College is committed to a policy of equal opportunity for all persons so that no person, on the basis of race, color, religion, creed, age, national origin, ancestry, sex, gender identity, marital status, genetic information, disability, pregnancy, military status, sexual orientation, or any other class protected by law, shall be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of this College. Under this policy, this College will not discriminate against any person on the grounds of race, color, religion, creed, age, sex, gender identity, marital status and genetic information, national origin, ancestry, sexual orientation, disability, pregnancy, military status or any other class protected by law, in its admission policies and practices of the College relating to the treatment of students or other people in employment, the providing of services, financial aid, and other benefits and including the use of any building, structure, room, materials, equipment, facilities, or any other property.

Chesapeake College, as a recipient of federal financial assistance, is required by Title IX of the Education Amendments of 1972, as amended, not to discriminate on the basis of sex in the educational programs or activities which it operates. Chesapeake College is also covered by and complies with Title VI and Title VII of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color or national origin or sex, the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1975 both of which prohibit discrimination on the basis of disability. The College is also covered by federal and state laws prohibiting discrimination in employment. The Director of Human Resources serves as the College's Equal Opportunity Officer, and is the designated compliance officer under Title VI, Title VII, Title IX, Section 504 and ADA Title II.

## Complaint procedure

Any person who believes he or she has been subjected to any form of prohibited discrimination, including violations of any of these laws, may file a complaint of discrimination with the Director of Human Resources (Office location: D-249 of the Dorchester Administration Building on the Wye Mills Campus; Phone: 410.827.5811). Copies of the complaint procedure will be provided on request. All complaints will be investigated by the College, and if a violation is found, prompt corrective action will be taken. Persons dissatisfied with the results may appeal to the College President.

## Harassment Policy

Chesapeake College is committed to maintaining a working and learning environment in which students and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion and reprisal.

The College prohibits harassment in all forms, including harassment for the following reasons: race, color, religion, creed, age, national origin, ancestry, sex/gender, marital status, genetic information, disability, pregnancy, military status, sexual orientation, or any other class protected by law. Special attention should be paid to the prohibition of sexual harassment.

## Title IX Policy Information

Chesapeake College prohibits all forms of sexual and gender-based harassment and discrimination, including but not limited to acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. The college is committed to addressing all alleged incidents of sexual harassment and discrimination, preventing their reoccurrence, and remedying any effects. This policy is in accordance with Title IX of the Education Amendments of 1972 ("No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."), and applies to conduct which occurs on Chesapeake College property or at college-sanctioned events or programs that take place off campus, including trips or internships.

The college will adopt and follow procedures to fully implement this policy and to comply with federal and state laws and regulations including Title IX of the Education Amendments of 1972 as amended and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Acts which includes the Violence Against Women Act. For purposes of this policy, Title IX shall be the term to capture all of these laws which implicate sexual misconduct and sex discrimination.

The College's Title IX policy and resources can be found online at <https://www.chesapeake.edu/students/chesapeake-college-title-ix-policy-statement>.

## Aggressive Recruitment Policy

In accordance with the Department of Defense Memorandum of Understanding, Chesapeake College "bans inducements to any individual or entity (other than salaries paid to employees or fees paid to contractors in conformity with all applicable laws) for the purpose of securing enrollments of Service members or obtaining access to TA funds as part of efforts to eliminate aggressive marketing aimed at Service members.

Additionally, Chesapeake College will refrain from high-pressure recruitment tactics as part of efforts to eliminate aggressive marketing aimed at Service members. Such tactics include making multiple unsolicited contacts (3 or more) including contacts by phone, email, or in-person, and engaging in same-day recruitment and registration for the purpose of securing Service member enrollments.

And finally, Chesapeake College will refrain from providing any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or Federal financial aid (including TA funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance. These tactics are discouraged as part of efforts to eliminate aggressive marketing aimed at Service members."

Per Executive Order 13607, the same aggressive marketing policy to ban predatory recruitment tactics will be implemented to support and protect student veterans, and family members using Federal education benefits.

## How to Determine Residence Status

The Board of Trustees of Chesapeake College has established the following policy to determine student domicile for the purpose of establishing different tuition rates. For the purpose of this policy, the "domicile" is taken to mean "a person's permanent place of abode, where physical presence and possessions are maintained and where the student intends to remain for an indefinite period of time."

To be eligible for **county** resident tuition, a student must be permanent (12 months or more) legally domiciled in Maryland, in Caroline, Dorchester, Kent, Queen Anne's, or Talbot counties for at least three months prior to the start date of the semester at Chesapeake College.

To be eligible for **state** tuition rates, a student must be permanent (12 months or more) legally domiciled in Maryland for at least three months prior to the start date of the semester at Chesapeake College. All other students are determined to be out-of-state residents.

Students who are not U.S. citizens or permanent U.S. residents not holding an Alien Registration Receipt card are classified as out-of-state students. For non-U.S. citizens to be considered a Maryland resident for the purpose of this policy, the student shall possess the legal capacity under state and federal law to establish Maryland domicile. All students with an F, B, or J visa status must pay out-of-state tuition. Consult with the Registrar for tuition rates for other visa statuses.

The domicile of a minor or of a person who receives more than one-half of his financial support from others is in the domicile of the person contributing the greatest proportion of support, without regard to relationship by kinship or marriage. In determining the factual basis for domicile declared by the student, College officials shall consider any or all of the following factors and may request evidence for substantiation:

1. Ownership or rental of local living quarters for at least 12 months or more;
2. Maintaining the presence of all or substantially all of the student's possessions;
3. Payment of applicable Maryland state and local income taxes;
4. Registration to vote in the state and resident county;
5. Registration of a motor vehicle in Maryland, with a local address specified;
6. Possession of a valid Maryland driver's license with a local address specified.

In addition to the general requirements above, specific provisions for determining domicile also apply to military personnel and dependents (see below), foreign nationals, students in statewide and regional programs, reciprocal agreements between states, and contracts with business and industry. Information regarding these specific provisions may be obtained from the Office of the Registrar. A student may request a change in residency classification or an appeal of current residency status by contacting the Office of the Registrar.

## **In-State Tuition Rate for Veterans**

(Cross-referenced at: Tuition and Fees, Payment Options, Refunds) In accordance with provisions outlined in Sections 701 and 702 of the Veterans Access, Choice and Accountability Act of 2014, Chesapeake College will consider the following qualifying veterans and dependents as eligible for in-state (also known as "out of county") tuition and fee rates:

- A veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill – Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of title 38 United States Code, who lives in Maryland while attending a school located in Maryland (regardless of his/her formal state of residence) and enrolls in the school 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 G.I. Bill benefits (38 U.S.C. 3319) who lives in Maryland while attending a school located in Maryland (regardless of his/her formal state of residence) and enrolls in the school 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 (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school 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, if title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. 3319) who lives in Maryland while attending a school located in Maryland (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. 3319) who lives in Maryland while attending a school located in Maryland (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

## **In-State Tuition Rate for Peace Corps Volunteers**

Returning Peace Corps volunteer students will be included as in-State residents for the computation of tuition rates.

# Academic Records and Policies

This section of the Catalog describes the policies and procedures for maintenance of the records of students' academic progress at Chesapeake College.

## Student Honor Code

Chesapeake College students are persons of integrity. They stand for that which is right. They tell the truth and ensure that the full necessary truth is known. They do not lie.\*

They embrace fairness in all actions. They ensure that work submitted as their own is their own, and that assistance received from any source is authorized and properly documented. They do not cheat.\*

They respect the material and mental property of others and ensure that others are able to benefit from the use of their own property. They do not steal.\*

Therefore, each student at Chesapeake College pledges to

- Submit assignments that reflect his/her own thoughts and work.
- Cite and properly acknowledge the thoughts and work of others.
- Complete all tests and other in class assignments using his/ her own thoughts.
- Reject the use of materials acquired illegally.
- Respect the rights and property of others.

Those found to be in violation of this Code agree to disciplinary sanctions and appeal processes outlined within the Chesapeake College Student Code of Conduct.

\*Adapted from the U.S. Naval Academy Code of Honor.

### Grading System

Grade	Standard	Grade Points
A	Superior	4
B	Good	3
C	Average	2
D*	Pass without recommendation	1
F	Failure	0
I	Incomplete	None
L	Audit	None
N	Withdrew, first 3 weeks of class	None
R	Re-Enroll	None
T	Temporary/Crosses over semesters	None
W	Official Withdrawal	None

A "D" grade in any developmental course does not permit progression into the next course. In addition, the "D" grade is not a passing grade in some of Chesapeake College's Allied Health programs. Please check individual programs for more information.

## Credits Attempted and Credits Earned

*Credits attempted* means the total number of credits in all the credit courses for which students receive one of the letter grades listed under Grading System.

*Credits earned* means the total number of credit hours in all the credit courses for which students receive a letter grade of D (unless otherwise stated) or higher. No credit hours are earned with any other grade.

Each grade report shows the credit hours attempted and earned for the term. Grade reports can be accessed in MyCAMPUS Self Services.

## Load Hours

Courses starting with a "0" are non-credit hour courses designed to support success in college-level work. The grade earned is not calculated in the GPA, are not included in credits attempted and the courses are not used towards graduation. Load hour courses are counted in computing enrollment status and tuition only.

## Grade Point Average (GPA)

GPA is computed using the value of quality points. To compute a GPA multiply the number of semester hours of credit by the appropriate number of quality points A=4, B=3, C=2, D=1, F=0. (Example: for each three-credit course in which an "A" grade is earned, three credits times four quality points equal 12 total quality points earned.)

The grade point average is then computed by dividing the total quality points earned in all semesters at Chesapeake College by the total number of semester hours for which a grade of A, B, C, D, or F is recorded, except when courses are repeated.

## Request for Recalculation of Grade Point Average due to *Change in Curriculum* Policy (Academic Forgiveness)

Chesapeake College recognizes that students may not perform well in their program of study due to a variety of reasons. Students who have changed programs of study but may be adversely affected by past academic performance may request all credits be removed from their grade point average for courses no longer applicable to their new program.

**All courses that fulfill a General Education requirement in the student's new program of study are not applicable to this policy.** Courses will still appear on the students' official transcript and are marked with an asterisk. Students may not request academic amnesty more than once.

Consideration will be given only to currently registered students, and the request must be made before a graduation application is submitted. Also, the student must be in a different program of study and have earned at least 12 credits with a grade of "C" or better for the courses in their new program.

Refer to the full procedure on "Request for Recalculation of Grade Point Average" under *Important Forms* on the College website at <https://www.chesapeake.edu/sites/default/files/RequestForRecalcGPAFORM.pdf>.



## Grade Reports

College students are expected to assume responsibility for the quality of their work on a continuing basis. Instructors and advisors will welcome discussions with students regarding the student's progress. At the end of each semester, a complete report of that semester's grades is available on MyCampus/CRAB, located on the College's Website at [www.chesapeake.edu](http://www.chesapeake.edu).

**Please note:** Any student with an outstanding debt to the College must clear all charges before the semester's grades will be released to the student.

## Mid-term Grades

The temporary grades of "S" (Satisfactory) and "U" (Unsatisfactory) are entered at the middle of the term to indicate whether students are making satisfactory or unsatisfactory progress. Mid-term grades are not mailed but are available on MyCampus/CRAB, located through the College's Website at: [www.chesapeake.edu](http://www.chesapeake.edu).

## Change of Grade

Only the assigned instructor is authorized to assign or change a grade. Once a grade has been submitted and verified to the student's record, an instructor may change the grade if warranted by submitting a Change of Grade Form to the office of registration. Appropriate documentation must also accompany the form.

A request for a change of grade must be initiated by the student within one calendar year from the time the original grade was posted to the academic record.

## Transfer with the Grade of "D"

According to Maryland transfer policies, the grade of "D" is sometimes acceptable for transfer credit. If the course fulfills a General Education requirement, the course will transfer with a "D" even if the overall average is not a "C". However, the student's grade point average at Chesapeake at the time of graduation must average a 2.0 GPA when considering the "D" transfer. Normally, all students contemplating transfer should familiarize themselves with the transfer policies of the colleges they are considering.

See Appendix 1 for Maryland Higher Education Commission Student Transfer Policies.

Also, review the State General Education Student Transfer Policy information, Appendix 1.

## Definitions of Grades

### Audit ("L") Grade

An audit student may enroll in any Chesapeake College credit course without receiving credits or grades and without completing assignments. The student is expected to attend classes and participate fully in class. The student receives a grade of "L" (Listener) for the course.

### Incomplete ("I") Grade

The grade of "I" (Incomplete) may be granted IN CASES OF EMERGENCY after receipt of the student's written request to the instructor and after approval on an official "Permission to Receive Incomplete Grade" form, signed by the Dean for Students. The request must be submitted prior to the beginning of final exams and is subject to the approval of both the instructor and the Dean.

An "I" grade which is not removed within four weeks after the beginning of classes for the next regular semester converts to an "F" grade.

## **Temporary ("T") Grade**

The grade of "T" (Temporary) will be used only in circumstances when a course is scheduled to extend beyond the traditional term ending date and an "I" grade is not appropriate. The grade of "T" remains only until the class is officially completed.

## **Official Withdrawal ("W") Grade**

The grade of "W" (Withdrawn) will be recorded only when the student executes and files an official "Drop/Add Form" in the Office of Registration and Records within the deadline for dropping courses that is listed in the College Academic Calendar in this Catalog. The grade of "W" is not computed in the grade point average. Any course dropped after the deadline or without compliance with this procedure will be recorded as "F" on the student's official record.

## **Grades in Developmental Courses**

All students who take developmental courses must pass them with a grade of "C" or better in order to progress to the next developmental level or into regular college-level courses in the same discipline.

# **Academic Standing Classifications**

## **Good Academic Standing**

Students are considered to be in Good Academic Standing if they earn a semester and cumulative GPA of 2.0 or higher each fall or spring semester.

## **Dean's List**

At the end of each fall and spring semester, a Dean's List will be published that includes the names of all students who have achieved a semester grade point average (GPA) of 3.5 or better and carried at least six credit hours that semester.

## **Academic Warning**

Students who receive a fall or spring semester or cumulative GPA of less than 2.0 will be placed on Academic Warning.

## **Academic Probation**

After a student has attempted more than six credits and has received a fall or spring semester GPA and a cumulative GPA less than a 2.0, the student will be placed on Academic Probation, providing it is not the student's first semester. Students on Academic Probation are required to meet with an academic advisor in the Office of Student Affairs for planning the next semester of enrollment. Students will be advised to register for less than 12 credit/load hours during the probationary semester in order to improve their GPA.

## **Academic Suspension**

A student will be placed on Academic Suspension after:

- Attempting more than 24 credits and
- Receiving Academic Probation for the previous fall or spring semester and
- Having a semester GPA less than 2.0 and
- Having a cumulative GPA less than a 1.5. In order to be reinstated, a student must appear before the Admissions, Financial Aid, and Academic Standing Committee.

## Academic Dismissal

A student will be placed on Academic Dismissal if he/she received Academic Suspension the fall or spring semester before and the current semester GPA is less than a 2.0. A student may appeal to the Admissions, Financial Aid, and Academic Standing Committee for reinstatement consideration.

## Academic Grievance Procedure

Should a difficulty arise regarding a student-initiated academic grievance (academic dishonesty, grades, grading procedures, use of class time, etc.), the student should first seek to resolve the situation with the instructor at an agreed upon time outside of the instructional setting. If, after dialogue with the instructor, the situation is not resolved, the student shall use the following procedure. (NOTE: Students in programs with additional accreditation requirements (e.g., health professions) should follow their program's specific academic grievance procedures.)

1. Complete a statement of the difficulty on an *Academic Grievance Form*, available from the Academic Dean.  
**NOTE:** Grade-related requests must be made within one calendar year from the time the original grade was posted to the academic record.
2. Submit the completed form to the Academic Dean who will review the facts, discuss the issues with all persons concerned (see note below), and attempt to resolve the difficulty to the satisfaction of all parties. Written copies of the findings will be provided to all persons concerned.  
**NOTE:** Besides speaking with the instructor and student, the Academic Dean will consult the relevant Department Chair, Program Coordinator, Program Director, and/or any other party required for accreditation.
3. If the difficulty remains unresolved, the Academic Dean will submit his/her findings in writing along with the grievance form to the Academic Vice President. The Academic Vice President will review the facts, discuss the issues with all persons concerned, and attempt to resolve the difficulty to the satisfaction of all parties. Written copies of the findings will be provided to all persons concerned.
4. If the difficulty remains unresolved, the student may submit an appeal to the Committee for Admissions and Academic Standing Committee (CAAS). The Committee will review the case and submit its recommendation to the President. Written copies of the findings will be provided to all persons concerned.
5. Action taken by the President shall, upon written notice to all parties concerned, become binding. Any confidential records involved in the grievance procedure will be maintained in the office of the Academic Vice President.

# Student Records and Policies

- Student Records
  - Transcripts
  - Enrollment Verification
  - Semester Hours
  - Continuing Education Units
- Registration Status
  - Student Status
  - Registering for Courses/Registration
    - Eligibility to Use Online Registration
    - Drop/Add/Change
    - Course Substitution
    - Repeating Courses
    - Administrative Drops
  - Request for LATE Withdrawal from Class
  - Withdrawal from College
  - Veterans and Service Members Readmissions Policy
- Final Exams
- Privacy Rights under FERPA

## Student Records

The Registrar maintains all official student academic records at Chesapeake College.

## Transcripts

Official transcripts of a student's academic record at Chesapeake College will be sent to other institutions through a student initiated online ordering process. Transcripts will usually be processed within two working days from the receipt of the request. Allow extra time during holidays, examination periods, commencement and at the beginning and end of the semester. Transcripts for currently enrolled students will not be processed at the end of the semester until final examinations are over and all grades for all students are posted.

Transcripts are processed through a third-party servicer <https://www.chesapeake.edu/students/registration/transcripts>. The charge for an electronically processed transcript is \$8.40, (additional costs will apply for transcripts sent via U.S. mail).

## Enrollment Verifications

To request an official enrollment verification, please submit a completed Verification Request form or a company-issued form to the Registration and Records Office located at the Wye Mills campus. Enrollment verification forms are completed after the end of the third week of a semester and within two working days from receipt of request.

## Semester Hours

A semester hour is equal to 50 minutes of classroom instruction per week for 15 weeks. Two or three hours of supervised laboratory are considered equal to one lecture hour since the average student must spend two to three hours in preparation for a lecture class.

## Continuing Education Unit (CEU)

The Continuing Education Unit, or CEU, is designed as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in non-credit continuing education courses. One CEU is defined as 10 clock-hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

## Registration Status

### Student Status

A full-time student is one enrolled for the equivalent of 12 credit/load hours during the fall or spring semester and six credit/load hours for the summer. Students enrolled for less than 12 credit/ load hours during the fall or spring semester are classified as part-time. Exceptions to this classification occur when an external agency defines the status differently. For example, Nursing and some other health professions program students registered in a clinical sequence course are considered full-time with fewer than 12 credits.

Permission to take more than the recommended number of credits per semester (overload) will be approved by the Registrar or Associate Dean for Enrollment and Advising.

Semester/Term Length	Permission Required to Register for More than
15 weeks (fall, spring)	18 credits
12 weeks (fall, spring)	18 credits
7.5 weeks (fall accelerated, spring accelerated, summer)	9 credits
Other terms (winterim, summer accelerated, etc.)	4 credits

## Registering for Courses/Registration

Registration and semester dates are listed in the academic calendar. New students must meet with an advisor before registering. Priority registration is available to currently enrolled students and Veterans. Pre-registration is the period during which students may register without payment. Students registering after the pre-registration period is over must make payment at the time of registration. Students for whom payment has not been received, financial aid finalized, or other authorization of payment received by the payment due date, will be deleted from their classes. It is the student's responsibility to ensure that payments are received on time.

In accordance with the Veterans Benefits and Transition Act of 2018 (Public Law 115-407), veteran students and dependents using Chapter 33 or Chapter 31 education benefits are allowed to attend classes and will not receive penalty for non-payment of tuition and fees covered by the VA for a period of up to 90 days from the date the veteran provides a certificate of eligibility or valid VAF-28-1905. Students will be responsible for paying the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement in accordance with the payment due dates for each semester. Veteran students and dependents using VA educational benefits are required to request to use their benefits in writing by submitting a VA Enrollment Certification Request form and submit a Certificate of Eligibility at the time of enrollment.

## Eligibility to Use Online Registration

Most current students are eligible to register online using Student Planning which is accessed through the campus portal, MyCampus, and then using Self Service. Please refer to <http://www.chesapeake.edu/students/online-registration> for online information and help.

Students with 45 or more credits are prevented from registering online as a reminder to meet an assigned advisor to complete a Program Progress Review to ensure that students are completing the courses in their chosen academic program and are making satisfactory progress toward graduation.

Dual Enrollment students and non-degree seeking students are not eligible to register online.

## Drop/Add/Change

Students may change or add courses prior to the third lecture-meeting hour. "Third lecture-meeting hour" is defined by the length of the semester:

Semester/Term	Third Lecture-Meeting Hour Deadline
15-week; traditional	first (1) week of the semester
15-week; online and hybrid	four (4) business days from start of semester
7.5-week, accelerated; traditional, online, hybrid	two (2) business days from start of semester
Other terms (winterim, summer accelerated, etc.)	no (0) registration after start of semester

A student who wishes to reduce their course load after they have officially registered may do so. Consult the 2024-25 Academic Calendar (<http://www.chesapeake.edu/academics/calendar/2024FR>) for the last day to drop.

**NOTE:** *Students receiving financial aid and/or veteran's benefits should remember that reducing or increasing academic load hours may affect financial aid awards and or veteran benefit amounts. Students must consult with the Financial Aid Office before dropping or adding courses.*

## Administrative Drops

Students will be administratively withdrawn from a course due to lack of attendance in seated classes or non-participation in online classes. Students will be Administratively Dropped from the course(s) if they are reported as Never Attended or Stopped Attending. This action is permanent and will not be changed. Administrative Drops after the census date will result in a grade of F. All appeals must use the F to W appeal process. In the event the student was reported in error, the faculty member must contact the Director of Financial Aid and the Registrar to inform them of the error. The information provided will be reviewed for appropriate resolution. . (**Note:** Due to Federal Requirements, this policy applies to any student receiving Federal Student Aid).

## Course Substitution

What is a course substitution?

*Course substitution* is the process of garnering formal approval to use one or more alternative course/assessments not included in a program to satisfy specific course requirements at CC. Course substitutions may be appropriate when circumstances prevent completing one or more requirements published in the catalog. A course substitution shall not compromise the academic integrity of the program to which it is applied.

Course substitutions may be used to satisfy requirements for:

- Associate degree requirements
- Certificate requirements

A course substitution may be appropriate when:

- Evidence is provided showing mastery of course content through other forms of assessment (ex - industry credential).
- A course is needed for a specific award and has not been offered or has been inactivated.
- Extenuating circumstances prevented enrolling in a particular course at a particular time.
- Extenuating circumstances dictate that completion of a degree/certificate program requirements be within a specific timeframe.

The following restrictions apply:

- A course substitution will only apply to one award, and only to the award indicated on the signed Course Substitution Form. (All signatures need to be completed for approval, with the VP retaining override/appeal authority.)
- Course substitutions cannot be used more than once.

More information on course substitution can be found in the Admissions and Placement section of this Catalog.

## Repeating Courses

A student may attempt a course no more than three times. This includes any course for which the student has earned a letter grade, an "L" for auditing a course, or a "W" for a course from which the student has withdrawn. Repeating courses in which a grade of "C" or better has been earned is not recommended. If a student would like to enroll in a course more than three times, the student must first complete the "Course Repeat Appeal" form available on the College Website, and meet with the Associate Dean for Enrollment and Advising or the Registrar for course repeat approval.

The highest grade earned in a course will be used in computing the cumulative grade point average. However, all grades will be listed on the student's permanent record. Grades are counted only once in computing the cumulative grade point average.

## Request for LATE Withdrawal from Class

After the final withdrawal date and until the last week of classes begins, a student may make an appeal to withdraw from individual courses by submitting in writing a request with documentation attached to the appropriate Dean of Students. The dean will forward the request to the registrar who will validate the documentation is acceptable. Upon approval of the dean and registrar, a grade of "W" will be recorded on the student's official academic transcript.

Some examples of reasons for not completing a course that may be documented include but are not limited to the following reasons:

1. Death in immediate family.
2. Student incapacitated by illness.
3. Change in hours or location of employment.
4. Uncontrollable circumstances of a serious nature.

## Withdrawal from College

If a student, for valid personal reasons, is forced to reduce their course load after the expiration of the withdrawal period, they may submit a written request to the VP for Workforce and Academic Programs or assigned designee for review.

To obtain a late Withdrawal from College, written notification of intention to withdraw from the College, together with reasons for this decision, must be furnished to the Vice President for Student Success & Enrollment Management. The College does not recognize requests for withdrawal during the exam period.

Students formally withdrawing from the College must complete an exit interview with a member of the Enrollment and advising staff.

## Veterans and Service Members Readmissions Policy

### Readmission Eligibility Requirements

Chesapeake College students who interrupt their studies to perform service in the United States military are subject to separate readmissions procedures. Students who withdraw, take a leave of absence, or otherwise leave their studies at Chesapeake College, in order to serve in the U.S. Military, are subject to these readmission procedures if they meet the following conditions:

1. The student served in the U.S. military for a period of more than thirty (30) consecutive days and provides appropriate documentation to prove such service to the School Certifying Official at Chesapeake College.
2. The student gave advance written or oral notice to the School Certifying Official at his or her campus of enrollment. A student is not required to indicate whether he or she intends to return to the College upon completion of military service in the advance notice. Furthermore, the advance notice need not come directly from the student, but rather, can be provided by an appropriate officer of the United States Armed Forces or official of the United States Department of Defense. Advance notice is not required if it is precluded by military necessity. In such cases, the requirement for advance notice can be fulfilled by the student's filing of an attestation that the student performed military service at the time the student seeks readmission.
3. The student's cumulative length of absence from Chesapeake College to perform U.S. military service, including all previous absences to perform U.S. military service and only the time the student spent actually performing military service did not exceed five (5) years. The five-year length of absence period does not include any service:
  - a. That was required, beyond five (5) years to complete an initial period of obligated service; or
  - b. During which the student was unable to obtain orders releasing the student from a period of service in the U.S. military before the expiration of the five-year period through no fault of the student; or
  - c. That the student was ordered to or retained on active duty.
4. The student must have notified the School Certifying Official at the College within three (3) years of the end of the U.S. military service of his or her intention to return to Chesapeake College. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service must have notified the School Certifying Official within two (2) years after recovering from the illness or injury of his or her intent to return to Chesapeake College
5. The student did not receive a dishonorable or bad conduct discharge or have been sentenced in U.S. court-martial proceedings.

Students should contact the School Certifying Official at Chesapeake College of their enrollment to determine their eligibility for readmission under this Policy.

### Readmission Procedures

Students who meet all of the above conditions ("eligible students") shall be *promptly readmitted* to Chesapeake College at the *same academic status* as the student had prior to leaving for military service.

#### A. Promptly Readmitted

Promptly readmitted means that the College will readmit the eligible students into the next class or classes in the service member's program beginning after the service member provides notice of his or her intent to reenroll, unless the service member requests a later date of readmission in writing to the School Certifying Official (not to exceed the time frame outlined in section I.3). A later date of admission may also be imposed on the service member for unusual circumstances, such as the time period required to prepare the service member to resume his or her course of study at the College.

#### A. Same Academic Status

Same academic status means that the College readmits the service member:



- a. To the same program to which he or she was last admitted by the College unless the student requests or agrees to a different program. In the event that the program to which the student was last admitted is no longer offered, the College will readmit the veteran to a course of study that is most similar to the program that was discontinued.
- b. At the same enrollment status that the student last held at the College, unless the student requests admission at a previous enrollment status.
- c. With the same number of credit or clock hours completed by the student, unless the student is readmitted to a different program to which the credit or clock hours are not transferable.
- d. With the same academic standing (e.g. with the same satisfactory academic progress status) the student had at the College immediately prior to leaving for military duty.

College placement test fees and placement test policies may be waived upon a review of the veteran's previous test(s) and submittal of military service documentation submittal to the campus Veterans and Service Members Counselor.

#### **A. Tuition and Fee Responsibilities**

For the first academic year in which the eligible student veteran returns to Chesapeake College, that student who is readmitted to the same academic program must also be readmitted with the same tuition and fee charges the student was or would have been assessed for the academic year in which the student left for military duty unless any increase of the prior amount is covered by the student's service member educational benefits. Should that veteran be readmitted to a different academic program in his/her first academic year upon return, the student may be charged the same tuition and fees as others in that academic program. Likewise, in all subsequent academic years and for any program in which the student was readmitted, the member of the armed forces may be charged the same tuition and fees as the others in the student's program.

If the veteran has an outstanding balance from previous year(s), the veteran must pay the balance by the end of the first semester s/he returns. If the balance is not paid by the end of the returning semester, then the College's business office will place a hold on his/her account (and s/he will therefore be blocked from class registration) until the debt is paid.

#### **A. Program Preparation**

Should the eligible student's academic department determine that the member of the armed forces is not prepared to resume the program with the "*same academic status*" at the point where the student left off, or will not be able to complete the program, the College will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program including, but not limited to, providing refresher courses or placement testing at no charge to the veteran. If a veteran requests reinstatement preparation, then student will be referred to his/her program advisor who will discuss available options and route the student to the appropriate academic department for possible program preparation actions. The determination of possible program preparation actions is decided by the academic department which offers the course. If program preparation is not deemed necessary by the academic department, but the veteran feels preparations are necessary, then the veteran bears any financial burden preparation necessitates.

The veteran will be awarded any program preparation at no extra cost for those eligible students who require such preparation as determined by the relevant academic department. This includes any additional fees (supplies and or books) that may be required for program. In the event that program preparation is completed through a course, the veteran should return to the School Certifying Official to coordinate costless course registration and book/supply purchasing with the business office and with the College Bookstore course is the only course the veteran registers for during that semester. If the program preparation is completed through a course and the veteran is receiving VA benefits, the course will be certified through the VA for reimbursement. If the veteran is receiving VA benefits but is not awarded VA benefits which cover 100% of the tuition and fees, the veteran will not be responsible for the remainder of the bill. The veteran may request that the course not be certified through the VA for reimbursement. In such cases, the student will not be charged for the course.

Once the veteran has met with his/her program advisor, the advisor will update the veteran's Student Educational Plan (SEP). If program preparation is deemed necessary by an academic department, the academic department will note this in the veteran's SEP. The notation should include how the preparation will take form, evaluation of preparation results, and any dates by which preparation must be complete.

If the student does not complete the program preparation adequately within the amount of time designated by the academic department, then the veteran is then responsible for completing such program preparation without financial assistance from the College. This may delay timely reentry into the student's program.

#### A. Denial of Readmission

Veterans who do not meet the eligibility requirements set forth in the above are not entitled to be readmitted pursuant to this Policy. In addition, the College is not required to ultimately readmit the eligible student veteran on his or her return if:

- a. *After reasonable efforts* by Chesapeake College, the College determines that the student is not prepared to resume the program at the point where he or she left off.
- b. *After reasonable efforts* by Chesapeake College the College determines that the student is unable to complete the program; or
- c. The College determines that there are *no reasonable efforts* the College can take to prepare the student to resume the program at the point where he or she left off or to enable the student to complete the program.

## Final Exams

The final week of the traditional term, the last 2 days of accelerated terms, and the last day of interim terms are reserved for final exams or equivalent final assessments of student learning. Students taking courses for credit are required to take final assessments on the dates scheduled by the instructor during this time. Permission for make-up examinations is left to the discretion of the instructor.

## Privacy Rights of Students/Student Rights under FERPA

Chesapeake College is committed to protecting the privacy of each student's education record. The College will release any or all of a student's education record to third parties only under the following circumstances:

- If the College is required to do so by law;
- If the student provides the College with written permission as outlined in the Federal Education Records Privacy Act (FERPA);
- In the event of a health or safety emergency as outlined in FERPA and interpreted by the College administration.

Parental disclosure will take place in accordance with the policy outlined above. Students will be informed of their right to provide their parents (or any other third party of their choosing) access to their education record during the College's academic advising process. The College will provide information to parents, in both electronic and hard-copy forms, regarding the process for gaining access to a student's education records.

Disclosure of information contained in a student's education record will take place through the Office of Registration, which will certify that the student has provided written permission for the College to release information from the education record to the third party requesting that information. The responsibility for disclosure of information from a student record and oversight of this process rests with the Registrar or his/her designee.

FERPA gives students the right to inspect and review all educational records with the following exceptions: financial records of student's parents, confidential letters, or statements placed in the file prior to January 1, 1975, and psychiatric or medical records retained by a professional for treatment purposes.

For more information, consult the Privacy Policy page on the Chesapeake College website.

# Policies for Students

## Student Code of Conduct

*Note: The following information is a condensed version of the complete Student Code of Conduct. For a complete version, refer to Appendix 2: Student Code of Conduct in the College Catalog or a hard copy may be obtained from the Office of Student Success and Enrollment Management.*

Students seeking information on how to resolve issues that may occur between the student and the College are encouraged to seek guidance from academic advisors, classroom instructors, the College Catalog, the Vice President for Student Success and Enrollment Management or any appropriate professional employee of the College.

### I. Code of Conduct Charges

The College considers the following behaviors as inappropriate for the College community and in opposition to its core values and behavioral expectations. These expectations apply to all students. The College encourages community members to report all incidents of such behavior. Any student found to have committed or to have attempted to commit any of the following misconduct is subject to the sanctions outlined under this policy.

1. Falsification. Knowingly providing or possessing false, falsified, or forged materials, documents, accounts, records, identification, or financial instruments.
2. Academic Dishonesty. Acts of academic dishonesty, including but not limited to the following:
  - a. Cheating. Intentional use and/or attempted use of any unauthorized assistance in any academic exercise including dependence upon the aid of sources beyond those authorized by the instructor.
  - b. Fabrication. Intentional and unauthorized falsification and/or invention or any information or citation in any academic exercise.
  - c. Unauthorized Collaboration. Deliberately submitting work prepared collaboratively with someone else without explicit permission from the instructor.
  - d. Facilitating dishonesty. Knowingly helping or attempting to help another commit an act of academic dishonesty, including students who substitute for other persons in examinations or represent, as their own, papers, reports, projects, or the academic works of others.
  - e. Plagiarism. Knowingly representing the words, ideas, or artistic expression of another as one's own work in any academic exercise, including but not limited to submitting previously-submitted assignments for which the student has earned credit, copying or purchasing other's work, patch-working source material and representing the work as one's own, or arranging for others to do work under a false name.
  - f. Submitting, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such material.
  - g. Theft of materials. The acquisition, without permission, of tests or other academic material belonging to a member of the faculty or staff, or another student.
3. Unauthorized Access and/or Entry. Unauthorized access and/or entry to any College building (e.g., misuse of keys or access privileges), unauthorized possession, duplication or use of means of access to any College building, or unauthorized entry including trespassing.
4. Election Tampering. Tampering with the election of any College-recognized student organization.
5. Taking of Property. Intentional and unauthorized taking or possession of College property or the personal property of another, whether actual or attempted, including goods, services, and other valuables.
6. Extortion. Threat or the implicit threat of harm to a person's safety, reputation, or property in order to obtain property, including information, from someone else without their consent.
7. Trademark. Unauthorized use, including misuse, of College or organizational names and/or images.

8. Interference with College Environment. Substantial interference or disruption to the day-to-day functions of the academic or administrative environment.
9. Damage and Destruction. Damage, destruction, or defacement of College property or the personal property of others.
10. IT and Acceptable Use. Conduct resulting in a violation of the College's Computer/Technology Acceptable Use policies, Email and Social Media policies and/or related Information Technology Resource policies.
11. Gambling. Gambling as prohibited by the laws of the State of Maryland. Gambling may include lotteries, sports pools, and online betting activities.
12. Solicitation and Sales. Unauthorized solicitation and sales, requesting contributions, peddling or otherwise selling, purchasing or offering goods and services for sale or purchase, distributing advertising materials, circulars or product samples, or engaging in any other conduct relating to any outside business interest or for-profit or personal or professional economic benefit on College property or using College resources.
13. Weapons. Unauthorized use, possession, or storage of any weapon, dangerous chemical, or explosive element in violation of state or federal law, including Md. Criminal Law, Code Ann. Section 4-102(b).
14. False Reports of Danger. False reporting of fire, bombs, other dangerous devices, or emergency situations.
15. Smoking & Tobacco. Smoking or using any tobacco product or use of e-cigarettes, vaporizers or inhalers on College property.
16. Fire Safety. Violation of local, state, or federal laws, or campus fire policies including, but not limited, to:
  - a. Causing a fire on College property;
  - b. Failure to evacuate a College-controlled building during a fire alarm;
  - c. Improper use of College fire safety equipment; or
  - d. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on College property.
17. Rioting. Engaging in, or inciting others to engage in, harmful or destructive behavior that breaches the peace.
18. Harm to Others. Causing physical harm or endangering the health or safety of any person.
19. Threatening Behaviors.
  - a. Threat. Written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property.
  - b. Intimidation. Intimidation defined as implied threats or acts that cause a reasonable fear of harm in another.
20. Harassment. Severe or pervasive actions, including, but not limited to written, electronic, voice, physical, or through third party, directed toward a specific individual, group or entity with the purpose or effect of unreasonably interfering with another's work or education by creating an objectively hostile environment.
21. Hate Crimes. A hate crime as defined by state or federal laws, including but not limited to any criminal act to which a bias motive is evident as a contributing factor.
22. Hazing. Hazing as defined by state or federal laws, including but not limited to any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. For additional information, consult the Hazing Policy.
23. Unauthorized Recording and Dissemination. Use of electronic or other devices to create and/or disseminate an unauthorized audio or video recording of any person(s) without the person's prior knowledge or without the person's effective consent due to intoxication, drug use, mental impairment or other conditions that may impair a person's ability to convey effective consent. This includes, but is not limited to, surreptitiously taking pictures of another person in a locker room or restroom and recording classroom or administrative activities without the person's consent.

24. Public Exposure. Includes but is not limited to: deliberately and publicly exposing one's intimate body parts, public urination, defecation, masturbation, and/or other public sex acts.
25. Abuse of Conduct Process. Abuse, interference, and/or failure to comply with the College's conduct process, including but not limited to:
  - a. Falsification, distortion, or misrepresentation of information during the conduct process;
  - b. Failure to provide, destroying, or concealing information during an investigation of an alleged policy violation;
  - c. Interference with the orderly conduct of the conduct process;
  - d. Attempting to discourage an individual's participation in, or use of, the conduct process;
  - e. Attempting to influence the decision of a member of a Conduct Board prior to, and/or during the course of, the Student Conduct proceeding;
  - f. Harassment (verbal or physical) and/or intimidation of a member of a Conduct Board, College official, party to a complaint or witness participating in the conduct process;
  - g. Failure to comply with the sanction(s) imposed under the Code of Conduct;
  - h. Influencing or attempting to influence another person to commit an abuse of the conduct process; or
  - i. Knowingly filing a false complaint under the Code of Conduct.
26. Alcohol. Use, possession, manufacture, or distribution of alcoholic beverages, on campus or as part of any college-sponsored program, including public intoxication or the operation of a motor vehicle while under the influence of alcohol, in violation of the College's Alcohol Policy and/or state or federal law.
27. Marijuana. Use, possession, manufacture, or distribution of marijuana and marijuana products or accessories on campus or as part of any college-sponsored program, including the operation of a motor vehicle while under the influence of marijuana in violation of the College's Marijuana Policy.
28. Controlled Substances. Use, possession, manufacture, or distribution of controlled substances as defined by state and federal law.
29. Prescription Medication. Abuse, misuse, sale, or distribution of prescription or over-the-counter medications.
30. Failure to Comply. Failure to comply with the reasonable directives of College officials and/or law enforcement during the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
31. Other Policies. Violation of any College policies, rules, or regulations published in written copy or available electronically on the College's website.
32. Violations of Law. Including arrest, pending criminal charges, or adjudication of any violation of state or federal laws not otherwise enumerated herein.

## II. Academic Misconduct

### The College has adopted the following policy on Academic Dishonesty.

#### A. DEFINITION

Academic dishonesty includes, but is not limited to the following:

1. Cheating on examinations, be they online or proctored in person.
2. Plagiarism, the representing of another's ideas or writing as one's own, including but not limited to:
  - a. Presenting all or part of another person's work as something one has written;
  - b. Paraphrasing or summarizing another's writing without proper acknowledgment;
  - c. Representing another's artistic or technical work or creation as one's own.
3. Willingly collaborating with others in any of the above action(s) which result(s) in work being submitted which is not the student's own.
4. Stealing examinations, falsifying academic records, and other such offenses.
5. Submitting work previously presented in another course without permission of the instructor.
6. Unauthorized duplication of computer software.
7. Unauthorized use of copyrighted or published material.

#### B. ACADEMIC MISCONDUCT DISCIPLINARY ACTION

When faculty choose to report to the Office of the Vice President for Workforce and Academic Programs an incident of academic dishonesty in their class, the name of the student will be recorded, along with the nature of the offense and the course and semester in which it occurred.

The VP's office will then send a note to the student, the student's advisor and the student's instructor (who reported the offense) stating:

1. A first offense will result in an F or a zero for the assignment;
2. A second offense will result in an F for the course (regardless of whether the second offense occurred in a class different from the first offense); the student may not withdraw from the class to avoid the F grade;
3. A third offense will result in suspension from the College for a semester; the suspension will commence at the end of the semester in which the infraction occurred. Re-admission will be subject to approval by the Committee for Admissions and Academic Standing.
4. The College reserves the right to consider alternative sanction for academic dishonesty commensurate with the magnitude and seriousness of the alleged offense.

The normal appeals process remains in effect throughout this scenario: initial appeal by the student alone to the instructor, then to the Dean, and then finally to the VP.

#### C. **ACADEMIC MISCONDUCT APPEAL PROCESS**

##### 1. Informal Appeal Process

If a student wishes to discuss a disciplinary action that she/he has received for an alleged instance of academic dishonesty, the initial step is for the student to meet with the instructor to attempt to resolve the issue in an informal manner. This meeting should be scheduled at a mutually agreed upon time outside of the instructional setting.

##### 2. Formal Appeal Process

To initiate a formal appeal, the student should first request a meeting with the instructor. If the issue cannot be resolved, the student must complete an Academic Grievance Form available from the office of the Vice President for Workforce and Academic Programs. The form should be submitted to the Dean for Faculty and Teaching. Appeals will be processed in accordance with the Academic Grievance Procedures outlined in this Catalog.

## **Title IX Policy**

Chesapeake College prohibits all forms of sexual and gender-based harassment and misconduct, including but not limited to acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. The college is committed to addressing all alleged incidents of sexual misconduct, preventing their reoccurrence, and remedying any effects. This policy is in accordance with Title IX of the Education Amendments of 1972 ("No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."), and applies to conduct which occurs on Chesapeake College property or at college-sanctioned events or programs that take place off campus, including trips or internships.

The college will adopt and follow procedures to fully implement this policy and to comply with federal and state laws and regulations including Title IX of the Education Amendments of 1972 as amended, Title VII of the Civil Rights Act of 1964, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Acts which includes the Violence Against Women Act. For purposes of this policy, Title IX shall be the term to capture all of these laws which implicate sexual misconduct and sex discrimination.

The complete policy can be found on the College website at <http://www.chesapeake.edu/students/chesapeake-college-title-ix-policy-statement>.

## Disclosure of Disciplinary Proceeding Results

Chesapeake College will, upon written request, disclose to the alleged victim of any crime of violence or nonforcible sex offense the results of any disciplinary proceeding conducted by the College against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon request, to the next of kin of the alleged victim. This disclosure is required by the Higher Education Opportunity Act.

## Substance Policies

### Alcohol and Drug Use Policy & Counseling Referrals

#### Ban Against Alcohol and Drug Use

Unauthorized possession, use, sale, or distribution of alcoholic beverages or of any illegal or controlled substance is prohibited by the Chesapeake College Student Code of Conduct. (Section 7, B, Code of Conduct Charges). These prohibitions cover any college-sanctioned off-campus activities as well as on-campus events.

#### Drug and/or Alcohol Abuse Counseling Referrals

Students who are seeking assistance for drug and/or alcohol abuse problems should contact the Behavioral Intervention Team (B.I.T.) for referral services to assist students attempting to address drug and/or alcohol abuse problems. For additional information please visit <https://www.chesapeake.edu/bit>.

#### Legal Sanctions

Chesapeake College students could face legal sanctions for violating local, state or federal laws against possession, use, sale, or distribution of illegal or controlled substances, or underage possession, use, sale or distribution of alcoholic beverages. Laws and possible sanctions vary by jurisdiction, but could include probation, community service, fines, and/or incarceration.

#### Health Risks Associated with Use of Alcohol and Other Drugs

Below are some of the health risks associated with the use of alcohol and other drugs:

##### *Alcohol*

- addiction (particularly for individuals with alcoholism in their families)
- every drinking episode results in some irreversible damage to brain cells
- fetal alcohol syndrome (birth defects caused by women drinking during pregnancy)
- increased risk of cirrhosis, ulcers, heart disease, injury by accident, cancer of mouth, esophagus, liver and stomach
- blackouts
- development of personality disorders
- increased tendency to abusive behavior
- impaired judgment may put individuals in life-threatening situations
- loss of inhibitions
- malnutrition and resultant damage to muscle, bone and other tissues
- circulatory impairment
- depression of central nervous system function
- increased effect of narcotics/tranquilizers when used together
- alcohol poisoning leading to possible coma and death

##### *Marijuana*

- psychological addiction depending on patterns of use

- stored in body fat for four to six weeks
- disruption of brain function is caused by a motivational syndrome (loss of energy and enthusiasm including short-term memory loss and impaired depth perception and time/space orientation)
- lung damage due to tar and other chemicals
- increased heart rate
- increased appetite which can lead to weight gain
- idiosyncratic constriction of air passages in lungs of asthmatics
- disruption of reproductive organ function in men and women

*Stimulants (Ephedrine, Crystal Meth, Crack, Cocaine, Ritalin, etc.)*

- extremely addictive
- development of overwhelming compulsion to repeat use (with "crack" cocaine)
- central nervous system stimulant
- increased heart rate, respiratory rate and blood pressure
- possible death-producing fibrillation of the heart
- possible death-producing seizures and strokes
- impaired judgment
- anxiety, apprehension, hyperactivity, impulsiveness, exhaustion, delusional thinking
- increased tendency of abusive behavior

*Hallucinogens (LSD, PCP, mushrooms, Ecstasy)*

- paranoid thoughts, anxiety, panic, depression
- delusions, time and visual distortions
- depersonalization
- extreme suggestibility while under the influence of the drug
- intensification of any pre-existing psychosis
- ataxia (unsteady gait/balance problem)
- impaired memory
- alteration of electrical activity of the brain
- changes in levels of brain chemicals

*Inhalants - a diverse group of chemicals, including solvents, aerosols, gases, and volatile nitrites*

- depression of the central nervous system, which can lead to death from a single use
- psychologically and physically addictive
- headache, muscle weakness, abdominal pain, nausea, vomiting, nosebleeds, tremors
- heart, lung, kidney, and liver impairment/damage
- brain and nervous system damage and paralysis

*Heroin*

- prolonged psychological dependence
- rapid tolerance and physical addiction
- depression in central nervous system, suppression of pain sensation and relief from anxiety
- possible collapsed veins and infections such as hepatitis, endocarditis, or HIV/AIDS due to needle infection transmission
- irregular heartbeat and breathing
- drowsiness which may progress to coma and death depending on dose
- possibility of severe health consequences depending on the inert chemicals with which the heroin is combined



## Tobacco-Free Campus Policy

Chesapeake College is committed to promoting a healthy and safe environment for students, faculty, staff and visitors. Therefore, the use of tobacco, tobacco product(s) and/or tobacco substitute(s) is prohibited on the campus of Chesapeake College ("college") and all college sites. This consists of all buildings, including all grounds, exterior open spaces, parking lots, on-campus sidewalks, streets, driveways, stadiums, recreational spaces and practice facilities; and in all college-owned or leased vehicles.

**Definition:** Tobacco and tobacco products and tobacco substitutes includes all tobacco derived or containing products or substitutes including but not limited to cigarettes (clove, bidis, kreteks), electronic cigarettes, cigars, cigarillos, hookah smoked products, and oral tobacco (spit and spitless, smokeless, chew, snuff), and tobacco substitutes. This policy applies to all individuals on Chesapeake College's campus, including faculty, staff, students, parents, vendors and visitors.

**Responsible Offices:** The Vice President for Administrative Services and the Vice President for Student Success and Enrollment Management are responsible for implementing this policy.

**Procedures:** Faculty, staff and students who violate this policy are subject to disciplinary action by the college. Visitors who violate this policy may be denied access to the college campus. Concerns regarding student, faculty/staff, and visitor violations of this policy should be referred to the Office of Public Safety.

## Student Activities Policies

### Eligibility to Participate in Student Groups

All current students (full or part-time) are eligible without restriction to take part in one or more of the student organizations at the College. Executive Board Members of student organizations must have a minimum of a 2.0 grade point average.

Students wishing to hold elective office in the Chesapeake College Student Government Association should consult the Student Government Association Constitution and Bylaws for eligibility requirements.

### Athletic Eligibility Requirements

Students wishing to participate in intercollegiate sports must meet the standards of eligibility as stated by the National Junior Athletic Association, the Maryland Junior College Athletic Conference, and the College administration.

### Maryland Voter Registration Information

Chesapeake College students who will be 18 years of age prior to the next general election who have not registered to vote are encouraged to do so. The link below provides access to a Maryland Voter Registration Form which must be postmarked 21 days before the next election in order for a new voter to vote in that election: [https://elections.maryland.gov/voter\\_registration](https://elections.maryland.gov/voter_registration).

### Guest Speakers

In the interest of academic freedom and the free exchange of ideas, student organizations may sponsor speakers whose remarks do not necessarily reflect the views of the Board of Trustees, the administration, the faculty, or the staff of Chesapeake College. In all cases, student attendance at lectures of this type is voluntary.

### Inclement Weather Procedures

When inclement weather or other events necessitate emergency cancellation of all classes and closing of the campus, special radio and television announcements and College telephone recordings will notify the community of such closings. The College switchboard will carry a recorded message by 6:15 a.m. for day events and by 3:30 p.m. for evening events. Information will also be available on the College Website at [www.chesapeake.edu](http://www.chesapeake.edu) by 6:15 a.m./3:30 p.m.

Radio and television stations will be notified by 6:15 a.m. on radio stations ESPN, WAAI, WBAL, WCEI, WCEM, WCTR, WKDI, WPOC, WSCL, WSDL, WTDK, WMAR-TV, WBAL-TV, WJZ-TV, WJLA-TV, WBFF, WRDE, Easton Cable and WBOC-TV. When evening classes must be cancelled because of inclement weather, these stations will receive notification by 3:30 p.m. The College cannot be responsible for the timeliness in which radio and television information is aired.

The College will also use Twitter as a means of sending messages. Sign up for Twitter alerts by choosing to follow us at [twitter.com/ChesCollAlerts](https://twitter.com/ChesCollAlerts) at <https://twitter.com/ChesCollAlerts>. Announcements will also be posted on the Chesapeake College App, Facebook and Instagram.

## Religious Accommodations for Students

### HB 923 (2023) Policy Requirements:

#### *Religious Accommodations Policy*

Each public institution of higher education must adopt a written policy that provides reasonable academic accommodations for students to practice sincerely held faith-based or religious beliefs. Md. Code Ann., Educ. § 15-136. *The policy must (1) provide an accommodation for a student, including excused absences, for a student to observe faith-based or religious holidays or participate in organized religious activities; (2) provide that a student be allowed reasonable alternative accommodations for missing an examination or other academic requirements due to an excused absence for a student to observe faith-based or religious holidays or participate in organized religious activities; and (3) include a grievance procedure to report noncompliance with the policy.* Each public institution of higher education must post the policy prominently on its website. Except for the University of Maryland Global Campus (UMGC), each public institution of higher education must also provide a space on campus to accommodate faith-based or religious practices.

### Policy:

Chesapeake College is committed to providing reasonable accommodations for its students' religious and spiritual identities so they do not experience adverse academic consequences based upon a student's sincerely held religious or spiritual beliefs or observances that conflict with academic requirements.

### Procedure:

1. A student may be absent, including excused absences, for a student to observe faith-based or religious holidays or participate in organized religious activities.
2. Students must notify faculty at least one week before absences or missed academic deadlines related to observing faith-based or religious holidays or participating in organized religious activities unless there is an unexpected occurrence. [Students are encouraged to review the calendar for all holidays/holy days at the beginning of each semester and to make accommodation requests as early as possible.]
3. Faculty shall provide a student with reasonable alternative accommodations for missing an examination or other academic requirements due to an excused absence for a student to observe faith-based or religious holidays or participate in organized religious activities if the student's sincerely held faith-based or religious belief or practice affects the student's ability to take an examination as scheduled or meet any other academic requirement
4. Students who need to report noncompliance with the policy, or appeal a faculty decision should refer to the Academic Grievance Policy on how to address concerns related to reasonable accommodations.

### Space for Religious Practices:

*Reflection Space:* Chesapeake College offers a quiet and secure space reserved for lactation, meditation, and prayer to all students who wish to utilize it located in the LRC

# Institutional Security Policies and Annual Report on Crime Statistics

We use Twitter to broadcast emergency alerts including inclement weather closings and other unscheduled closings/changes. On Twitter, follow Chesapeake Emergency @ChesCollAlerts

- Department of Public Safety introduction
  - Reporting Emergencies and/or Criminal Actions
  - Personal Counselors/Referrals
  - Facilities Access
  - Off-Campus Student Activities
  - Education Programs
- Security Policies
  - Alcohol and Drug Use Policy
  - Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking Policies
  - Sex Offender Registration Policy
- Chesapeake College Campus Crime Statistics

## Department of Public Safety

Chesapeake College works to enhance the level of security on campus in an ongoing effort to create a safe and secure environment for students, faculty, staff, and visitors. The primary responsibility of the Department of Public Safety is to provide security and safety for the college community. The Chesapeake College Department of Public Safety consists of a full time Director, along with full and part time Special Police Officers. All members of the Department are certified through the State of Maryland and have full authority to conduct criminal investigations, detain individuals, make arrest, and carry firearms on college.

Department of Public Safety personnel are trained to respond to campus emergencies and are certified in basic first aid, CPR, AED and Narcan. Officers provide medical assistance if they are the first to arrive on the scene of an injury or accident. Public Safety personnel maintain a close working relationship with the Queen Anne's County Department of Emergency Services, the Queen Anne's County Sheriff's Office, the Cambridge Police Department, the Dorchester County Sheriff's Department and the Maryland State Police. A written memorandum of understanding has been adopted between Chesapeake College and the local emergency service agencies for the investigation of alleged criminal offenses and emergency response situations that occur on campus.

Members of the Department provide patrol coverage for both the Wye Mills Campus and the Cambridge Center and officers answer and respond to calls for service while the campus and the center are open for business. During non-business hours, 911 may be contacted in the case of an emergency.

## Escorts

The Department of Public Safety provides an Escort Program for members of our community. Anyone who feels uncomfortable walking to or from their vehicle or anyone requiring accessibility assistance may contact Public Safety on the Wye Mills campus by dialing (410-758-7275) for an escort. Public Safety at the Cambridge Center can be reached by calling 410-463-4185. When requesting an escort, an individual will need to provide their name and location so an officer can respond in a timely manner. Please note that response times may be delayed by campus incidents or emergencies. This program does not provide service for escorting individuals off campus. This service is available during college business hours.

## Reporting Emergencies and/or Criminal Actions

The Chesapeake College Emergency Procedures Guide is printed annually and is available to all employees and students through MyCampus. It is intended for the use of faculty, staff, and students of Chesapeake College specifically to provide information on how to respond to possible emergency conditions on campus. It covers such areas as bomb threats, chemical spills, crimes, serious injuries or illnesses and fires.

Recipients of this Manual are requested to become familiar with its contents. In the event of an emergency, it serves as a quick reference for effective action. Chesapeake College encourages employees to keep the Manual in an easily accessible location at all times, preferably beside the telephone. New employees are made familiar with it as part of their orientation program.

Additionally, the Chesapeake College Student Handbook and Academic Calendar, available via Chesapeake College's website and the Chesapeake College app, include information on reporting of crimes and emergency contact numbers.

All reports of criminal activity and other emergency situations will result in a response by a member of the Department of Public Safety. The appropriate emergency response agency will also be contacted to respond if deemed necessary for further investigation. In an emergency please call 911 and then contact Public Safety by picking up an emergency phone. In a non-emergency the Department of Public Safety can be contacted by dialing 410-758-7275, hitting the CCPS button on any college phone or \*9 from any college phone. Cambridge Center Department of Public Safety can be called directly at 410-463-4185, or dialing the CCPS button on any college phone or \*9 from any college phone.

Students, employees, faculty, staff, and visitors can report criminal activity or other emergency situations directly to the Department of Public Safety for the purpose of making timely warning reports. Individuals can also contact the Department of Public Safety for annual statistical disclosure. Reports of criminal activity and other emergency situations can also be reported to the appropriate agency listed above.

All emergency incidents at Wye Mills are required to be reported as soon as possible to the Department of Public Safety 410-758-7275, Cambridge Center call 410-463-4185, or by using the Alertus app. Information regarding persons reporting emergency incidents remains confidential.

Chesapeake College encourages accurate and prompt reporting of all criminal activity to the Department of Public Safety or to the listed law enforcement agencies. Reports can be made confidentially by victims or witnesses. The Department of Public Safety or administrative staff can assist victims and witnesses with confidential reporting.

### Wye Mills Campus Emergencies

Each building on campus has an emergency phone on each floor (first floor only in the Dorchester Building). There is also an emergency phone outside of the Public Safety Office. Look for the blue signs in hallways to locate an emergency phone.

Instructions: Emergency phones are simple to use—pick up the handset, the phone automatically dials Public Safety. If Public Safety is unable to answer the phone within 4 rings, it will automatically go to 911. (You are not able to dial out on these phones.)

You may also call 911, or 410-758-7275, Department of Public Safety, hit the CCPS button on any college phone or \*9 from any college phone.

### Cambridge Center Emergencies

Look for Emergency Phones at the Cambridge Center as well. Emergency phones are simple to use—pick up the handset, the phone automatically dials Public Safety. If Public Safety is unable to answer the phone within 4 rings, it will automatically go to 911. (You are not able to dial out on these phones.)

You may also dial 911, or 410-463-4185, Department of Public Safety, hit the CCPS button on any college phone or \*9 from any college phone.

## Additional Information for Non-Emergencies

### County/State Agencies

- Queen Anne's County Emergency Services 410-758-4500
- Queen Anne's County Fire Board 410-758-0333
- Maryland Poison Control 1-800-222-1222

### Law Enforcement Agencies

- Cambridge City Police 410-228-3333
- Caroline County 410-479-2515
- Dorchester County 410-228-4141
- Kent County 410-778-2279
- Queen Anne's County 410-758-0770
- Talbot County Sheriff's Office 410-822-1020
- Maryland State Police (Centreville Barracks) 410-758-1101

Note: if using a college phone, you must dial "9" to get an outside line

## Emergency alerts

We use Twitter to broadcast emergency alerts and the Alertus app ( download fthrough Google Play and Apple App Store). These include inclement weather closings and other unscheduled closings/changes. **Remember, you can have Twitter send text messages to your cell phone.** On Twitter, follow Chesapeake Emergency @ChesCollAlerts

- Sign up/log in on Twitter
- Go to Settings, Mobile, and set up your mobile number
- Search for @ChesCollAlerts or Chesapeake Emergency
- Click Follow, then click on the gear to enable mobile notifications.

## Emergency Response and Evacuation Procedures

In the event of a confirmed emergency response that presents a dangerous situation involving an immediate threat to the health and safety of students and staff, the campus community will be notified in a timely manner by members of the Crisis Management Team or by the appropriate emergency response agency. The Crisis Management Team will also update information to the campus community during and after an event. The team consists of the President, the Vice Presidents, the Director of Facilities, the Director of Public Safety, and the Director of Public Information. The campus community will be notified by using some or all of the following methods:

### *Voice Mail*

This method can be accessed on or off campus. Broadcasts go to the voice mailboxes for all employees.

### *Webpage*

Displays continuous announcements regarding emergency situations in the yellow alert box on the home page, when appropriate.

### *Computer Display Messaging*

Chesapeake College has the ability to send messages to every computer system that is activated on the network. The message(s) will reach computers in offices and classrooms if the computer is activated.

### *Email*

Email messages can be sent to students and employees advising them of an emergency situation.

### *Social Media Announcements*

Chesapeake College uses Twitter to send emergency announcements @ChesCollAlerts. We also post information on our other college social accounts, including Facebook, Instagram, and X.

### *Building Monitor Announcements*

Building monitors will make announcements in every facility on the campus. Notifications will include a description of the event and what action(s) need to be taken. Students, staff and guests are permitted to have access to cell phones while on campus. At the Cambridge Center, Public Safety Officers will ensure faculty/staff have been notified and receive the necessary updates as deemed appropriate.

## **Evacuation Procedures**

If an evacuation of any facility is necessary, building monitors, in conjunction with the public safety and maintenance staff will assist in evacuating the building in a safe and timely manner. The facility will remain evacuated until deemed safe by the appropriate emergency service agency investigating the incident.

In the event that the campus must be shut down, Public Safety Officers with the assistance of the maintenance department will block all entrances and exits of the campus as deemed appropriate.

## **Emergency/Dangerous Situations**

In the event of an emergency/ dangerous situation, the Department of Public Safety will confirm that the situation does exist.

Members of the Crisis Management Team will be notified to alert the campus community of the situation and what action(s) need to be taken.

Situation updates, if necessary, will be sent by members the Crisis Management Team.

## **Tests and Drills**

Chesapeake College will conduct drills and exercises to evaluate emergency response procedures. Upon the completion of any drills and exercises, an after action review will take place to assess the response procedures.

## **Personal Counselors**

Chesapeake College does not have professional counselors on staff, however, all academic advisors are aware of the procedures for reporting crimes and of the importance of encouraging active communication of such information to the appropriate

authorities. For information on the availability of mental health organizations offering on-campus support, go to [www.chesapeake.edu/bit](http://www.chesapeake.edu/bit). There you will find out more about the Chesapeake College CARES Team. You will also learn how to submit a CARES Referral and what Mental Health Resources are available.

## **Access to Facilities**

All buildings are generally open from 7:00AM to 9:30PM Monday through Thursday and 7:00AM to 4:30PM on Fridays. Certain academic buildings are also open for weekend classes and special events. When the College is closed, all buildings are locked and secured by Public Safety Officers as appropriate for scheduled activities. Public Safety Officers responding to requests for access to buildings ensure that such access is appropriate.

Chesapeake College has no residential facilities.

## **Maintenance of Campus Facilities**

In the event of a safety concern dealing with building or grounds maintenance, contact the Facilities Department during normal business hours at 410-827-5872 or contact the College Operator by dialing 0. At all other times, contact the Department of Public Safety, 410-758-7275.

## **Off-campus Student Activities**

Most student activities take place on campus. Off campus student activities are primarily associated with athletic teams. Teams travel together and are supervised by College personnel. College personnel are aware of their responsibility to report any incident of student misconduct through the Office of Student Affairs. Reports of off-campus misconduct to external agencies and to the Office of Student Affairs, as appropriate, are the responsibility of the college employee.

## **Education Programs**

New employees are given brochures at their orientation informing them of the Department of Public Safety duties and responsibilities, and students have access to information on safety awareness through the Chesapeake College website and app. Safety awareness messages are sent through various notification systems advising the campus community of safety tips and safety awareness issues.

Safety awareness recommendations are stated in college publications and on the college web site under safety and security. The purpose of the recommendations is to advise the campus community of safety tips and safety awareness issues.

Crime prevention tips along with timely notifications are sent to the campus community after reports of criminal activity are received by the Department of Public Safety.

# Security Policies

## Policy on Alcohol and Drug Use

Chesapeake College does not permit the use, possession, distribution, and/or the sale of controlled substances on its campus. Alcohol is prohibited at student events. Students are notified of this policy through the Student Code of Conduct, which is distributed free-of-charge to all students in the catalog and in the *Chesapeake College Student Handbook* publication. Alcohol and drug laws are strictly enforced by local and state law enforcement authorities. Disciplinary actions for violations include immediate dismissal. (Note: Per state law – HB 571 – complainants and witnesses to instances of sexual assault shall not be subject to disciplinary action for drug/alcohol violations IF (a) the violation occurred during/near time of assault, (b) the assault report and participation in the investigation is in good faith, and (c) the violation was "not an act that was reasonably likely to place the health or safety of another individual at risk". Complainants and witnesses may be referred for treatment as appropriate.)

For information on student counseling assistance for alcohol and drug abuse, go to [www.chesapeake.edu/bit](http://www.chesapeake.edu/bit). There you will find out more about the Chesapeake College CARES. You will also learn how to submit a CARES Team Referral and what alcohol and drug abuse counseling services are available. Advisors follow the confidentiality guidelines suggested by the American Association for Counseling and Development. Employees are encouraged to contact the Human Resources Department for assistance through the Employee Assistance Program.

## Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking

In accordance with the Violence against Women's Act, the following definitions have been added to the Annual Security Report:

- Domestic Violence

Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom shares a child in common, by a person who is cohabitating with or who has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any person against an adult or youth victim who is protected from that person's acts under the domestic or family laws of the jurisdiction in which the crime of violence occurred. For the purposes of complying with the requirements of this section and section 668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

- Dating Violence

The term "dating violence" means violence committed by a person who has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on the consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence. For the purposes of complying with this section and section 668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

- Stalking

The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. Course of conduct means two or more acts, including but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim. For the purposes of complying with the requirements of this section and section 668.41, any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.



- Consent

The term "consent" is an act of reason and deliberation. A person who possesses and exercises sufficient mental capacity to make an intelligent decision demonstrates consent by performing an act recommended by another. In the context of rape/sex crimes, submission due to apprehension or terror is not real consent. There must be a choice between resistance and acquiescence. If a woman resists to the point where additional resistance would be futile or until her resistance is forcibly overcome, submission thereafter is not consent.

Chesapeake College is committed to maintaining a working and learning environment in which students and staff can develop intellectually, professionally, personally and socially. Such an environment must be free of intimidation, fear, coercion and reprisal. The College prohibits sexual misconduct, sexual assault, domestic violence, dating violence, and stalking in all forms. Statements of College policy with regards to these issues are included in the Student Handbook, Catalog, and Student Code of Conduct. The full text of these policies and grievance procedure are distributed to all employees as part of the Faculty/Staff Manual and at the new employee orientation, as well as the new hire employment packet. They are also available to students through the Office of Student Affairs and for new students as part of the orientation process.

The Office of Student Affairs and Human Resources Department provide programs designed towards education and prevention of sexual misconduct, sexual assault, domestic violence, dating violence, and stalking and are provided to students and employees during orientation sessions and as part of the new hire employment package. College security policies and procedures are developed and carried out in an effort to prevent all forms of criminal activity including sexual assault, domestic violence, dating violence, and stalking. Sexual misconduct complaints can be reported to the Director Human Resources, 410-827-5811, Vice President for Student Affairs, 410-827-5858, Director of Public Safety, 410-827-5889, Director of Intercollegiate Athletics, 410-827-5828, or any member of the Public Safety Department, 410-758-7275. Reports can also be made to any Campus Security Authorities (CSA's), which include public safety officers, college administrators, faculty/staff advisors to campus student organizations, Student Life staff, and others whose function involves relationships with students and who has a significant responsibility for student and campus activities. Reports of sexual assault, domestic violence, dating violence, and stalking are turned over to local law enforcement for further investigation. If any of the above listed crimes occurs, it should be reported as soon as possible to the Department of Public Safety, or it can be reported to a faculty or staff member, who can also assist in making the proper notifications. Victims do have the right to decline law enforcement intervention. Bystanders are encouraged to report any instances of sexual misconduct, sexual assault, domestic violence, dating violence, and stalking immediately to the Department of Public Safety or to local law enforcement. Employees may also contact the Director of Human Resources. Students may contact the Vice President of Student Affairs. Anyone reporting the above crimes can remain anonymous. It is important to preserve any evidence for a proper investigation. Further assistance, such as counseling services, can be facilitated through the Office of Student Affairs for students and through the Human Resources Department for employees. The following services are available for students and employees: Eastern Shore Operations Center 1-888-407-8018, Life Crisis Center Hot Line 1-800-422-0009, Suicide Hotline 1-800-SUICIDE, Youth Hotline 1-800-422-0009, For All Seasons, Inc. 1-800-310-7273, Mid-Shore Council on Family Violence 1-800-927-4673, and Corsica River Mental Health Services 410-758-2211.

Once one of the above listed crimes are reported to the Department of Public Safety, local law enforcement will be contacted for further investigation. Local law enforcement will assist the victim with the proper procedures with obtaining a protective order or peace order if applicable. Information concerning protective orders and peace orders can be obtained by visiting the District Court of Maryland's Web Site.

If a student or an employee obtains a protective order or peace order, a copy must be provided to the Department of Public Safety. The Public Safety Department will notify the Vice President for Student Affairs and the Director of Human Resources. Violators of protective orders and peace orders will be reported to local law enforcement.

College policies provide for a complete grievance procedure including a prompt, fair, and impartial investigation of any alleged criminal incident or sexual misconduct at the request of any student, employee or guest. This also includes allegations of domestic violence, dating violence, and stalking. All disciplinary proceedings will be conducted by trained individuals. By policy, the outcomes of the investigation are made available to the accused and the accuser. Disciplinary action for violation of the College policy may result in suspension or immediate dismissal for students and may include a verbal warning, written warning, suspension or termination of faculty or staff. Cases will be adjudicated based upon a preponderance of evidence. The college will assist victims with academic and working situations that are reasonably available, such as adjusting schedules.

Chesapeake College cannot assist with living arrangements and transportation, since we not offer student housing or transportation. See the college's complete Title IX Policy.

More information on prevention tips: [Accusations Of Sexual Misconduct - Risk-Reduction Tips](#) | [Sexual Violence - Risk-Reduction Tips](#)

Additional campus security policy and information can be found on the website of the Office of Public Safety at <http://www.chesapeake.edu/public-safety>.

## **Sex Offender Registration**

In accordance to the "Campus Sex Crime Prevention Act" of 2000, which amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, The Jeanne Clery Act and the Family Education Rights and Privacy Act of 1974, The Campus Security Office is providing a link to the Department of Public Safety and Correctional Services Sex Offender Registry. This act requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice of each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. Registrants must register with a supervising authority on or before the date that the registrant is released, or within seven days of moving into Maryland, or within fourteen days of beginning employment or registering as a student in Maryland.

In addition, Child Sexual Offenders who are Maryland residents must register with the designated local law enforcement unit in the county in which they will reside within seven days of "release" or within seven days of registering with the supervising authority if moving into Maryland. Non-resident Child Sexual Offenders must also register within seven days with the designated law enforcement unit in the county where they will work or attend school.

For more information visit the Department of Public Safety and Correctional Services website.

## **Chesapeake College Campus Crime Statistics**

Federal regulations call for colleges and universities to report crime statistics to students, employees and upon request to applicants for enrollment or employment. These requirements stem from the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (2013 Amendments). Reports on crime statistics are prepared annually through the Director of Public Safety and are posted on the College's web site. They are available in print form upon request from the Public Safety Office or Institutional Research Office and are also displayed as a link on the annual security report. This information is shown below and covers the federally-prescribed crimes and time periods. "Public Property" is defined as the area that is within the same reasonably contiguous geographic area of the school, or is adjacent to a facility owned or controlled by the school, and the facility is used by the school in a manner related to the institution's educational purpose, and includes streets, sidewalks and parking facilities. These statistics are also available in the student handbook..

Definitions for criminal offenses can be located [here](#).



<b>Disciplinary Actions/ Judicial Referrals</b>	<b>On Campus</b>			<b>Non- Campus*</b>			<b>Public Property</b>		
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Crime</b>									
Liquor law violations	0	0	0	0	0	0	0	0	0
Drug law violations	0	0	0	0	0	0	0	0	0
Illegal weapons possessions	0	0	0	0	0	0	0	0	0

Chesapeake College's detailed results are available at the Federal Office of Postsecondary Education's Campus Security Statistics Website.

The College's Emergency Procedure Guide, which can be found by logging into MyCampus, contains more security-related information, including detailed information about specific emergency situations.

In accordance with the U.S. Department of Education Regulations, Chesapeake College distributes an Annual Security and Fire Safety Report to all current students, staff, and faculty. In addition, the report is available to prospective students, staff, and faculty upon request. Contact the Director of Public Safety at 410-827-5889 if you would like to receive a paper copy of this report.

The Annual Security and Fire Safety Report provides important information regarding campus crime and security, including information about Chesapeake College's Department of Public safety, drug and alcohol abuse, sexual assault policies, and crime statistics for the previous three years.

If there is inaccurate information in this document, please email corrections or comments to: Barbara Duncan [bduncan@chesapeake.edu](mailto:bduncan@chesapeake.edu).

## **Programs of Study**

- Education and Training Programs
- Additional Areas of Study after Transfer
- Completion of Degree and Certificate Programs
- Complete List of Programs of Study

## **Education and Training Programs**

The College offers a diverse range of programs to support the education and training needs of our community. More information about each program can be found elsewhere in this Catalog, online at the College's Website, or in person from the Office of Admissions.

## **Career/Technical Education**

Programs in career and technical education are designed to meet the increasing demand for technicians, semi-professional workers, and skilled craftsmen for employment in industry, business, the professions, and government. These curricula are planned primarily to provide workers of the region served by the College.

## **Community Services**

The facilities and personnel of the College are available for specialized services that provide for the cultural and educational needs of the region served by the College. These services include nonclassroom and non-credit programs, cultural events, workshops, meetings, lectures, conferences, seminars, and special community projects designed to provide needed cultural and educational opportunities for the citizens of the region.

## **Continuing Education**

The departments of Continuing Education and Workforce Training provide a variety of non-credit course offerings designed to expand learning opportunities for persons 16 years of age or older. Courses are offered to meet licensure/certification requirements of various professions and to meet the specific training needs identified by local employers.

Courses are also offered to provide lifelong learning opportunities for all citizens. Some course offerings are designed specifically for special populations, such as senior citizens, or talented and gifted youth.

## **Developmental Education**

Developmental courses are offered to prepare students who have not met the course prerequisites for admission to specific curricula and to correct deficiencies in basic areas such as English, reading, and mathematics. Credit will not be granted for courses numbered below 100.

## **General Education**

The program in General Education encompasses common knowledge, skills, and attitudes required by each person to be effective as workers, consumers, and citizens. The faculty of Chesapeake College have formulated general education requirements to support all associate degree programs which are designed to enrich a student's growth and preparation for life. A philosophy

statement and general education core courses appear in the General Education Program section of this Catalog. The State General Education Student Transfer Policy is outlined in the General Education Program section of this Catalog.

## Transfer Education

Transfer Programs include freshman and sophomore courses in arts and sciences and pre-professional education. These programs are designed for transfer into baccalaureate degree programs at four-year colleges and universities.

## Workforce Training

The Chesapeake College Division of Continuing Education and Workforce Training coordinates and provides training for employees in the five-county service area. Customized courses are provided for clients in both the public and private sectors including business, industry, government, non-profit organizations, service agencies, and professional associations. Fees are established for each course based on costs for curriculum development, materials, and instruction. Needs assessment and consultation services are also available at minimal cost.

The Workforce Training office also helps clients connect with state and federal agencies for information about training funds and other business services available to employers. Inquiries for additional information or services may be directed to the Division of Continuing Education and Workforce Training.

## Additional Areas of Study

In addition to the programs of study listed in this Catalog, Chesapeake College can offer the first two years of transferable college credits in a range of areas:

American Studies	Geology	Physics	Pre-Optometry	Social Work
Dental Hygiene	Health Professions	Political Science	Pre-Pharmacy	Sociology
Engineering	History	Pre-Dentistry	Pre-Physical Therapy	Theatre
English	Library Science	Pre-Law	Pre-Veterinary Science	Visual and Performing Arts
Geography	Nursing	Pre-Medical Science	Psychology	and more ...

This list is not complete. If there is an area of study not listed here in which you are interested, please talk with a counselor or advisor to explore your options.

## Completion of Degree and Certificate Programs

All associate degree programs require minimum coursework of 60 semester credit hours. Nearly all of the College's associate degree transfer programs are designed to allow full-time students to complete all requirements over a period of two calendar years. Because of many factors (student work schedules, class scheduling problems, required developmental work, certain prerequisites, etc.) the average full-time student may take somewhat longer to complete a degree program.

Certificates require substantially fewer semester credit hours and are normally completed in less time than associate degree programs. Due to insufficient enrollment, certain courses in career programs may not be offered every year. In order to avoid delays in graduation, students may consult with the appropriate department chair to determine if there are appropriate substitutes for such courses.

Chesapeake College reserves the right to award students all academic credentials earned.

## Programs of Study

This list of Chesapeake College's programs of study provides links to detailed information about each program found elsewhere in this catalog. This list is organized alphabetically by program title. Please talk with a counselor or advisor to learn more about which program will best help you reach your goals.

### Accounting A.A.S. Degree (410)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Applied Science Degree

**Program Mission:** The Chesapeake College Accounting Degree provides students with educational opportunities to acquire accounting knowledge, skills and practice to prepare for success in private, public or governmental accounting environments and for continued learning in accounting or related disciplines.

**Program Description:** The Accounting Degree program was designed for students seeking employment at the entry-level in industry, government, and small public accounting firms. Graduates will be capable of working as junior accountants and assistant auditors. Emphasis is placed on accounting knowledge and skills as well as general knowledge of the workplace. **Note:** *This program is not designed as a transfer program to a senior institution. Students wishing to transfer and major in accounting, should consult with an academic advisor at their earliest convenience.* All students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Accounting Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Emphasize technical competency, professional knowledge and ethical responsibility.
- Enable qualified students to meet the educational requirements for professional certification.
- Prepare students for successful careers in the accounting profession or further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply appropriate industry terminology in the financial setting.
- Analyze and record financial data.
- Communicate financial information.
- Produce analyses that will aid in the management decision making process.
- Evaluate professional responsibilities concerning ethical issues that may be present in an accounting environment.
- Integrate accounting concepts using accounting software to record financial transactions.

**Contact Person:** Mr. Larry Hearn

**For additional educational opportunities related to this field, see the Business Administration Bachelor's degree program offered through the Eastern Shore Higher Education Center. For more information, contact the Executive Director for the Eastern Shore Higher Education Center at: 410-827-5761.**

### Program Requirements

[Courses Appear in Recommended Sequence.]

#### Fall Semester I

- ENG 101+ - Composition 3 credits
- ACC 103 - Principles of Accounting I 3 credits
- BUS 101 - Introduction to Business 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- CST 125 - Microsoft Office Applications 3 credits

## **Spring Semester I**

- ACC 104+ - Principles of Accounting II 3 credits
- GEN ED - General Education Elective 3 credits
- MAT 113+ - College Algebra 3 credits **or**
- MAT 115+ - Precalculus 5 credits **or**
- MAT 204+ - Introduction to Statistics 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 3-4 credits
- Program Elective 3 credits

## **Fall Semester II**

- ACC 105 - Personal Income Tax 3 credits
- ACC 203+ - Intermediate Accounting I 3 credits
- CPL 105 - Career Planning and Preparation 1 credit
- ECN 171 - Principles of Macroeconomics 3 credits **or**
- ECN 172+ - Principles of Microeconomics 3 credits
- PROG - Program Elective 3 credits
- ACC 110 - Computerized Accounting 3 credits

## **Spring Semester II**

- ACC 204+ - Intermediate Accounting II 3 credits
- ACC 206+ - Auditing 3 credits
- ACC 205+ - Cost Accounting 3 credits
- CPL 281+ - Cooperative Work Experience 2 credits
- PROG - Program Elective 3 credits

## **Minimum Required Credits: 60**

### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits



- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## General Education (G.Ed.) Electives

Can be satisfied by any General Education Program core course, in any category, that is not otherwise included as a program requirement.

## Program Electives

Can be satisfied by any course with an ACC prefix or BUS 145, BUS 215+, BUS 241, BUS 242+, BUS 245+.

## Prerequisites/Corequisites

+ See course description for details.

# Accounting Advanced Certificate (412)

**Award:** Certificate

**Program Mission:** The Chesapeake College Accounting Advanced Certificate provides students with educational opportunities to acquire accounting knowledge, skills and practice to prepare for success in private, public or governmental accounting environments and for continued learning in accounting or related disciplines. The program is also designed for persons who have already acquired a non-accounting degree and are seeking to fulfill the educational requirements for professional certification.

**Program Description:** The Accounting Advanced Certificate program was designed to provide the student with an in-depth knowledge of accounting theory and practice. It is primarily designed for persons currently working in the industry or persons with degrees seeking certification. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Accounting Advanced Certificate program will:

- Promote technical competency, professional knowledge and ethical responsibility.
- Enable qualified students to meet the educational requirements for professional certification.
- Prepare students for employment in the accounting profession or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply appropriate industry terminology in the financial setting.
- Analyze and record financial data.
- Communicate financial information.
- Produce analyses that will aid in the management decision-making process.
- Evaluate professional responsibilities concerning ethical issues that may be present in an accounting environment.
- Integrate accounting concepts using accounting software to record financial transactions

## Gainful Employment Information

- Gainful Employment Information

**Contact Person:** Mr. Larry Hearn

## **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 100 - Communicating on the Job 3 credits
- ACC 103 - Principles of Accounting I 3 credits
- PROG - Program Electives 9 credits

### **Spring Semester I**

- ACC 104+ - Principles of Accounting II 3 credits  
PROG - Program Electives 12 credits

### **Fall Semester II**

- ACC 105 - Personal Income Tax 3 credits
- ACC 203+ - Intermediate Accounting I 3 credits
- BUS 220+ - Business Ethics and Society 3 credits
- ACC 106+ - Corporate Tax 3 credits

### **Spring Semester II**

- ACC 204+ - Intermediate Accounting II 3 credits
- ACC 206+ - Auditing 3 credits
- ACC 212+ - Governmental and Not-For-Profit Accounting 3 credits
- ACC 205+ - Cost Accounting 3 credits

**Minimum Required Credits: 55**

### **Program Electives**

Can be satisfied by any of the following courses:

- BUS 215+ - Principles of Management 3 credits
- BUS 230 - Marketing 3 credits
- BUS 231 - Salesmanship 3 credits
- BUS 241 - Business Law I 3 credits
- BUS 242+ - Business Law II 3 credits
- BUS 245+ - Business Finance 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits

- MAT 204+ - Introduction to Statistics 3 credits

### **Note: ENG 100**

Students who complete ENG 100 as part of an Advanced Certificate program and then declare a degree major will also be required to complete ENG 101. Students are encouraged to speak with an advisor regarding their educational goals.

### **Note(s):**

- ◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

### **Prerequisites/Corequisites**

+ See course description for details.

## **Accounting Basic Certificate (411)**

**Award:** Certificate

**Program Mission:** The Chesapeake College Accounting Basic Certificate provides students with educational opportunities to acquire basic accounting knowledge, skills and practice to prepare for success in private, public or governmental accounting environments and for continued learning in accounting or related disciplines.

**Program Description:** The Accounting Basic Certificate was designed to provide, in the shortest possible time, a knowledge of basic accounting skills. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Accounting Basic Certificate program will:

- Promote technical competency, professional knowledge and ethical responsibility.
- Prepare students for entry-level accounting positions or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply appropriate industry terminology in the financial setting.
- Analyze and record financial data.
- Communicate financial information.
- Produce analyses that will aid in the management decision-making process.
- Evaluate professional responsibilities concerning ethical issues that may be present in an accounting environment.
- Integrate accounting concepts using accounting software to record financial transactions.

### **Gainful Employment Information**

- Gainful Employment Information

**Contact Person:** Mr. Larry Hearn

### **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- ACC 103 - Principles of Accounting I 3 credits
- BUS 101 - Introduction to Business 3 credits
- CPL 105 - Career Planning and Preparation 1 credit
- ACC 110 - Computerized Accounting 3 credits

### **Spring Semester I**

- ACC 104+ - Principles of Accounting II 3 credits
- CPL 250+ - Job Shadowing 1 credit **or**
- CPL 280+ - Cooperative Work Experience 3 credits
- CST 125 - Microsoft Office Applications 3 credits

### **Minimum Required Credits: 18**

#### **Note(s):**

♦ Must be taken within the first 12 hours unless exempted by meeting established standards.

## **Accounting Letter of Recognition — Tax (413)**

**Award:** Letter of Recognition

**Program Description:** The Tax Letter of Recognition program was designed to provide, in the shortest possible time, a knowledge of basic tax preparation and law. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Contact Person:** Mr. Larry Hearn

### **Program Requirements:**

[Courses Appear in Recommended Sequence.]

- ACC 103 - Principles of Accounting I 3 credits
- ACC 105 - Personal Income Tax 3 credits
- ACC 106+ - Corporate Tax 3 credits

### **Minimum Required Credits: 9**

#### **Prerequisites/Corequisites**

+ See course description for details.

## **African-American Studies Letter of Recognition (820)**

**Award:** Letter of Recognition

**Program Description:** The African-American Studies Letter of Recognition was designed to provide all students with the opportunity to study the history and contributions of African-Americans to society in a variety of disciplines. *To be eligible for completion of this program, a student must successfully complete three of the recommended courses.*

The Letter of Recognition can serve to acknowledge a student's success in this focused area of study and can be used as a building block for completion of a certificate or degree program. Students should consult with the College's Admissions Office or an academic advisor in selecting appropriate courses that address their discipline interests.

**Contact Person:** Dr. Juliet Smith

## **Program Requirements:**

[Courses Appear in Recommended Sequence.]

### **Take three of the following courses:**

- POL 185 - African-American Politics in the United States 3 credits
- HIS 115 - African-American History 3 credits
- ENG 183 - African-American Literature in America 3 credits

### **Minimum Required Credits: 9**

## **Agriculture A.A.S. Degree (175)**

**This program of study meets all of the General Education Requirements at Chesapeake College.**

**Award:** Associate of Applied Science Degree

**Program Mission:** The Chesapeake College Agriculture Degree - Production Area of Concentration prepares graduates to work in the agriculture industry, either as an employee or as an owner-operator of a small farm; they will also be able to work in the support industries for agriculture.

**Program Description:** The Agriculture program is designed to provide a general education background, and the knowledge and skills needed for a career in agriculture. The profession includes work in animal and plant production, as well as a wide variety of industries that support growers. Through curricular course requirements and choices, students build foundations in plant science, animal science, soil science, business, and economics. The curriculum demands significant practical, technical and communication skills. Learning takes place in the classroom, laboratory, field, and library/academic support centers.

**Program Goals:** The Agriculture Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Promote technical competency, professional knowledge and ethical responsibility.
- Prepare students for entry into the agricultural workforce or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Understand the importance of agricultural technology in daily life and the societal role of agriculture in the U.S. and globally.
- Identify recent changes in agricultural technology, policy, and practice and think critically about sources of information in agriculture.

- Demonstrate strong oral and written communication skills, both within and beyond topics in agriculture.
- Showcase practical skills and hands-on experience gained through participation in internships with local producers and laboratory classes.
- Demonstrate working knowledge of food production systems and understand marketing agricultural products and the economics of agriculture.

**Contact Person:** Nicole Barth

## **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- AGR 101 - Introduction to Agriculture 3 credits
- CHM 121+ - General Chemistry I 4 credits
- ENG 101+ - Composition 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits **or**
- ECN 172+ - Principles of Microeconomics 3 credits
- MAT 113+ - College Algebra 3 credits

### **Spring Semester I**

- AGR 113 - Soil Science 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- Program Electives 6-7 credits

### **Fall Semester II**

- AGR 220 - Introduction to Animal Science 4 credits
- AGR 223 - Introduction to Agribusiness 3 credits
- Program Electives 7 credits

## **Sping Semester II**

- AGR 230 - Vegetable & Crop Production 4 credits
- AGR 240 - Special Topics in Agriculture 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- AGR 273 - Internship in Agriculture 3 Credits
- Program Electives 3-4 credits

## **Minimum Required Credits: 60**

### **Program Electives**

- ACC 103 - Principles of Accounting I 3 credits
- ACC 110 - Computerized Accounting 3 credits
- AGR 115 - Agricultural Marketing 3 credits
- AGR 121 - Introduction to Food Science & Food Systems 4 credits
- AGR 201 - Agricultural Mechanics 3 credits
- AGR 213 - Introduction to Agricultural Economics 3 credits
- AGR 215 - Integrated Pest Management 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 204+ - General Botany 4 credits
- BIO 206+ - General Zoology 4 credits
- BIO 210+ - Ecological Principles and Environmental Assessment 4 credits
- BIO 220 - Restoration Ecology 4 credits
- SCI 151 - Environmental Science 4 credits
- SUS 101 - Introduction to Sustainability 3 credits
- WEL 108 - Fundamentals of Welding 3 credits

## **Biological Sciences Degree A.S. (221)**

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Science Degree

**Program Mission:** The Chesapeake College Biological Science degree prepares students for transfer to a four-year institution to continue preparation for professional careers in the biological sciences, medical and health service fields, research, industry, and education.

**Program Description:** The Associate of Science degree in Biological Science is designed to prepare students for transfer to a four-year institution to continue preparation for professional careers in the biological sciences, medical and health service fields, research, industry, and education. The program of study is structured around a comprehensive core curriculum that includes principles of biology, chemistry, mathematics, and electives in anatomy and physiology, microbiology, chemistry, physics, and specialized biology courses. This plan allows students to develop a strong foundation of knowledge in varied fields of study: Cell and Molecular Biology, Biochemistry, Physiology, Evolutionary Biology, or Ecology. The curriculum is designed for students with college-level preparation in mathematics and demands significant practical, technical and communication skills. Learning takes place in the classroom, the laboratory, the field, and the library/academic support centers. Students should consult with an academic advisor in planning an appropriate program.

**Program Goals:** The Biological Sciences degree program will:

- Facilitate proficiency in the content knowledge and skills for the College's general education competencies.
- Provide a broad education in disciplines that form a strong foundation for the biological sciences and challenges students to acquire appropriate competencies in content knowledge and application skills.
- Prepare students to transfer to a four-year institution to continue preparation for professional careers in the biological sciences, medical and health service fields, research, industry, and education.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Describe and explain foundational concepts in biological science.
- Perform basic laboratory skills necessary to collect, analyze, and interpret scientific data.
- Use the scientific method to develop, organize, execute, and interpret experiments in a logical manner.
- Communicate scientific concepts effectively in oral and written English.
- Practice professional integrity and competency integral to professional careers in the biological sciences, medical and health service fields, research, industry, and education.

**Contact Person:** Heather Cunningham

## **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- BIO 111+ - Principles of Biology I 4 credits
- MAT 115+ - Precalculus 5 credits **or**
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- PROG - Program Elective 3-5 credits



- CHM 121+ - General Chemistry I 4 credits

### **Spring Semester I**

- ENG 101+ - Composition 3 credits
- BIO 113+ - Principles of Biology II 4 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- CHM 122+ - General Chemistry II 4 credits

### **Fall Semester II**

- SOC SCI - Social Behavioral Science (G.Ed.) 3 credits
- ART/HUM - Arts/Humanities (G.Ed.) 3 credits
- PROG - Prog Elective 3-4 credits
- PROG - Program Elective 4 credits
- PED 103 - Wellness for Life 3 credits

### **Spring Semester II**

- SOC SCI - Social Behavioral Science (G.Ed.) 3 credits
- PROG - Program Elective 4 credits
- PROG - Program Elective 4 credits
- DIV - Diversity (G.Ed.) 3 credits

## **MINIMUM REQUIRED CREDITS: 60**

### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits

- ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

## Diversity (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## Program Electives

- AGR 220 - Introduction to Animal Science 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- BIO 202+ - Microbiology 4 credits
- BIO 204+ - General Botany 4 credits
- BIO 206+ - General Zoology 4 credits
- BIO 210+ - Ecological Principles and Environmental Assessment 4 credits
- BIO 211+ - Anatomy and Physiology I 4 credits
- BIO 212+ - Anatomy and Physiology II 4 credits
- BIO 220 - Restoration Ecology 4 credits

- CHM 221+ - Organic Chemistry I 4 credits
- CHM 222+ - Organic Chemistry II 4 credits
- CST 109 - Introduction to Computers 4 credits
- CST 125 - Microsoft Office Applications 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits
- PHY 205+ - College Physics I 4 credits
- PHY 206+ - College Physics II 4 credits
- PHY 215+ - Physics I 4 credits
- PHY 216+ - Physics II 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 151 - Environmental Science 4 credits
- SCI 271+ - Internship in Natural Science 1 credit
- SCI 272+ - Internship in Natural Science 2 credits
- SCI 273+ - Internship in Natural Science 3 credits

Students should select elective courses based upon their areas of interest. Students must take 18 credits from the Program Elective Category. Please note the applicable mathematics prerequisite for each course.

## Math Pre-req

Math Prerequisites: CHM 121 has a math pre- or corequisite of MAT 113 or MAT 115. Students without prior preparation in math will need to complete MAT 113 or MAT 115 as their Elective requirement in Fall Semester I.

## Prerequisites/Corequisites

+ See course description for details.

# Business Administration A.A. Degree (350)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts Degree

**Program Mission:** The Chesapeake College Business Administration Degree provides students with the necessary background to successfully transfer to a four-year institution and complete a baccalaureate degree program in Business Administration.

**Program Description:** The Business Administration program introduces students to principles of business, economics, and accounting that are typically required in the first two years of a baccalaureate business administration curriculum and which lay the foundation for future studies. Because the modern business world demands that its staff be knowledgeable in fields beyond everyday business technology, this curriculum requires courses in the humanities, natural or physical sciences, and social sciences that fulfill the student's general education requirements and develop analytical, evaluative, and writing skills. Students should acquaint themselves with the requirements of the major department at the college or university to which transfer is contemplated and also consult with an academic advisor in planning an appropriate program. The College's Transfer Advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System.

**Program Goals:** The Business Administration Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.

- Introduce management roles and practices.
- Establish the importance of the global business environment.
- Prepare students for transfer to a four-year institution.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Evaluate the ethical ramifications of business decisions.
- Explain and operationalize macro and micro economic theories.
- Research and explain concepts in business administration such as: employee motivation, free trade, comparative advantage, and marginal costs and benefits.

**Contact Person:** Ms. Catherine Rust

**Students are encouraged to consult the requirements for programs at the transfer institution to select courses where flexibility exists.**

**For additional educational opportunities related to this field, see the Business Administration Bachelor's degree program offered through the Eastern Shore Higher Education Center. For more information, contact the Executive Director for the Eastern Shore Higher Education Center at: 410-827-5761.**

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- CST 109 - Introduction to Computers 4 credits **or**
- CST 125 - Microsoft Office Applications 3 credits \*
- BUS 101 - Introduction to Business 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- PED 103 - Wellness for Life 3 credits

### Spring Semester I

- ENG 102+ - Introduction to Literature 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 4 credits
- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- MAT 113+ - College Algebra 3 credits **or**
- MAT 115+ - Precalculus 5 credits **or**
- MAT 120+ - Introduction to Applied Calculus 3 credits **or**
- MAT 140+ - Calculus and Analytic Geometry I 4 credits

### Fall Semester II

- ACC 103 - Principles of Accounting I 3 credits
- MAT 204+ - Introduction to Statistics 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits \*\*

- BUS 241 - Business Law I 3 credits
- G.Ed. Elective 3 credits

## **Spring Semester II**

- ACC 104+ - Principles of Accounting II 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 4 credits
- DIV - Diversity (G.Ed) 3 credits
- FREE Elective 3 credits

## **Minimum Required Credits: 60**

### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

### **Diversity (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## **Free Electives**

Can be satisfied by any credit course.

## **Online Options**

This program may be taken fully online by selecting the appropriate courses. For more information, please speak with your advisor.

## **Note(s):**

- ◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

## **Prerequisites/Corequisites**

+ See course description for details.

## **Note:**

It is preferable for students to choose an elective that is Gen. Ed. course for transferability. Please check your transfer institution for transfer options.

\* preferred.

\*\*Macroeconomics and Microeconomics may be taken in any order.

# Business Management A.A.S. Degree (401)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Applied Science Degree

**Program Mission:** The Chesapeake College Business Management Degree program's mission is to prepare students for a successful career in business. Students will acquire the knowledge and skills needed to excel in today's dynamic business environment.

**Program Description:** The Business Management Degree program is designed for students new to the field of business as well as those who are seeking career advancement. The curriculum includes courses in business management and related areas, as well as general education. Instruction will include both theoretical concepts and practical application procedures needed for success in business. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program. The majority of this program can be completed online.

**Program Goals:** The Business Management Degree program will:

- Facilitate proficiency in content knowledge and skills for the college's general education competencies.
- Promote technical competency, professional knowledge and ethical responsibility.
- Prepare students for successful careers in management or for further study in the field

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Demonstrate the ability to apply management principles as a means to achieve business goals.
- Analyze and utilize marketing concepts and strategies to meet marketing objectives.
- Evaluate professional responsibilities concerning legal and ethical issues in the business environment.
- Apply financial and accounting principles to business management.
- Utilize technology to respond to changes in the business environment.
- Analyze how business operates within the external environment and evaluate the impact of globalization
- Demonstrate the business and communication skills needed in the workplace.

**Contact Person:** Ms. Gwen Buxbaum

**For additional educational opportunities related to this field, see the College's A.A. degree program in Business Administration or the Business Administration Bachelor's degree program offered through the Eastern Shore Higher Education Center. For more information, contact the Executive Director for the Eastern Shore Higher Education Center at: 410-827-5761.**

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- ENG 101+ - Composition 3 credits
- ACC 103 - Principles of Accounting I 3 credits
- BUS 101 - Introduction to Business 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- CST 125 - Microsoft Office Applications 3 credits

### Spring Semester I

- ACC 104+ - Principles of Accounting II 3 credits
- BUS 215+ - Principles of Management 3 credits
- MAT 113+ - College Algebra 3 credits **or**
- MAT 115+ - Precalculus 5 credits **or**
- MAT 204+ - Introduction to Statistics 3 credits
- PROG - Program Elective 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 3-4 credits

## **Fall Semester II**

- BUS 230 - Marketing 3 credits
- BUS 241 - Business Law I 3 credits
- CPL 105 - Career Planning and Preparation 1 credit
- GEN ED - General Education Elective 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits **or**
- ECN 172+ - Principles of Microeconomics 3 credits
- PROG - Program Elective 3 credits

## **Spring Semester II**

- BUS 240 - International Business 3 credits
- CPL 281+ - Cooperative Work Experience 2 credits
- GEN ED - General Education Elective 3 credits
- PROG - Program Elective 6 credits

## **Minimum Required Credits: 60**

### **Program Electives**

Can be satisfied by any course with a BUS prefix or ACC 205+, ECN 171 \* or ECN 172+ \* . Students interested in Agriculture can take AGR 213 and AGR 223 .

\*One economics course is required. A second economics can be taken as an elective.

### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits



- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## General Education (G.Ed.) Electives

Can be satisfied by any General Education Program core course, in any category, that is not otherwise included as a program requirement.

## Prerequisites/Corequisites

+ See course description for details.

# Business Management Certificate (402)

**Award:** Certificate

**Program Mission:** The Chesapeake College Business Management Certificate's mission is to prepare students for entry-level employment and to provide for the development of new skills. Students may progress to the Business Management Degree Program after completing the certificate.

**Program Description:** The Business Management Certificate is designed for students entering the field of business or for employees seeking to learn new skills. Business management courses comprise the major part of the program and include both the theoretical concepts and practical applications needed for success in the field. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program. The majority of this program can be completed online.

**Program Goals:** The Business Management Certificate program will:

- Promote technical competency, professional knowledge and ethical responsibility.
- Prepare students for employment in the management profession or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Demonstrate the ability to apply management principles as a means to achieve business goals.
- Analyze and utilize marketing concepts and strategies to meet marketing objectives.
- Evaluate professional responsibilities concerning legal and ethical issues in the business environment.
- Apply financial and accounting principles to business management.
- Utilize technology to respond to changes in the business environment.
- Analyze how business operates within the external environment and evaluate the impact of globalization.
- Demonstrate the business and communication skills needed in the workplace.

## Gainful Employment Information

- Gainful Employment Information

**Contact Person:** Ms. Gwen Buxbaum

**This program has been approved for funding under the Workforce Investment Act. For more information, contact the Upper Shore Workforce Investment Board at: 410-822-1716.**

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ACC 103 - Principles of Accounting I 3 credits
- BUS 101 - Introduction to Business 3 credits
- BUS 230 - Marketing 3 credits
- CPL 105 - Career Planning and Preparation 1 credit
- ENG 101+ - Composition 3 credits

### Spring Semester I

- ACC 104+ - Principles of Accounting II 3 credits
- BUS 215+ - Principles of Management 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- CST 125 - Microsoft Office Applications 3 credits
- CPL 250+ - Job Shadowing 1 credit **or**
- CPL 281+ - Cooperative Work Experience 2 credits
- PROG - Program Elective 3 credits

### Minimum Required Credits: 30

#### Note(s):

♦ Must be taken within the first 12 hours unless exempted by meeting established standards.

#### Prerequisites/Corequisites

+ See course description for details.

#### Program Electives

Can be satisfied by any course with a BUS prefix or ACC 205+ , ECN 171 \* or ECN 172+ \* . Students interested in Agriculture can take AGR 213 and AGR 223 .

## Business Management Letter of Recognition (403)

**Award:** Letter of Recognition

**Program Description:** Letter of Recognition program in Business Management is designed to provide a credential for those students who are interested in a limited sequence of management-related courses. Students should consult with the College's Advising Office or an academic advisor in planning an appropriate program. This program is available fully online.

**Contact Person:** Ms. Gwen Buxbaum

## **Program Requirements:**

[Courses Appear in Recommended Sequence.]

- BUS 101 - Introduction to Business 3 credits
- BUS 215+ - Principles of Management 3 credits
- CST 125 - Microsoft Office Applications 3 credits

## **Minimum Required Credits: 9**

## **Prerequisites/Corequisites**

+ See course description for details.

# **Computer Science Technology A.A.S. Degree (470)**

**Award: Associates of Applied Science Degree**

**Program Mission:** The Chesapeake College Computer Science Technology Degree provides students with a foundation in computers and technology that is customizable to their area of interest.

**Program Description:** The Computer Science Technology program provides students with a foundation in hardware, software, and programming. Students will acquire skills in basic programming, hardware, software, and web design. Students will also develop a working knowledge of ethics and career readiness skills (teamwork, communication, customer service, and professionalism.) for the IT field. In addition to taking the program core courses, students can focus their Computer Science Technology degree with further study based on their choice of electives.

**Program Goals:** The Computer Science Technology program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Promote technical competency, professional knowledge, career readiness, and ethical responsibility.
- Prepare students for certification exams in the technology industry.
- Prepare students for successful careers in the computer science technology field or for further study in the field

**Student Learning Outcomes:** Upon successful completion of the program, students will be able to:

- Web – Design and develop for the web.
- Tech – Employ hardware and software in technological scenarios.
- Programming – Apply programming skills to solve problems.
- Career Readiness – Demonstrate career readiness through teamwork, communication, customer service, and professionalism.

Contact Person: Dr. Lanka Elson

**FALL I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- CPL 105 - Career Planning and Preparation 1 credit
- CST 102 - Introduction to PowerBI & MYSQL 3 credits
- CST 109 - Introduction to Computers 4 credits
- Program Elective 3-4 credits
- MAT 107+ - Foundations of Mathematics 3 credits **or**
- MAT 140+ - Calculus and Analytic Geometry I 4 credits **or**
- MAT 113+ - College Algebra 3 credits **or**
- MAT 115+ - Precalculus 5 credits

## **SPRING I**

- CST 119+ - Python I & Problem Solving 4 credits
- Program Electives 6-8 credits
- ENG 101+ - Composition 3 credits
- Social/Behavioral Sciences (G.Ed.) 3 credits

## **FALL II**

- CST 208+ - HTML I & Web Design 4 credits
- Program Elective 3-4 Credits
- Bio/Natural Sciences (G.Ed.) 3-4 credits
- Arts & Humanities (G.Ed.) 3 credits

## **SPRING II**

- CST 217+ - Ethics for IT 3 credits
- Program Elective 3-4 credits
- CST 245+ - Computer User Support 3 credits
- CPL 280+ - Cooperative Work Experience 3 credits
- General Education Elective (G.Ed.) 3 credits

## **MINIMUM REQUIRED CREDITS: 60**

### **Note(s):**

Students must take a minimum of 16 credits from the list of program electives to equal total minimum required credit hours of 60.

### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits

- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

## **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

## **Program Electives**

- BUS 101 - Introduction to Business 3 credits
- COM 170 - Introduction to Journalism and News Media 3 credits
- CST 125 - Microsoft Office Applications 3 credits

- CST 129 - Digital Media Exploration 3 credits
- CST 130 - Adobe Photoshop 3 credits
- CST 143+ - Operating Systems 3 credits
- CST 145+ - Computer Hardware 3 credits
- CST 154+ - Linux, Administration 3 credits
- CST 220+ - HTML II & Responsive Web Design 4 credits
- CST 234+ - Advanced Web Design 3 credits
- CST 250+ - Computer Networks 3 credits
- CST 257+ - Computer Security 3 credits
- CST 269+ - Python II 4 credits
- CST 279+ - Python III 4 credits
- MAT 110+ - Finite Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits

## Prerequisites/Corequisites

+ See course description for details.

## Cooperative Education Program

The Chesapeake College Cooperative Education experience is required for every Associate of Applied Science degree program and includes 150 hours of supervised worksite experience per semester.

**Program Mission:** The Cooperative Education experience is designed to educate a diverse population of students in the areas of fundamental employment skills. The experience explores values, interests, personality and skills in order to prepare students for both current and future careers.

**Program Goals:** The Cooperative Education experience will:

- Improve necessary skills to succeed in a career field.
- Provide on-site work experience related to students' academic study.
- Apply classroom learning in a work setting.
- Demonstrate the importance of a strong work ethic, functioning as part of a team, and using critical thinking skills.

**Student Learning Outcomes:** Upon successful completion of the experience, students will be able to:

- Develop the skills, strategies and documents to participate in an effective job interview.
- Write clearly, correctly, logically, and ethically while expressing ideas coherently.
- Identify the current and potential skills necessary for selecting and/or confirming a program choice.
- Use academic training to demonstrate appropriate work-based skills, behaviors and attitudes.
- Work collaboratively with others in a responsible manner.

## Criminal Justice - Certificate (606)

**Award:** Certificate

**Program Mission:** The Chesapeake College Criminal Justice Certificate prepares students for entry or advancement in the field of criminal justice. The certificate is designed so that students may progress to the Criminal Justice Degree option.

**Program Description:** The Criminal Justice program provides a broad foundation that will help prepare the student for entry-level employment or advancement in the field of criminal justice. The program is designed to prepare and/or upgrade students in areas such as: criminal justice, techniques of criminal investigation, principles of criminal law, law enforcement administration, corrections, criminology and fieldwork. **Note:** *Completion of this program is not a prerequisite for entry into a police academy nor does it provide complete entry-level training for work as a local or state police officer.* Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Criminal Justice program will:

- Emphasize criminal justice content, professional knowledge and ethical responsibility.
- Prepare students for successful careers in criminal justice and further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Implement terminology in the criminal justice system.
- Use an ethical framework and an understanding of legal constraints to make decisions as a criminal justice professional.
- Identify various types of crimes, their defenses and various methods of investigation.
- Apply critical thinking skills and logic to analyze and solve a variety of complex problems in the criminal justice environment.
- Differentiate the roles of the various individuals within the criminal justice system and how an individual moves through the system.

#### **Gainful Employment Information**

- Gainful Employment Information

**This program has been approved for funding under the Workforce Investment Act. For more information, contact the Upper Shore Workforce Investment Board at: 410-822-1716.**

**Contact Person:** [criminaljustice@chesapeake.edu](mailto:criminaljustice@chesapeake.edu)

## **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
- CMJ 111 - Police Operations 3 credits
- CMJ 213 - Principles of Criminal Law 3 credits
- CPL 105 - Career Planning and Preparation 1 credit

### **Spring Semester I**

- CMJ 108 - Law Enforcement Administration 3 credits
- CMJ 214 - Criminal Evidence and Procedures 3 credits
- CMJ 220 - Ethics in Criminal Justice 3 credits
- CPL 280+ - Cooperative Work Experience 3 credits
- CMJ 191 - Criminology 3 credits

**Minimum Required Credits: 29**

## Program Electives

Can be satisfied by any of the following courses (not otherwise required in the program):

- Any CMJ course
- PED 103 - Wellness for Life 3 credits
- POL 180 - U.S. Federal Government 3 credits
- POL 181 - State and Local Government 3 credits
- SOC 209 - Sociology of Chemical Substance Abuse 3 credits

## Note(s)

◆ Must be taken within the first 12 hours unless exempted by meeting established standards. Students must retake FSC 101 if it has not been taken in the last five years.

## Prerequisites/Corequisites

+ See course description for details.

# Criminal Justice A.A.S. Degree (602)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Applied Science Degree

**Program Mission:** The Chesapeake College Criminal Justice Degree prepares students for entry or advancement in the field of criminal justice. Qualified students may transfer to a variety of four year institutions for a bachelor's degree program.

**Program Description:** Criminal Justice program provides a broad foundation that will help prepare the student for entry-level employment or advancement in the field of criminal justice. The program is designed to prepare and/or upgrade students in areas such as: criminal justice, techniques of criminal investigation, principles of criminal law, law enforcement administration, corrections, criminology and fieldwork. In addition to criminal justice courses, students will also take courses in related areas and in general education. **Note:** *Completion of this program is not a prerequisite for entry into a police academy nor does it provide complete entry-level training for work as a local or state police officer.* Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Criminal Justice program will:

- Facilitate proficiency in content, knowledge and skills for the College's general education competencies.
- Emphasize criminal justice content, professional knowledge and ethical responsibility.
- Prepare students for successful careers in criminal justice or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Implement terminology used in the criminal justice system.
- Use an ethical framework and an understanding of legal constraints to make decisions as a criminal justice professional.
- Identify various types of crimes, their defenses and the various methods of investigation.
- Apply critical thinking skills and logic to analyze and solve a variety of complex problems in the criminal justice environment.



- Differentiate the roles of the various individuals within the criminal justice system and how an individual moves through the system.

**Contact Person:** criminaljustice@chesapeake.edu

**For additional educational opportunities related to this field, see the Bachelor's degree programs offered through the Eastern Shore Higher Education Center. For more information, contact the Executive Director for the Eastern Shore Higher Education Center at: 410-827-5761.**

## **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
- CMJ 111 - Police Operations 3 credits
- CMJ 213 - Principles of Criminal Law 3 credits

### **Spring Semester I**

- CMJ 108 - Law Enforcement Administration 3 credits
- PSC 150 - General Psychology 3 credits
- CMJ 214 - Criminal Evidence and Procedures 3 credits
- CMJ 191 - Criminology 3 credits
- SOC 161 - Sociology 3 credits

### **Fall Semester II**

- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- CMJ 215 - Juvenile Justice 3 credits
- MAT - Mathematics (G.Ed.) 3-5 credits
- POL 230+ - Constitutional Law 3 credits
- CPL 105 - Career Planning and Preparation 1 credit
- CMJ 217 - Crime Scene Processing 3 credits

### **Spring Semester II**

- CMJ 211 - Techniques of Criminal Investigation 3 credits
- CMJ 220 - Ethics in Criminal Justice 3 credits
- CPL 280+ - Cooperative Work Experience 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 4 credits
- CST - Computer Science Technology Elective 3 credits

## **Minimum Required Credits: 60**

### **Computer Science Technology Electives**

Can be satisfied by any course with a CST prefix.

### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

### **Mathematics (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

### **Note(s)**

◆ Must be taken within the first 12 hours unless exempted by meeting established standards. Students must retake FSC 101 if it has not been taken in the last five years.

### **Prerequisites/Corequisites**

+ See course description for details.

## **Drafting and Design Certificate (742)**

**Award:** Certificate

**Program Mission:** The Chesapeake College Drafting and Design Certificate prepares students for employment as entry-level drafters in architectural, engineering, and manufacturing industries.

**Program Description:** The Drafting and Design Certificate provides the technical knowledge, skills and related subjects needed by draft persons. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program. *Drafting and Design students must receive a grade of "C" or better in all required discipline specific courses: (CAD, DFT, ACH) in order to continue in and graduate from the program.*

**Program Goals:** The Drafting and Design Certificate program will:

- Promote technical competencies, professional knowledge and ethical responsibilities.
- Prepare students for employment in architectural and engineering professions or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply appropriate industry terminology in the engineering technology setting.
- Apply current technologies available in areas such as architecture, drafting and design, electronics, manufacturing, and the building trades.
- Interpret and create drawings (both manually and electronically) for various engineering disciplines.
- Understand and demonstrate the use of industry standards.
- Identify professional responsibilities concerning ethical issues that may be present in an engineering environment.
- Demonstrate the proper use, care, maintenance, and safety aspects of various tools and equipment used in the many areas of engineering and manufacturing.
- Demonstrate a comprehensive understanding of the causes of accidents, methods of preventing accidents, personal protection, OSHA and MOSHA rules and regulations.

#### **Gainful Employment Information**

- Gainful Employment Information

**This program has been approved for funding under the Workforce Investment Act. For more information, contact the Upper Shore Workforce Investment Board at: 410-822-1716.**

**For more information, contact:**

**Jason Mullen**

Director - Skilled Trades Programs

410-827-5930

## **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- DFT 101 - Fundamentals of Drafting/CAD 3 credits
- MAT - Mathematics Elective 3-5 credits
- CPL 105 - Career Planning and Preparation 1 credit

## Spring Semester I

- CAD 100 - Introduction to CAD 3 credits
- ENG 100 - Communicating on the Job 3 credits
- Program Elective - 3 credits

## Fall Semester II

- ACH 100+ - Architectural Drawing I/CAD 3 credits
- CAD 110+ - Intermediate CAD 3 credits
- PROG - Program Elective 3 credits
- CPL 280+ - Cooperative Work Experience 3 credits **or**
- CPL 281+ - Cooperative Work Experience 2 credits

## Minimum Required Credits: 28

### Mathematics Electives

Can be satisfied by any of the following courses:

- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits

### Program Electives

Can be satisfied by any course with a CAD, DFT, CST, BUS, or WEL prefix.

### Note: ENG 100

Students who complete ENG 100 as part of an Advanced Certificate program and then declare a degree major will also be required to complete ENG 101. Students are encouraged to speak with an advisor regarding their educational goals.

### Note(s):

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

### Prerequisites/Corequisites

+ See course description for details.

## Early Childhood Development A.A.S. Degree (641)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Applied Science Degree

**Program Mission:** The Chesapeake College Early Childhood Development Degree prepares students to work with children from infancy through age eight in a variety of child care settings. The program was developed in accordance with Maryland State Department of Education/Office of Child Care Licensing and Regulations standards.

**Program Description:** The Early Childhood Development Degree program was designed to provide comprehensive training for professionals already employed either in child care agencies or in the primary grades of school and for students interested in seeking a director's position in an early childhood program. Early Childhood Development courses comprise the major part of the program. Students will also take courses in related subjects. Students should consult with an academic advisor in planning an appropriate program.

**Program Goals:** The Early Childhood Development Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Provide students with comprehensive knowledge and training that meets the requirements of the Maryland Office of Child Care requirements for:
  - Professionals already employed in child care agencies.
  - Aides in the primary grades of school.
  - Those seeking a director's position in an early childhood program.
- Prepare students for successful careers in early childhood settings or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program students will be able to:

- Analyze and summarize the impact of theoretical and historical progression of Early Childhood Education.
- Research early childhood topics related to local, state and federal initiatives, ethical responsibilities, professionalism and community resources in early childhood education.
- Analyze characteristics and needs of all (special needs) children from birth to eight years of age for the purpose of designing developmentally appropriate environments and activities.
- Employ multiple modes of observation of individual children and programs for the purpose of understanding, assessing and designing curriculum for young children.
- Analyze and summarize categories of licensing regulations for early childhood programs.
- Create policies and procedures that reflect management practices and administrative functions.
- Create meaningful, challenging, and developmentally appropriate learning experiences and environments for early childhood children that demonstrate an understanding of basic concepts, inquiry tools, and content areas.

**Contact Person:**

Sarah Ross, Education Department  
Chesapeake College, P.O. Box 8, Wye Mills, MD 21679  
410-822-5400, ext. 2327.

**For additional educational opportunities related to this field, see the *Teacher Aide Certificate* program or the *Associate of Arts in Teaching Degree* program in *Early Childhood*. Students may be eligible to continue taking courses to complete their Bachelor's Degree in Early Childhood at the Eastern Shore Higher Education Center through the University of Maryland Eastern Shore. For more information, contact the Executive Director of the Center at 410-827-5761.**

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- CPL 105 - Career Planning and Preparation 1 credit

- ECD 101 - Introduction to Early Childhood Education 3 credits
- ECD 160 - Child Development and Behavior 3 credits
- HTH 111 - Stress and Stress Management 3 credits

## **Spring Semester I**

- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ECD 163+ - Early Childhood Methods and Materials 3 credits
- ECD 180+ - Health, Safety, & Nutrition in Early Childhood Education 3 credits
- PSC 150 - General Psychology 3 credits

## **Fall Semester II**

- ECD 105 - School-Age Group Child Care 3 credits
- ECD 121+ - Infant Development and Care 3 credits
- ECD 165+ - Children with Special Needs in Early Childhood 3 credits
- MAT - Mathematics (G.Ed.) 3-5 credits
- PED 103 - Wellness for Life 3 credits

## **Spring Semester II**

- ECD 171+ - Child Care Center Management 3 credits
- ECD 270+ - Practicum in Early Childhood Development 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 4 credits
- PROG - Program Elective 6 credits

## **Minimum Required Credits: 60**

### **Program Electives**

Can be satisfied by any of the following courses:

- ART 126 - Painting I 3 credits
- CST 125 - Microsoft Office Applications 3 credits
- CPL 280+ - Cooperative Work Experience 3 credits
- EDU 210 - Introduction to Special Education 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- MUS 165 - Piano Class I 2 credits
- MUS 187 - Voice Class I 3 credits
- POL 181 - State and Local Government 3 credits
- SOC 161 - Sociology 3 credits
- SOC 165+ - Sociology of the Family 3 credits

**Note:**

SOC 165+, Marriage and the Family is required for students transferring to the University of Maryland Eastern Shore (UMES). SOC 161 is the prerequisite for SOC 165.

### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### **Mathematics (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

**Note(s):**

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.

\*Together, ECD 160 and ECD 163+ meet the 90 hours of approved training for child care preschool teachers required by the Office of Child Care of the Maryland State Department of Education.

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

## Prerequisites/Corequisites

+ See course description for details.

# Early Childhood Development Advanced Certificate (642)

**Award:** Certificate

**Program Mission:** The Chesapeake College Early Childhood Development Advanced Certificate provides students already employed in child care positions opportunities to develop and enhance skill proficiencies in child care management. The program was developed in accordance with Maryland State Department of Education/Office of Child Care Licensing and Regulations standards. The advanced certificate is designed so that students may progress to the Early Childhood Development A.A.S. Degree or the A.A.T. Degree in Early Childhood Development.

**Program Description:** The Early Childhood Development Advanced Certificate program was designed to provide comprehensive training for paraprofessionals already employed either in child care agencies or in the primary grades of school, for parents who want to learn more about the growth and needs of their children, and for students who are interested in joining the field of early childhood development. Early Childhood Development courses comprise the major part of the program. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Early Childhood Advanced Certificate program will:

- Provide students with comprehensive knowledge and training that meets the requirements of the Maryland Office of Child Care requirements for:
  - Professionals already employed in child care agencies.
  - Aides in the primary grades of school.
  - Those seeking a director's position in an early childhood program.
- Prepare students for advancement or for further study in the early childhood development field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Design meaningful curriculum for infants/toddlers, preschoolers and before and after school age child care programs.
- Summarize the categories of licensing regulations for the purpose of applying this knowledge in child care settings.
- Employ multiple modes of observation of individual children and various programs for the purpose of understanding, assessing and designing curriculum for young children.
- Create developmentally appropriate plans to meet the needs and interests of children from birth to eight years of age.

## Gainful Employment Information

- Gainful Employment Information

## Contact Person:

Sarah Ross, Education Department  
Chesapeake College, P.O. Box 8, Wye Mills, MD 21679  
410-822-5400, ext. 2327.



## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- CPL 105 - Career Planning and Preparation 1 credit
- ECD 101 - Introduction to Early Childhood Education 3 credits
- ECD 121+ - Infant Development and Care 3 credits
- ECD 105 - School-Age Group Child Care 3 credits
- ECD 165+ - Children with Special Needs in Early Childhood 3 credits

### Spring Semester I

- CPL 250+ - Job Shadowing 1 credit
- ECD 160 - Child Development and Behavior 3 credits
- ECD 163+ - Early Childhood Methods and Materials 3 credits
- ECD 180+ - Health, Safety, & Nutrition in Early Childhood Education 3 credits
- ECD 270+ - Practicum in Early Childhood Development 3 credits
- PROG - Program Elective 3 credits

### Minimum Required Credits: 33

### Program Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 126 - Painting I 3 credits
- ECD 171+ - Child Care Center Management 3 credits
- EDU 214+ - Processes and Acquisition of Reading 3 credits
- PSC 150 - General Psychology 3 credits
- SOC 165+ - Sociology of the Family 3 credits

### Note(s):

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.

♦ Must be taken within the first 12 hours unless exempted by meeting established standards.

### Prerequisites/Corequisites

+ See course description for details.

## Early Childhood Development Basic Certificate (645)

**Award:** Certificate

**Program Mission:** The Chesapeake College Early Childhood Development Basic Certificate provides instruction and training for entry-level child care positions. The program was developed in accordance with Maryland State Department of Education/Office of Child Care Licensing and Regulations standards. The Basic Certificate is designed so that students may progress to the Advanced Certificate or a degree.

**Program Description:** The Early Childhood Development Basic Certificate program is designed to prepare those presently employed as child care staff in either centers or family child care facilities with comprehensive training to update and enhance their competencies to meet Maryland Office of Child Care requirements. In addition, the program provides an opportunity for students interested in joining the field of early childhood education as teacher aides. Early Childhood Development courses comprise the major part of the program. Students should consult with the Early Childhood Development faculty instructor or an academic advisor in planning an appropriate program.

**Program Goals:** The Early Childhood Development Basic Certificate program will:

- Prepare those presently employed as child care staff in either centers or family child care facilities with comprehensive training to update and enhance their competencies to meet Maryland Office of Child Care Licensing requirements.
- Provide an opportunity for students interested in joining the field of early childhood education as teacher aides.
- Prepare students for entry-level employment in early childhood development or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program the students will be able to:

- Apply skills and concepts of basic child development and behavior.
- Recognize and apply appropriate actions in accordance with basic standards for child care health, safety and nutrition.
- Perform the requisite tasks essential for an entry level job of classroom teacher in the following classrooms:
  - preschool teacher
  - infant/toddler teacher
  - before and after school-age care teacher

Gainful Employment Information

- Gainful Employment Information

**Contact Person:**

Sarah Ross, Education Department  
Chesapeake College, P.O. Box 8, Wye Mills, MD 21679  
410-822-5400, ext. 2327.

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ECD 105 - School-Age Group Child Care 3 credits
- ECD 121+ - Infant Development and Care 3 credits
- ECD 160 - Child Development and Behavior 3 credits

### Spring Semester I

- ECD 163+ - Early Childhood Methods and Materials 3 credits

- ECD 180+ - Health, Safety, & Nutrition in Early Childhood Education 3 credits

## **Minimum Required Credits: 16**

### **Note(s):**

It is strongly recommended that students be at the level of readiness for ENG 101+.

- ◆ Must be taken within the first 12 hours unless exempted by meeting eligibility standards.

### **Prerequisites/Corequisites**

+ See course description for details.

## **Early Childhood Development Letter of Recognition (643)**

**Award:** Letter of Recognition

**Program Description:** The Early Childhood Development Letter of Recognition program is designed to provide (in the shortest possible time frame) the knowledge, skills and abilities to be responsible for children in a child care setting. Students who successfully complete the Letter of Recognition program will meet the minimum requirements to work in a child care center and are eligible to continue in the Early Childhood Development Basic and Advanced Certificate programs.

Together, ECD 160 and ECD 163+ meet the 90 hours of approved training for child care preschool teachers required by the Office of Child Care of the Maryland State Department of Education. Students should consult with the Early Childhood Development faculty instructor or an academic advisor in planning an appropriate program.

### **Contact Person:**

Sarah Ross, Education Department  
Chesapeake College, P.O. Box 8, Wye Mills, MD 21679  
410-822-5400, ext. 2327.

### **Program Requirements:**

[Courses Appear in Recommended Sequence.]

- FSC 101◆ - Freshman Seminar Course 1 credit
- ECD 160 - Child Development and Behavior 3 credits
- ECD 163+ - Early Childhood Methods and Materials 3 credits

## **Minimum Required Credits: 7**

### **Note(s):**

It is strongly recommended that students be at the level of readiness for ENG 101+.

- ◆ Must be taken within the first 12 hours unless exempted by meeting eligibility standards.

## Prerequisites/Corequisites

+ See course description for details.

# Early Childhood Education/Early Childhood Special Education A.A.T. Degree (309)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts in Teaching Degree

**Program Mission:** The Chesapeake College Early Childhood Education/Early Childhood Special Education A.A.T. Degree facilitates transfer to a Maryland four-year institution for students to complete a course of study to become early childhood elementary school teachers or special education teachers. This program provides the first two years of a four-year bachelor's degree and teacher certification program. To earn the A.A.T. Degree, students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam.

**Program Description:** The Associate of Arts in Teaching degree program is designed for teacher education transfer students. The program is based on specific learning outcomes and is comprised of foundation-level pedagogical coursework, field experience, and general education which meet academic content, outcomes and requirements of the first two years in a teacher education program in early childhood development. The program provides students with seamless transfer into a teacher education program at any Maryland college or university. Students should acquaint themselves with the requirements of the early childhood education department at the receiving institution and consult with an academic advisor in planning an appropriate program. The College's transfer advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System.

**Program Goals:** The Early Childhood Education/Early Childhood Special Education A.A.T. Degree will:

- Provide a core of professional course work, field experience, and general education appropriate for the first two years of teacher preparation in elementary-early childhood development of children from infancy to eight years of age.
- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Prepare students to transfer to an early childhood education or early childhood special education program at a four-year institution in the State of Maryland.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Describe and apply theories and principles of child development and learning in classroom and child care settings of children from birth to age eight.
- Interpret significant historical events, issues, research, trends, and emerging developments in early childhood education and the implications they have for practice in early childhood programs.
- Use systematic and effective observation, documentation, and assessment strategies in observing and working with children.
- Analyze the essential connection of language development, reading acquisition, and writing.
- Articulate the historical, philosophical, and legal bases of services for young children with special needs or disabilities and identify community resources available to the children and families.
- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for student development and learning.
- Create meaningful, challenging, and developmentally appropriate learning experiences and environments for early childhood children that demonstrate an understanding of basic concepts, inquiry tools, and content areas.
- Analyze and reflect on experiences with children in learning environments to improve instruction and to assess appropriateness and effectiveness of models for classroom and behavior management.

- Integrate prior knowledge/experience and new learning through effective use of written, verbal, critical thinking, and problem solving skills.
- Demonstrate skills, dispositions, and attitudes of professional and ethical behavior.
- Interpret and evaluate the holistic nature of human knowledge from a variety of cultures and historical periods.

**Contact person:**

Sarah Ross, Education Department  
 Chesapeake College, P.O. Box 8, Wye Mills, MD 21679  
 410-822-5400, ext. 2327.

**For additional educational opportunities related to this field, see the College's Associate of Applied Sciences Degree program in Early Childhood Development and the College's Teacher Aide Certificate.**

**Program Requirements:**

[Courses Appear in Recommended Sequence.]

**Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- BIO 101 - Fundamentals of Biology 4 credits
- ECD 160 - Child Development and Behavior 3 credits
- PSC 150 - General Psychology 3 credits
- MAT 107+ - Foundations of Mathematics 3 credits

**Spring Semester I**

- ECD 101 - Introduction to Early Childhood Education 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- HIS 141 - United States History I 3 credits **or**
- HIS 142 - United States History II 3 credits
- MAT 108+ - Foundations of Mathematics II 3 credits
- SCI 141 - Physical Science 4 credits

**Fall Semester II**

- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ECD 165+ - Children with Special Needs in Early Childhood 3 credits
- EDU 214+ - Processes and Acquisition of Reading 3 credits
- HUM 110 - Integrated Arts 3 credits
- MAT 204+ - Introduction to Statistics 3 credits
- SOS 170 - Introduction to Social Studies 3 credits

**Spring Semester II**

- ECD 163+ - Early Childhood Methods and Materials 3 credits
- ENG - English Elective 3 credits

- PED 103 - Wellness for Life 3 credits
- SCI 111 - Physical Geology 4 credits **or**
- SCI 142 - Earth Science 4 credits
- SOC 161 - Sociology 3 credits

## **Minimum Required Credits: 67**

### **Additional Requirements:**

Students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam. (Alternatives: Appropriate SAT score, ACT composite score, or GRE composite score). **Note:** It is strongly recommended that Praxis be taken by completion of 30 credit hours in the program.

### **English Electives**

Can be satisfied by any credit course with an ENG prefix.

### **Note(s):**

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

PED 105 meets the General Education Program requirements for the Teacher Education AAT program only.)

### **Prerequisites/Corequisites**

+ See course description for details.

## **Elementary Education/Elementary Special Education A.A.T. Degree (305)**

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts in Teaching Degree

**Program Mission:** The Chesapeake College Elementary Education/Elementary Special Education A.A.T. Degree facilitates transfer to a Maryland four-year institution for students to complete a course of study to become elementary school or special education teachers. This program provides the first two years of a four-year bachelor's degree and teacher certification program. To earn the A.A.T. Degree, students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; and complete a professional ePortfolio. Passing scores on the Praxis Core Exam is required for students who maintain a 2.75-2.99 GPA, but is waived for any student with a 3.0 GPA or higher, or state-approved ACT/SAT scores.

**Program Description:** The Associate of Arts in Teaching degree program is designed for teacher education transfer students. The program is based on specific learning outcomes and is comprised of foundation-level pedagogical coursework, field experience, and general education which meet academic content, outcomes, and requirements of the first two years in a teacher

education program. The program provides students with seamless transfer into a teacher education program at any Maryland college or university. Students should acquaint themselves with the requirements of the major department at the receiving institution and consult with an academic advisor in planning an appropriate program. The College's transfer advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System.

**Program Goals:** The Elementary Education/Elementary Special Education A.A.T. Degree will:

- Provide a core of professional course work, field experience, and general education appropriate for the first two years of teacher preparation in elementary education.
- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Prepare students to transfer to an elementary education or elementary special education program at a four-year institution in the State of Maryland.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Distinguish the social, physical, emotional, and cognitive states of development from infancy through adolescence of developing children, children with disabilities, and children who are culturally and linguistically diverse.
- Interpret significant historical events, issues, research, trends, and emerging developments in elementary education and the implications they have for practice in elementary and adolescent instructional programs.
- Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of adolescents.
- Integrate systematic and effective observation, documentation, and assessment strategies in observing and working with children.
- Determine how elementary children develop and learn to read, write, speak, and listen effectively.
- Articulate the historical, philosophical, and legal bases of services for school students with special needs or disabilities and identify community resources available to the students and families. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for student development and learning.
- Create meaningful, challenging, and developmentally appropriate learning experiences and environment for elementary children that demonstrate a basic understanding of the concepts, inquiry tools, and content areas.
- Analyze and reflect on experiences with children in learning environments to improve instruction and to assess appropriateness and effectiveness of models for classroom and behavior management.
- Integrate prior knowledge/experience and new learning through effective use of written, verbal, critical thinking, and problem solving skills.
- Demonstrate skills, dispositions, and attitudes of professional and ethical behavior.
- Interpret and evaluate the holistic nature of human knowledge from a variety of cultures and historical periods.

**For additional educational opportunities related to this field, see the College's Teacher Aide Certificate or the Bachelor's in Elementary Education cohort program at the Eastern Shore Higher Education Center by Salisbury University. For more information, contact the Executive Director for the Eastern Shore Higher Education Center at: 410-827-5761.**

**For More Information, Contact:**

Dr. Deanna Reinard, Education Department  
Chesapeake College  
P.O. Box 8, Wye Mills, MD 21679  
410-822-5400, ext. 2313

**Program Requirements:**

[Courses Appear in Recommended Sequence.]

**Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit

- ENG 101+ - Composition 3 credits
- BIO 101 - Fundamentals of Biology 4 credits
- EDU 101+ - Foundations of Education 3 credits
- PSC 150 - General Psychology 3 credits
- MAT 107+ - Foundations of Mathematics 3 credits

### **Spring Semester I**

- EDU 210 - Introduction to Special Education 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- HIS 141 - United States History I 3 credits **or**
- HIS 142 - United States History II 3 credits
- MAT 108+ - Foundations of Mathematics II 3 credits
- SCI 141 - Physical Science 4 credits

### **Fall Semester II**

- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- MAT 204+ - Introduction to Statistics 3 credits
- PSC 220+ - Educational Psychology 3 credits
- SOS 170 - Introduction to Social Studies 3 credits
- SCI 111 - Physical Geology 4 credits **or**
- SCI 142 - Earth Science 4 credits **or**
- SCI 151 - Environmental Science 4 credits

### **Spring Semester II**

- EDU 214+ - Processes and Acquisition of Reading 3 credits
- HUM 110 - Integrated Arts 3 credits
- IDC 201+ - The Nature of Knowledge 3 credits
- SOC SCI - Social Science (G.Ed). 3 credits
- PSC 250+ - Human Growth and Development 3 credits

### **Minimum Required Credits: 64**

### **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 132 - World Civilization II 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits



- PSC 150 - General Psychology 3 credits
- POL 180 - U.S. Federal Government 3 credits
- SOC 161 - Sociology 3 credits
- SOC 162 - Social Problems 3 credits

**Note:** If 6 credits are required, courses must be selected from two different disciplines.

### **Additional Requirements:**

Students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam. (Alternatives: Appropriate SAT score, ACT composite score, or GRE composite score). Note: It is strongly recommended that Praxis be taken by completion of 30 credit hours in the program.

### **Note(s):**

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

(PED 105 meets General Education Program requirements for the Teacher Education AAT program only.)

**Notice:** The *Introduction to Special Education* course required by Chesapeake College is a necessary requirement of the College's AAT degree, but is not sufficient to meet all of the special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

### **Prerequisites/Corequisites**

+ See course description for details.

## **Emergency Medical Services A.A.S. Degree (518)**

*A cooperative program between Shore Health System and Chesapeake College.*

**Award:** Associate of Applied Science

**Program Mission:** The Chesapeake College Emergency Medical Services Degree prepares students for entry-level paramedic positions. The curriculum follows the National Emergency Medical Services Education Standards and provides an opportunity for EMT certified individuals to acquire the paramedic skills necessary to sit for the national certification and state protocol examinations for paramedics.

**Program Description:** The Emergency Medical Services Degree program includes paramedic courses that mirror the courses offered in the Emergency Medical Services Certificate. The additional general education coursework affords students an opportunity to achieve and Associates of Applied Science degree. The degree enhances employment opportunities and advancements, and also prepares graduates for future studies in emergency medicine or other allied health fields. *EMS students must receive a grade of "C" or better in all science, math, and EMS courses in order to continue in and graduate from the Emergency Medical Services program.* Students should consult with the College's Admissions Office or the Program Director in planning an appropriate program.

**Program Goals:** The Emergency Medical Services Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Maintain a National Registry pass rate that is at least 10 percent higher than the Commission on Accreditation of Allied Health Programs (CAAHEP) standard and a retention rate that exceeds CAAHEP standards.
- Prepare students for successful careers in emergency medical services or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Implement advanced patient assessments, clinical skills and therapeutic procedures on medical and trauma patients.
- Develop treatment plans for patients suffering from medical illness or traumatic injuries.
- Interpret collected data from charts and patients.
- Perform and interpret diagnostic procedures.
- Communicate effectively with patients, families, and other medical professionals.
- Evaluate professional responsibilities concerning ethical issues that may be present in an emergency medical services environment.
- Apply critical thinking skills to assess and treat patients in emergency settings.

**Admissions Requirements:**

1. High school graduation or equivalency (official transcripts required).
2. EMT Certification (Either National Registry or Maryland)
3. Apply for admission to Chesapeake College and indicate EMS 518 as the academic course of study.
4. College readiness assessment: If an applicant does not qualify for an exemption, then Accuplacer testing is required. Algebra/Statistics (Passing: 252-271) Writeplacer (Passing: 5-8)
  1. Assessments are administered through the testing center (s) at either Wye Mills or Cambridge Center sites. An academic advisor may also be able to determine readiness through evaluation of current high school or college transcripts.
  2. Students not assessed with college-level academic skills in math and English will complete prescribed course work prior to admission to the EMS Program.
5. Complete Biology placement exam.
  1. Eligibility for this exam is obtained through academic advising. The exam is administered through the testing center(s) at either the Wye Mills or Cambridge Center sites. Students that score > 70% may register directly into BIO 211. Students that score <70% will need to register for BIO 103 before taking BIO 211, or as a co-requisite to Bio 211.

**Admissions Procedures:**

Selection is competitive. Candidates will be selected based on a point system with residents of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties being given priority.

1. Request program information and program application packet at [www.chesapeake.edu/alliedhealth](http://www.chesapeake.edu/alliedhealth) or from the Health Professions Center
2. Apply for admission to Chesapeake College and indicate EMS Program (518) as the academic course of study.
3. Submit official high school/college transcripts.
4. Complete the EMS Program application packet and submit by March 31<sup>st</sup>. Applications will be accepted for the upcoming fall semester beginning on January 15<sup>th</sup>.

*Note:* New students are admitted in the fall semester only. The deadline for filing completed applications and submitting all documentation is March 31. Applications will be accepted beginning January 15<sup>th</sup> of each year.

**NOTICE:** Enrollment in the EMS program is limited and selection is competitive. Meeting the program requirements does not guarantee admission into the program.

**Accreditation:** The Paramedic/EMS Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

25400 US Highway 19 North Suite 158 Clearwater, FL 33763 P: 727-210-2350 F: 727-210-2354 E: mail@caahep.org

**For More Information, Contact:**

Jon Longest, Program Director  
Health Professions & Athletics Center  
410-822-5400 ext. 2724  
jlongest@chesapeake.edu

**Program Requirements:**

[Courses Appear in Recommended Sequence.]

**Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- BIO 211+ - Anatomy and Physiology I 4 credits
- BIO 103+ - Preparatory Biology for Healthcare Students 1 Credit
- EMS 100+ - Fundamentals of Paramedic Practice 8 credits

**Winterim I**

- EMS 103+ - Clinical Experience I 1 credit

**Spring Semester I**

- EMS 105+ - Medical Emergencies 8 credits
- EMS 107+ - Clinical Experience II 1 credit
- BIO 212+ - Anatomy and Physiology II 4 credits
- MAT 113+ - College Algebra 3 credits **or**
- MAT 204+ - Introduction to Statistics 3 credits **or**
- MAT 107+ - Foundations of Mathematics 3 credits

**Summer I**

- EMS 200+ - Clinical Experience III 3 credits

**Fall Semester II**

- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- PSC 150 - General Psychology 3 credits
- EMS 205+ - Special Populations and Operations 8 credits
- EMS 207+ - Clinical Experience IV 1 credit

## Spring Semester II

- ART/HUM - Arts/Humanities (G.Ed.) 3 credits
- PED 103 - Wellness for Life 3 credits
- PSC 250+ - Human Growth and Development 3 credits
- SOC 161 - Sociology 3 credits

## Minimum Required Credits: 64

### Arts/Humanities (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### Note(s):

Field work, clinical placements, and certification/licensure will involve drug testing and/or background checks performed at the student's expense.

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

### Prerequisites/Corequisites

+ See course description for details.

## Emergency Medical Services Certificate (519)

*A cooperative program between Shore Health System and Chesapeake College.*

**Award:** Certificate

**Program Mission:** The Chesapeake College Emergency Medical Services Certificate prepares students for entry-level paramedic positions. The curriculum follows the National Emergency Medical Services Education Standards and provides an

opportunity for EMT certified individuals to acquire the paramedic skills necessary to sit for the national certification and state protocol examinations for paramedics. The certificate is designed so that students may progress to the Emergency Medical Services Degree.

**Program Description:** The Emergency Medical Services Certificate program is offered over five semesters (17 months). Courses provide an opportunity for an EMT certified individual to acquire the paramedic skills and knowledge necessary to sit for the national certification and state protocol examinations. The curriculum follows the National Emergency Medical Services Education Standards and includes didactic, laboratory, and clinical training. *A grade of "C" or better in the EMS courses is required to progress in the program.* Students should consult with the College's Admissions Office or the Program Director in planning an appropriate program.

**Program Goals:** The Emergency Medical Services Certificate program will:

- - Facilitate proficiency in content knowledge and skills for the College's general education competencies.
  - Maintain a National Registry pass rate that is at least 10 percent higher than the Commission on Accreditation of Allied Health Programs (CAAHEP) standard and a retention rate that exceeds CAAHEP standards.
  - Prepare students for successful careers in emergency medical services or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Implement advanced patient assessments, clinical skills and therapeutic procedures on medical and trauma patients.
- Develop treatment plans for patients suffering from medical illness or traumatic injuries.
- Interpret collected data from charts and patients.
- Perform and interpret diagnostic procedures.
- Communicate effectively with patients, families, and other medical professionals.
- Evaluate professional responsibilities concerning ethical issues that may be present in an emergency medical services environment.
- Apply critical thinking skills to assess and treat patients in emergency settings.

**Admissions Requirements:** (if applicable)

1. High school graduation or equivalency (official transcripts required).
2. EMT Certification (Either National Registry or Maryland)
3. Apply for admission to Chesapeake College and indicate EMS 519 as the academic course of study.
4. College readiness assessment: If an applicant does not qualify for an exemption, then Accuplacer testing is required. A passing score is required for arithmetic (minimum score 237) and Writeplacer (Passing:  $\geq 4$ ).
  1. Assessments are administered through the testing center (s) at either Wye Mills or Cambridge Center sites. An academic advisor may also be able to determine readiness through evaluation of current high school or college transcripts.
  2. Complete any developmental course work recommended through the college readiness process.

**Admissions Procedures:** (if applicable)

Selection is competitive. Candidates will be selected based on a point system with residents of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties being given priority.

1. Request program information and EMS program application bpacket at [www.chesapeake.edu/alliedhealth](http://www.chesapeake.edu/alliedhealth) or from the Health Professions Center.
2. Apply for admission to Chesapeake College and indicate EMS Program (519) as the academic course of study.
3. Submit official high school/college transcripts
4. Complete the EMS Program application packet and submit by March 31<sup>st</sup>. Applications will be accepted for the upcoming fall semester beginning on January 15<sup>th</sup>.

**NOTICE:** Enrollment in the EMS Program is limited and admission into the program is competitive. Meeting the program requirements does not guarantee admission into the program.

### **Gainful Employment Information**

- Gainful Employment Information

**Accreditation:** The Paramedic/EMS Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

25400 US Highway 19 North Suite 158 Clearwater, FL 33763 P: 727-210-2350 F: 727-210-2354 E: mail@caahep.org

### **For More Information, Contact:**

Jon Longest, Program Director  
Health Professions & Athletics Center  
410-822-5400 ext. 2724  
jlongest@chesapeake.edu

### **Program Requirements:**

[Courses Appear in Recommended Sequence.]

#### **Fall Semester I**

- EMS 100+ - Fundamentals of Paramedic Practice 8 credits

#### **Winterim I**

- EMS 103+ - Clinical Experience I 1 credit

#### **Spring Semester I**

- EMS 105+ - Medical Emergencies 8 credits
- EMS 107+ - Clinical Experience II 1 credit

#### **Summer I**

- EMS 200+ - Clinical Experience III 3 credits

#### **Fall Semester II**

- EMS 205+ - Special Populations and Operations 8 credits
- EMS 207+ - Clinical Experience IV 1 credit

**Minimum Required Credits: 30**

**Note(s):**

Field work, clinical placements, and certification/licensure will involve drug testing and/or background checks performed at the student's expense.

## Prerequisites/Corequisites

+ See course description for details.

# Environmental Science A.S. Degree (360)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Science Degree

**Program Mission:** The Chesapeake College Environmental Science Degree prepares students to transfer into an environmental science program at a four-year institution. This degree is offered through the Chesapeake Area Consortium of Higher Education (CACHE) Institute for Environmental Careers, which consists of four Chesapeake Bay area community colleges - Anne Arundel Community College, Chesapeake College, College of Southern Maryland, and Wor-Wic Community College. Throughout the completion of this degree are opportunities to earn letters of recognition and certificates in environmental-related areas.

**Program Description:** The Environmental Sciences Degree program is designed for students who plan to transfer to a baccalaureate degree in one of the myriad pathways in environmental careers, such as policy, management, science, or engineering. The program provides a balance of general education plus the basic knowledge and skills for entry-level understanding of the multidisciplinary nature of environmental challenges and viable solutions. Through curricular course requirements and choices, students build foundations in biology, chemistry, geography/geology, physics and technology advances, as well as become familiar with relevant economic, social and political science issues related to environmental challenges, green practices, and jobs. Learning takes place in the classroom, the laboratory, the field, the library/academic support centers, and on the computer. Students should become familiar with the requirements of the intended transfer institution and consult with a faculty advisor in making specific course selections.

**Program Goals:** The Environmental Science Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Provide a broad education in the environmental sciences that challenges students to acquire appropriate competencies in content knowledge and application skills.
- Prepare students for entry into the workforce or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Analyze important issues, developments, and theories relating to biological, natural and geo-science concepts.
- Apply the fundamental principles of environmental science for effective and appropriate communication.
- Demonstrate scientific literacy by explaining the process of scientific reasoning and applying scientific principles in both laboratory and field settings.
- Apply critical and analytical thinking skills using pertinent information to draw logical conclusions.
- Develop potential solutions to important real life issues of biological, natural and geo-science environmental problems.

**Contact Person:** Nicole Barth

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- MAT 113+ - College Algebra 3 credits **or**
- MAT 115+ - Precalculus 5 credits

## Spring Semester I

- BIO 101 - Fundamentals of Biology 4 credits **or**
- BIO 111+ - Principles of Biology I 4 credits
- PED 103 - Wellness for Life 3 credits **or**
- SCI 151 - Environmental Science 4 credits
- SOC SCI - Social Science (G.Ed.) 3 credits
- IDC 201+ - The Nature of Knowledge 3 credits
- PROG - Program Elective 3 credits

## Fall Semester II

- CHM 121+ - General Chemistry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits
- PROG - Program Elective 6 credits
- SOC SCI - Social Science (G.Ed.) 3 credits

## Spring Semester II

- ENG 210+ - Technical Writing 3 credits
- PROG - Program Elective 8 credits
- DIV - Diversity (G.Ed.) 3 electives

## Minimum Required Credits: 60

## Program Electives

Can be satisfied by any of the following courses:

- AGR 101 - Introduction to Agriculture 3 credits
- AGR 113 - Soil Science 4 credits
- AGR 121 - Introduction to Food Science & Food Systems 4 credits
- AGR 215 - Integrated Pest Management 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 202+ - Microbiology 4 credits
- BIO 204+ - General Botany 4 credits
- BIO 206+ - General Zoology 4 credits
- BIO 210+ - Ecological Principles and Environmental Assessment 4 credits
- BIO 220 - Restoration Ecology 4 credits



- CHM 122+ - General Chemistry II 4 credits
- CHM 221+ - Organic Chemistry I 4 credits
- CHM 222+ - Organic Chemistry II 4 credits
- CST 125 - Microsoft Office Applications 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- GIS 101 - Principles of Geographic Information Systems 3 credits
- MAT 120+ - Introduction to Applied Calculus 3 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 141+ - Calculus and Analytic Geometry II 4 credits
- PHY 205+ - College Physics I 4 credits **or**
- PHY 215+ - Physics I 4 credits
- PHY 206+ - College Physics II 4 credits **or**
- PHY 216+ - Physics II 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 271+ - Internship in Natural Science 1 credit
- SCI 272+ - Internship in Natural Science 2 credits
- SCI 273+ - Internship in Natural Science 3 credits
- SUS 101 - Introduction to Sustainability 3 credits

### Note(s):

- Students anticipating transfer into a baccalaureate program in natural sciences or engineering-based programs are encouraged to take MAT 115+, MAT 140+ or MAT 141+. Students should check the math requirements of the transfer institution before selecting a course.
- Higher-level computer science courses may be selected. Consult with a faculty advisor and the transfer institution before selecting a course.

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

### Arts/Humanities (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### Diversity (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

### **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by two of the following courses with different prefixes:

- ANT 142 - Cultural Anthropology 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 132 - World Civilization II 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- PSC 150 - General Psychology 3 credits
- SOC 161 - Sociology 3 credits
- SOC 162 - Social Problems 3 credits

### **Prerequisites/Corequisites**

+ See course description for details.

## **General College Studies A.A. Degree — Area of Emphasis in Allied Health (120)**

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts Degree

**Program Mission:** The Chesapeake College General College Studies — Allied Health Area of Emphasis Degree prepares students for transfer to a four-year institution.

**Program Description:** The Allied Health Area of Emphasis program is designed for students who plan to complete a baccalaureate degree program in an allied health field. Among the allied health fields appropriate to this program are nursing, dental hygiene, pre-med, physical therapy, and radiologic sciences. Students should acquaint themselves with the requirements of the major department at the transfer institution and consult with the College's Admissions Office or the Nursing and Allied Health Advisor in planning an appropriate program. The College's Transfer Advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System.

**Program Goals:** The Allied Health Area of Emphasis Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Prepare students to enter a bachelor's degree program in areas such as nursing, dental hygiene, pre-med, physical therapy, and radiologic sciences.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Conduct research about medical topics.
- Evaluate data gleaned from laboratory experiments and scientific studies.
- Draw conclusions based on experimental data.
- Write effectively using medical terminology and reflecting the appropriate application of human anatomic and physiologic principles.
- Apply the scientific methods to study the human body.

**For More Information, Contact:**

Advising  
Dorchester Building  
410-822-5400  
advising@chesapeake.edu

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- BIO 111+ - Principles of Biology I 4 credits
- PSC 150 - General Psychology 3 credits

### Spring Semester I

- BIO 211+ - Anatomy and Physiology I 4 credits
- ENG 102+ - Introduction to Literature 3 credits
- MAT - Mathematics (G.Ed.) 3-5 credits
- PED 103 - Wellness for Life 3 credits **or**
- PSC 250+ - Human Growth and Development 3 credits
- IDC 201+ - The Nature of Knowledge 3 credits

### Fall Semester II

- BIO 212+ - Anatomy and Physiology II 4 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- PROG - Program Electives 6 credits
- SOC SCI - Social Science (G.Ed.) 3 credits

## **Spring Semester II**

- DIV - Diversity (G.Ed.) 3 credits
- PROG - Program Electives 11 credits

## **Minimum Required Credits: 60**

### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### **Mathematics (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

### **Program Electives:**

Program electives should be selected in consultation with the Nursing and Allied Health Advisor and the receiving institution.

### **Diversity (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits

- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

### **Note(s):**

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

### **Prerequisites/Corequisites**

+ See course description for details.

## **Global and Intercultural Studies Certificate (241)**

**Award:** Certificate

**Program Mission:** The Chesapeake College Global and Intercultural Studies Certificate program is designed for students who seek a career in international or intercultural studies or who wish to transfer to a four-year institution.

**Program Description:** The certificate in Global and Intercultural Studies will give students interdisciplinary perspectives on the interplay of both local and global communities, and prepare students to participate effectively in our increasingly interdependent and multicultural world.

**Program Goals:** The certificate in Global and Intercultural Studies will:

- Facilitate proficiency in content knowledge and skills for international and intercultural research.
- Provide students with a broad understanding of intercultural communication, world history, and the study of other cultures.
- Serve students planning to earn baccalaureate degrees in International Relationships, Peace and Conflict Resolution, African American Studies, and other professional programs in a multicultural world.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of the interrelationships between cultures.
- Describe globalization in environmental, anthropological, sociological, and cultural perspectives.
- Discuss the importance of artistic expression within and between cultures.
- Demonstrate self-awareness as well as awareness of the cultural values, beliefs, communication styles of others.

**Contact Person:** Dr. Eleanor Welsh

## Fall Semester I

- COM 140 - Intercultural Communications 3 credits
- Program Elective - 3 credits
- Program Elective - 3 credits
- FSC 101♦ - Freshman Seminar Course 1 credit

## Spring Semester I

- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- Program Elective - 3 credits

## Minimum Required Credits: 16

Minimum Required Credits: 16

## Program Electives:

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits

- ENG 241+ - Grammar and Linguistics 3 credits
- FRE 121 - Elementary French I 3 credits
- FRE 122+ - Elementary French II 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- SPA 121 - Elementary Spanish I 3 credits
- SPA 122+ - Elementary Spanish II 3 credits
- SPA 201+ - Intermediate Spanish I 3 credits
- SPA 202+ - Intermediate Spanish II 3 credits
- THE 279 - World Culture and Performance 3 credits

### **Prerequisites/Corequisites:**

+ See course description for details.

### **Program Requirements**

(Courses Appear in Recommended Sequence)

## **Health Sciences Certificate (125)**

**Award:** Certificate

**Program Mission:** The Health Sciences Certificate program prepares students for transfer to a two or four year institution for further study in health related fields.

**Program Description:** The Health Sciences Certificate is designed to provide a basis for further study in a healthcare related discipline. This certificate will prepare students for transfer to an Associate or Baccalaureate program in a health sciences field at a two or four year institution.

**Program Goals:** The Health Sciences Certificate will:

- Prepare students to transfer to a health care discipline associate degree program
- Demonstrate the entry level knowledge and abilities associated within healthcare disciplines
- Demonstrate written and verbal communication skills needed within healthcare disciplines.

**Student Learning Outcomes:** Upon successful completion of the program, students will be able to:

- Write effectively using medical terminology and reflecting the appropriate application of human anatomic and physiologic principles
- Demonstrate proficiency in the anatomy and function of the human body
- Use mathematical concepts and methods with an emphasis on real world applications

**Contact Person:** David Timms

### **Fall I**

- BIO 103+ - Preparatory Biology for Healthcare Students 1 Credit

- MED 106 - Medical Terminology 1 credit
- BIO 211+ - Anatomy and Physiology I 4 credits
- ENG 101+ - Composition 3 credits
- Math Elective 3-5 credits
- Program elective 3 credits

## **Spring I**

- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- BIO 212+ - Anatomy and Physiology II 4 credits
- PSC 150 - General Psychology 3 credits
- Diversity (G.Ed.) 3 credits
- (G.Ed.) 3 credits

## **Minimum Required Credits: 30**

### **Program Electives**

- PED 103 - Wellness for Life 3 credits
- IDC 201+ - The Nature of Knowledge 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits

### **Arts/Humanities (G.Ed.) Electives**

- ART 101 - Introduction to Art 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits

### **Mathematics**

- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

### **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits



- HIS 131 - World Civilization I 3 credits
- HIS 132 - World Civilization II 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- PSC 150 - General Psychology 3 credits
- POL 180 - U.S. Federal Government 3 credits
- SOC 161 - Sociology 3 credits
- SOC 162 - Social Problems 3 credits

**Note:** If 6 credits are required, courses must be selected from two different disciplines.

## Diversity (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## Health, Fitness & Exercise Science A.A. Degree — Exercise Science Area of Concentration (151)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts Degree

**Program Mission:** The Chesapeake College Health, Fitness and Exercise Science Degree — Exercise Science Area of Concentration provides students with the knowledge and skills to prepare for transfer to four-year colleges and universities to complete a baccalaureate degree in exercise science.

**Program Description:** The Exercise Science Area of Concentration is designed to prepare students for transfer and eventual employment in the field of exercise science. Students majoring in exercise science examine the relationship between exercise and human performance and the role of physical activity in the promotion of healthy lifestyles. The program of study is designed to prepare students for baccalaureate study, where they will train for careers that include exercise/fitness specialist, group fitness

instructor, or personal trainer (employment settings include corporate fitness programs, community exercise/wellness settings, health clubs, and fitness-related organizations), and strength and conditioning coach (employment settings include high school, college, and professional sports teams). Students should consult with the college's Transfer Advisor in planning an appropriate program.

**Program Goals:** The Exercise Science Area of Concentration will:

- Facilitate proficiency in content knowledge and skills for the college's general education competencies.
- Introduce the fields of exercise science and individualized fitness in the corporate/community exercise and wellness-related settings or in educational/professional sports organizations.
- Prepare students for further study in the exercise science field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Perform client assessments on activity level of members of the general public
- Formulate exercise plans for members of the general public
- Perform and interpret diagnostic procedures
- Communicate effectively with clients and other professionals
- Conduct oneself in an ethical and professional manner.
- Use critical thinking skills to assess and treat clients in emergency sports or fitness settings

**Contact Person:** Dr. Carol Wilson-Robbins

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- ENG 101+ - Composition 3 credits
- MAT 115+ - Precalculus 5 credits
- PED 103 - Wellness for Life 3 credits
- BIO 111+ - Principles of Biology I 4 credits

### Spring Semester I

- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- PSC 150 - General Psychology 3 credits
- HIS 141 - United States History I 3 credits **or**
- HIS 142 - United States History II 3 credits

### Fall Semester II

- BIO 211+ - Anatomy and Physiology I 4 credits
- HTH 160 - Nutrition 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 4 credits
- PED 202 - Introduction to Exercise Science 3 credits

- SOC 161 - Sociology 3 credits

## **Spring Semester II**

- BIO 212+ - Anatomy and Physiology II 4 credits
- HIS 131 - World Civilization I 3 credits **or**
- HIS 132 - World Civilization II 3 credits
- DIV - Diversity (G.Ed.) 3 credits
- PED 204 - Injury Prevention/Emergency Management 3 credits

## **Minimum Required Credits: 60**

### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### **BIO/Natural Sciences (G.Ed.) Electives should be satisfied as follows:**

Exercise Science - Salisbury University: CHM 121+

Sport Sciences - Frostburg State University: SCI 142

### **Diversity (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits

- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## Prerequisites/Corequisites

+ See course description for details.

# Hotel/Resort Management Certificate (651)

**Award:** Certificate

**Program Mission:** The Chesapeake College Hotel/Resort Management Certificate provides students with the knowledge and skills necessary for immediate employment in the hospitality and tourism industry. The certificate is designed so that students may progress to the Hotel/Restaurant Management Degree.

**Program Description:** The Hotel/Resort Management Certificate program provides instruction in a variety of areas required for competence in the hospitality and tourism industry. Instruction includes both theory and practical application and procedures necessary for success in the field. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Hotel/Resort Management Certificate program will:

- Promote technical competency, professional knowledge and ethical responsibility.
- Prepare students for employment in the hospitality and tourism industry or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply appropriate industry terminology in the hotel and tourism operations settings.
- Identify professional responsibilities concerning ethical issues that may be present in the hotel/resort environment.
- Compare and contrast revenue centers and support centers in hospitality organizations.

**Contact Person:**

Jason Mullen

Director of Skilled Trades Programs

410-827-5930

**This program has been approved for funding under the Workforce Investment Act. For more information, contact the Upper Shore Workforce Investment Board at: 410-822-1716.**

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 100 - Communicating on the Job 3 credits

## Spring Semester I

- CST 125 - Microsoft Office Applications 3 credits
- HRM 203 - Managing Human Resources 3 credits

## Minimum Required Credits: 25

### Note: ENG 100

Students who complete ENG 100 as part of an Advanced Certificate program and then declare a degree major will also be required to complete ENG 101. Students are encouraged to speak with an advisor regarding their educational goals.

## Mathematics Elective

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

### Note(s):

♦ Must be taken within the first 12 hours unless exempted by meeting established standards.

## Prerequisites/Corequisites

+ See course description for details.

# Human Services - Addiction Counseling Certificate (685)

**Award:** Certificate

**Program Description:** The Addiction Counseling certificate program at Chesapeake College fulfills the increasing appeal for trained counselors in the substance use field. Our certificate program offers the coursework that the State of Maryland requires for trainee status certification. With Maryland's state trainee status certificate, a student can begin working in the addictions field with supervision from an addiction agency. While working under their trainee status, a student can continue taking courses at Chesapeake College toward an A.A.S in Human Services. Upon completion of the A.A.S. in Human Services the Chesapeake College graduate can then apply for a higher addictions certification, CSC-AD, with the State of Maryland.

**Contact Person:** Ruth Plinke, LCPC

## Fall I

- PSC 150 - General Psychology 3 credits
- SOC 171 - Introduction to Human Services and Social Work 3 credits
- PSC 266 - Pharmacology of Psychoactive Drugs 3 credits
- PSC 267+ - Ethical Issues in Counseling 3 credits

## Winterim

- PSC 255+ - Abnormal Psychology 3 credits

## Spring I

- PSC 201+ - Theories of Counseling 3 credits
- PSC 250+ - Human Growth and Development 3 credits
- PSC 268+ - Addiction Treatment Delivery 3 credits

## Minimum Required Credits: 24

## Prerequisites/Corequisites

+ See course description for details.

# Human Services A.A.S. Degree — Behavioral Health Area of Concentration (682)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Applied Science Degree

**Program Mission:** The Chesapeake College Human Services Degree — Behavioral Health Area of Concentration provides comprehensive training in mental health counseling for paraprofessionals new to or already employed in the human services field.

**Program Description:** The Human Services Degree — Behavioral Health program is designed to provide training for paraprofessionals already employed in the field. The program will provide sufficient educational training to individuals who seek employment or who are upgrading their skills in the area of behavioral health. Human Services courses comprise the major part of the program. Students will also take courses in related subjects and general education. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Human Services Degree — Behavioral Health Area of Concentration program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Prepare students for entry-level mental health employment in a human service agency or for transfer to a Bachelor of Social Work program at a four-year institution.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Articulate the ethical standard and legal aspects of counseling.
- Differentiate, characterize, and articulate best practices of individual, family, and group therapy models.
- Examine the present state of knowledge in psychopathology and abnormal behavior as it relates to counseling, guidance, and psychotherapy.
- Assess, plan, implement and evaluate counseling needs of mental health patients using diagnostic tools and basic counseling skills.
- Explain the personal, educational, theoretical and systemic qualities associated with effective counseling.

**Contact Person:**

Ruth Plinke, LCPC

Coordinator of the Human Services/Behavioral Health Program

rplinke@chesapeake.edu

**Students interested in Salisbury University's Bachelor of Social Work program offered through the Eastern Shore Higher Education Center should follow the Liberal Arts & Sciences (200) program and work with an advisor in selecting appropriate courses. For more information, please contact the Chesapeake College Transfer Advisor.**

## **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- ENG 101+ - Composition 3 credits
- PSC 150 - General Psychology 3 credits
- SOC 171 - Introduction to Human Services and Social Work 3 credits
- PSC 266 - Pharmacology of Psychoactive Drugs 3 credits \*
- PSC 267+ - Ethical Issues in Counseling 3 credits \*

### **Winterim I**

- PSC 255+ - Abnormal Psychology 3 credits \*

### **Spring Semester I**

- PSC 201+ - Theories of Counseling 3 credits \*
- PSC 250+ - Human Growth and Development 3 credits \*
- PSC 268+ - Addiction Treatment Delivery 3 credits \*
- SOC 161 - Sociology 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits

### **Fall Semester II**

- PSC 211+ - Individual Counseling 3 credits
- SOC 165+ - Sociology of the Family 3 credits
- SOC 273+ - Ethics in Human Services Practicum 3 credits @
- MAT 204+ - Introduction to Statistics 3 credits

- NAT SCI - BIO/Natural Sciences (G.Ed.) 3-4 credits +

## Spring Semester II

- SOC 162 - Social Problems 3 credits
- SOC 274+ - Practicum in Human Services 3 credits (CSC-AD) @  
or
- MAT 113+ - College Algebra 3 credits (transfer)
- MLH 213+ - Group Counseling 3 credits
- GEN ED - General Education (G.Ed.) Elective 3 credits =

## Minimum Required Credits: 60

### BIO/Natural Sciences (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

### General Education (G.Ed.) Electives

Can be satisfied by any General Education Program core course, in any category, that is not otherwise included as a program requirement.

### Note(s)

\* These six courses meet Chesapeake College's criteria for a Certificate in Addictions. These courses also meet the State of Maryland's requirements for trainee status in addictions.

@ These two practicum courses are needed beyond the Addictions certificate courses and with the Associate degree to meet the requirements for CSC-AD application in the state of MD for certification.

= If transferring to UMES you may need this to be CHM 121. This course is only offered in full semester format.

+ If transferring to UMES you may need this to be BIO 111 Check with your advisor. This is a face to face course.

If transferring to UMES, PSC 201 Introduction to Counseling needs to be an Honors Course.



## Prerequisites/Corequisites

+ See course description for details.

# Information Technology A.S. Degree (371)

**Award:** Associate of Science Degree

**Program Mission:** The Chesapeake College Information Technology Degree provides students with a foundation in computers and technology and provides a path for transfer to a four-year institution.

**Program Description:** The Information Technology program provides students with a foundation in hardware, software, and programming and includes the required general education credits for transfer to a four-year institution. Students will acquire skills in basic programming, hardware, software, and web design. Students will also develop a working knowledge of ethics and career readiness skills (teamwork, communication, customer service, and professionalism.) for the IT field. In addition to taking the program core courses, students can focus their Computer Technology degree with further study based on their choice of electives.

**Program Goals:** The Information Technology program will:

- Provide content knowledge and skills for the College's general education competencies.
- Promote technical competency, professional knowledge, career readiness and ethical responsibility.
- Prepare students for certification exams in the technology industry.
- Prepare students for successful careers in the Information technology field or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of the program, students will be able to:

- General education – Preparation for transfer to a four-year institution.
- Web – Design and develop for the web.
- Tech – Employ hardware and software in technological scenarios.
- Programming – Apply programming skills to solve problems.
- Career Readiness – Demonstrate career readiness through teamwork, communication, customer service, and professionalism.

**Contact Person:** Dr. Lanka Elson

## Fall I

- FSC 101♦ - Freshman Seminar Course 1 credit
- CST 102 - Introduction to PowerBI & MYSQL 3 credits
- CST 109 - Introduction to Computers 4 credits
- Arts & Humanities (G.Ed.) 3 credits
- MAT 107+ - Foundations of Mathematics 3 credits **Or**
- MAT 113+ - College Algebra 3 credits **Or**
- MAT 115+ - Precalculus 5 credits **Or**
- MAT 140+ - Calculus and Analytic Geometry I 4 credits

## Spring I

- CST 119+ - Python I & Problem Solving 4 credits  
Program Elective 3-4 credits

- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 101+ - Composition 3 credits
- Social/Behavioral Sciences (G.Ed.) 3 credits

## **Fall II**

- CST 208+ - HTML I & Web Design 4 credits
- PED 103 - Wellness for Life 3 credits **Or**
- IDC 201+ - The Nature of Knowledge 3 credits
- Bio/Natural Sciences with Lab (G.Ed.) 4 credits
- Program Elective 3 - 4 credits
- Social/Behavioral Sciences (G.Ed.) 3 credits

## **Spring II**

- CST 217+ - Ethics for IT 3 credits
- CST 245+ - Computer User Support 3 credits
- Diversity (G.Ed.) 3 credits
- Bio/Natural Sciences with Lab (G.Ed.) 4 credits

## **Minimum Required Credits: 60**

### **Note(s):**

Students must take a minimum of six (6) credits from the list of program electives

### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits

- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

### **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

### **Diversity (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits

- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## Program Electives

Students must take a minimum of 6 credits from the list of program electives.

- CST 125 - Microsoft Office Applications 3 credits
- CST 130 - Adobe Photoshop 3 credits
- CST 143+ - Operating Systems 3 credits
- CST 145+ - Computer Hardware 3 credits
- CST 154+ - Linux, Administration 3 credits
- CST 220+ - HTML II & Responsive Web Design 4 credits
- CST 234+ - Advanced Web Design 3 credits
- CST 250+ - Computer Networks 3 credits
- CST 257+ - Computer Security 3 credits
- CST 269+ - Python II 4 credits
- CST 279+ - Python III 4 credits
- COM 170 - Introduction to Journalism and News Media 3 credits **Or**
- BUS 101 - Introduction to Business 3 credits
- MAT 110+ - Finite Mathematics 3 credits **Or**
- MAT 113+ - College Algebra 3 credits **Or**
- MAT 115+ - Precalculus 5 credits **Or**
- MAT 140+ - Calculus and Analytic Geometry I 4 credits  
(If not already completed as required math class)

## Liberal Arts and Sciences - Agriculture Concentration Degree (207)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts Degree

**Program Mission:** The Chesapeake College Liberal Arts and Sciences - Agriculture Concentration Degree prepares students to transfer to a four-year institution to major in an agriculture or related degree.

**Program Description:** The Liberal Arts and Sciences - Agriculture Concentration Degree is designed to prepare students to transfer to a four-year institution to continue preparation for a career in general agriculture sciences, including agriculture, environmental science, animal sciences and other related science disciplines. The program includes a core curriculum focused on principles of biology and chemistry with agriculture and general education electives. This plan allows students to obtain the fundamental science concepts that future science courses will build upon while allowing flexibility through free electives for students to select courses to maximize transferability to the specific program at the intended four-year institution. The curriculum demands significant practical, technical and communication skills. Learning takes place in the classroom, the laboratory, the field, and the library/academic support centers. Students should consult with an academic advisor in planning an appropriate program.

**Program Goals:** The Liberal Arts and Sciences - Agriculture Concentration Degree will:

- Facilitate proficiency in content knowledge and skills for each of the College's general education competencies.
- Provide students with a broad education in the discipline of Agriculture.
- Prepare students for transfer to a four-year institution.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply the fundamental principles for effective and appropriate communication, including reading, writing, speaking, and listening.
- Describe the importance of agricultural in daily life and the societal role of agriculture in the U.S. and globally.
- Explain the process of scientific reasoning and apply scientific principles.
- Apply critical and analytical thinking skills in problem solving.
- Explain and accurately perform mathematical operations to demonstrate problem-solving skills.
- Analyze recent changes in agricultural technology, policy, and practice and think critically about sources of information in agriculture

**Contact Person:** Nicole Barth

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- AGR 101 - Introduction to Agriculture 3 credits
- MAT 113+ - College Algebra 3 credits **or**
- MAT 115+ - Precalculus 5 credits

### Spring Semester I

- ENG 102+ - Introduction to Literature 3 credits
- CHM 121+ - General Chemistry I 4 credits
- ECN 171 - Principles of Macroeconomics 3 credits **or**
- ECN 172+ - Principles of Microeconomics 3 credits
- Lit- Literature Elective 3 credits
- Program Elective 4 credits

### Fall Semester II

- PED 103 - Wellness for Life 3 credits
- BIO 111+ - Principles of Biology I 4 credits
- Program Elective 3 credits
- SOC SCI - Social Behavioral Science (G.Ed.) 3 credits

## Spring Semester II

- IDC 201+ - The Nature of Knowledge 3 credits
- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- SCI 151 - Environmental Science 4 credits
- Program Electives 7 credits

## MINIMUM REQUIRED CREDITS: 60

### Program Electives

- ACC 103 - Principles of Accounting I 3 credits
- ACC 110 - Computerized Accounting 3 credits
- AGR 113 - Soil Science 4 credits
- AGR 115 - Agricultural Marketing 3 credits
- AGR 121 - Introduction to Food Science & Food Systems 4 credits
- AGR 201 - Agricultural Mechanics 3 credits
- AGR 213 - Introduction to Agricultural Economics 3 credits
- AGR 215 - Integrated Pest Management 4 credits
- AGR 220 - Introduction to Animal Science 4 credits
- AGR 223 - Introduction to Agribusiness 3 credits
- AGR 230 - Vegetable & Crop Production 4 credits
- AGR 240 - Special Topics in Agriculture 3 credits
- AGR 273 - Internship in Agriculture 3 Credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 204+ - General Botany 4 credits
- BIO 206+ - General Zoology 4 credits
- BIO 210+ - Ecological Principles and Environmental Assessment 4 credits
- BIO 220 - Restoration Ecology 4 credits
- BUS 101 - Introduction to Business 3 credits
- CHM 122+ - General Chemistry II 4 credits
- ENG 210+ - Technical Writing 3 credits
- MAT 204+ - Introduction to Statistics 3 credits
- SUS 101 - Introduction to Sustainability 3 credits

### Arts/Humanities (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits

- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

## Lit - Literature Elective

- ENG 201+ - British Literature I 3 credits
- ENG 202+ - British Literature II 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- ENG 207+ - American Literature I 3 credits
- ENG 208+ - American Literature II 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 279 - World Culture and Performance 3 credits

## Social/Behavioral Science (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

## Prerequisites/Corequisites

+ See course description for details.

# Liberal Arts and Sciences A.A. Degree (200)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts Degree

**Program Mission:** The Chesapeake College Liberal Arts and Sciences Degree program provides students with transfer requirements for liberal arts and sciences majors at four-year institutions.

**Program Description:** The Liberal Arts and Sciences Degree curriculum is an ideal choice for students preparing for most careers requiring graduate or professional training, as well as for those interested in further study in specific arts and sciences

fields. Students should acquaint themselves with the requirements of the major department at the college or university to which transfer is contemplated and consult with an academic advisor or discipline faculty in planning an appropriate program. The College's Transfer Advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System. The Liberal Arts & Sciences Programs offer examples of recommended program and free electives that will complement the Liberal Arts and Sciences Degree.

**Program Goals:** The Liberal Arts and Sciences Degree program will:

- Facilitate proficiency in content knowledge and skills for each of the College's general education competencies.
- Provide students with a broad education in the disciplines that form the foundation of human knowledge.
- Prepare students for transfer to a four-year institution.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply the fundamental principles for effective and appropriate communication, including reading, writing, speaking, and listening.
- Analyze the arts and humanities in historical and cultural context.
- Explain the process of scientific reasoning and apply scientific principles.
- Apply critical and analytical thinking skills in problem-solving.
- Explain and accurately perform mathematical operations to demonstrate problem-solving skills.
- Analyze social science or history methodologies and explain the causes and consequences of human actions.

**Related Programs:** The College offers two Transfer Certificates designed for students who intend to transfer to a four-year institution prior to completion of a degree program at Chesapeake College. In addition, Letter of Recognition programs are offered in Basic Chemistry, Biology, Communications, General Science, Geography, Music, and Mathematics. These programs serve to acknowledge a student's success in a focused area of study and can be used as building blocks toward completion of a certificate or degree program.

**Students who complete the A.A. Degree in Liberal Arts & Sciences may be eligible to transfer into Salisbury University's Bachelors Degree programs in Interdisciplinary Studies or Social Work offered through the Eastern Shore Higher Education Center. Students interested in the Bachelors of Social Work should follow the Liberal Arts & Sciences (200) program and work with the College's Transfer Advisor in selecting appropriate courses. For more information, contact the Executive Director for the Center at 410-827-5761.**

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

**Note:** Students taking a five-credit math course in Fall I may wish to defer the Social/Behavioral Science (G.Ed.) elective to another semester.

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- FREE - Elective 3 credits
- MAT - Mathematics (G.Ed.) 3-5 credits
- SOC SCI - Social/Behavioral Science (G.Ed.) 3 credits

### Spring Semester I



- NAT SCI-BIO/Natural Sciences (G.Ed.) 4 credits
- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- SOC SCI - Social Behavioral Science (G.Ed.) 3 credits
- DIV - Diversity Elective 3 credits
- ENG 102+ - Introduction to Literature 3 credits OR
- LIT - Language/Literature Elective 3 credits

## **Fall Semester II**

- FREE - Electives 9 credits
- SOC SCI - Social Science Elective 3 credits
- PED 103 - Wellness for Life 3 credits

## **Spring Semester II**

- FREE - Electives 3 credits
- IDC 201+ - The Nature of Knowledge 3 credits
- NAT SCI - Bio/Natural Science Elective (G.Ed.) 4 credits
- FA - Fine Arts Elective 3 credits

## **Minimum Required Credits: 60**

### **Online Options**

This program may be taken fully online by selecting the appropriate courses. For more information, please speak with your advisor.

### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits

- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## Diversity (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## Fine Arts Electives

Can be satisfied by any of the following courses:

- ART 101 - Introduction to Art 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- MUS 153+ - Music Theory I 3 credits
- FLM 240 - The Art of Film 3 credits
- FLM 242 - American Cinema/American Culture 3 credits
- THE 172 - Introduction to Theatre 3 credits

- THE 175 - Introduction to Theatre Production 3 credits
- THE 271 - Introduction to Acting 3 credits
- THE 275 - Acting and Improvisation 3 credits

## **FREE Electives**

Can be satisfied by any credit course.

## **Language and Literature Electives**

Can be satisfied by any of the following courses.

- ENG 183 - African-American Literature in America 3 credits
- ENG 201+ - British Literature I 3 credits
- ENG 202+ - British Literature II 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- ENG 207+ - American Literature I 3 credits
- ENG 208+ - American Literature II 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 279 - World Culture and Performance 3 credits
- ENG 210+ - Technical Writing 3 credits
- ENG 241+ - Grammar and Linguistics 3 credits
- SPA 201+ - Intermediate Spanish I 3 credits
- SPA 202+ - Intermediate Spanish II 3 credits

## **Mathematics (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

## **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 132 - World Civilization II 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits

- PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

## Social Science Electives

Can be satisfied by any course with an ANT, ECN, GEO, HIS, POL, PSC, or SOC prefix.

### Note(s):

- ◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

### Prerequisites/Corequisites

+ See course description for details.

## Music Letter of Recognition (803)

**AWARD:** Letter of Recognition

**PROGRAM DESCRIPTION:** The Music Letter of Recognition is designed to broaden the student's musical skills and aid the student in transfer into a four-year music program. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**CONTACT PERSON:** Mr. William Thomas

### Program Requirements

[Courses Appear in Recommended Sequence.]

- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits **or**
- MUS 153+ - Music Theory I 3 credits **and**
- MUS 253+ - Music Theory Seminar I 1 credit
- MUS 187 - Voice Class I 3 credits

### Minimum Required Credits: 9

### Note:

Students will take either MUS 152 or MUS 153/253 which are offered concurrently.

### Prerequisites/Corequisites

+ See course description for details.

# Nursing: Registered Nurse A.S. Degree (132)

**This Program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Science Degree

**Program Mission:** The mission of the nursing department is to provide a sustainable and transformative educational experience. The nursing department prepares students for licensure eligibility, entry-level positions and continued education in nursing.

**Program Description:** The Registered Nurse Degree curriculum provides the student with the basic knowledge and skills necessary for competent beginning level practice, and includes a balance of general education and nursing theory. Principles from the humanities and biopsychosocial sciences are integrally related to nursing theory and research and the learner is required to apply this knowledge to individuals, families, groups and communities in increasingly complex situations as they progress through the curriculum. Theoretical application takes place in a variety of planned clinical settings, and is viewed as an invaluable aspect of the educational process.

*Nursing students must receive a grade of "C" or better in all program requirements in order to continue in and graduate from the Nursing Program. Students should consult with the College's Admissions Office or the Program Director in planning an appropriate program.*

**Program Goals:** The Registered Nurse Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Prepare students in four broad program outcomes: Human Flourishing, Nursing Judgment, Professional Identity and Spirit of Inquiry (NLN, 2010, p.9)".
- Prepare students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
- Prepare students for successful careers in the nursing profession or for continued study of professional nursing education at the baccalaureate level.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to demonstrate proficiency in Human Flourishing, Nursing Judgment, Professional Identity and Spirit of Inquiry.

- **Human Flourishing:** The graduate will advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
- **Nursing Judgment:** The graduate will make judgments in practice, substantiated in evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.
- **Professional Identity:** The graduate will implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
- **Spirit of Inquiry:** The graduate will examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families and communities.

**Admission Requirements:**

1. High school graduation or equivalency (official transcripts required).
2. Apply for admission to Chesapeake College and indicate nursing as the academic course of study.
3. Determine readiness for College level Math and English. Assessments are administered through the testing center (s) at either Wye Mills or Cambridge Center sites. An academic advisor may also be able to determine readiness through evaluation of current high school transcripts.
  1. Students assessed with college-level academic skills in math and English are able to register directly for nursing program prerequisite requirements.
  2. Students not assessed with college-level academic skills in math and English will complete prescribed course work in addition to standard prerequisite requirements.

4. Complete Biology placement exam. Eligibility for this exam is obtained through academic advising. The exam is administered through the testing center(s) at either the Wye Mills or Cambridge Center sites. Students that score > 70% may register directly into Bio 211. Students that score <70% will need to register for Bio 103 before Bio 211, or as a co-requisite to Bio 211.
5. Complete prerequisite courses for the Nursing Program:
5. Complete Nurse Entrance Examination.

**NOTE:** Laboratory science and human growth and development courses taken 10 or more years prior to application for admission to the program will not be considered.

**Admissions Procedures:**

1. Apply for admission to Chesapeake College and indicate nursing as the academic course of study.
2. Submit official high school/college transcripts.
3. Completion of the College's Academic Skills Assessment (ASA) administered through the Office of Student Success and Enrollment Services.
4. Complete Biology placement exam (see above).
5. Complete any developmental course work recommended through the placement process.
6. Consult with the Health Professions Advisor for academic planning.
7. Complete the prerequisite requirements for the Nursing Program.
8. Apply for admission to the Associate of Science in Nursing Degree program. New students are admitted in the fall semester only. The deadline for filing completed applications and submitting all documentation is May 25. Applications will be accepted beginning one year prior to the date of anticipated admission.
9. Take the Nurse Entrance Examination (TEAS) – required each admission cycle.
10. Selection is competitive. Residents of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties will be given first priority in selection. Admission criteria information is available from the Nursing Department, Chesapeake College Center for Allied Health.

**Applications:**

Applications will be accepted electronically and can be found on the Nursing program webpage <https://www.chesapeake.edu/allied-health/nursing> after February 1<sup>st</sup>. Please review the Nursing Program Admission Information Packet, found on the nursing program website for the admission requirements.

**NOTICE:** Enrollment in the Nursing Program is limited and selection is competitive. Meeting the program requirements does not guarantee admission into the program.

*The Chesapeake College Macqueen Gibbs Willis Nursing Program is approved by the Maryland Board of Nursing and Accreditation Commission for Education in Nursing (ACEN)  
3390 Peach Tree Road, NE, Suite 1400  
Atlanta, Georgia 30326  
404-975-5000*

**The Joan Coccaro Memorial Award**

The award will be given to a Chesapeake College MGW Nursing Program graduate who is committed to nursing excellence and is pursuing a baccalaureate degree in nursing. For more information, contact the Director of Nursing, Chesapeake College, Health Professions & Athletic Center, Rm 203M, P.O. Box 8, Wye Mills, MD 21678, 410-827-5935.

**For More Information, Contact:**

Advising  
Dorchester Building  
410-822-5400  
[advising@chesapeake.edu](mailto:advising@chesapeake.edu)

or

Dr. Heather Westerfield DNP, RN, CNE, CMSRN, Director of Nursing  
Health Professions & Athletics Center, Room 203M  
410-827-5935  
hwesterfield@chesapeake.edu

### **Accelerated Pathway for Special Populations to Complete the Associate of Science in Nursing Degree**

- Eligible students currently enrolled in the CC/MGW nursing program will have the opportunity to begin coursework towards their B.S. degree while enrolled in the CC/MGW nursing program.

### **Program Requirements:**

[Courses Appear in Recommended Sequence.]

#### **Pre-Admission - Spring I**

- BIO 211+ - Anatomy and Physiology I 4 credits
- ENG 101+ - Composition 3 credits
- PSC 150 - General Psychology 3 credits
- MAT - Mathematics (G.Ed.) 3-5 credits

#### **Fall Semester I**

- NUR 114+ - Fundamentals of Nursing 9 Credits
- BIO 212+ - Anatomy and Physiology II 4 credits
- PSC 250+ - Human Growth and Development 3 credits

#### **Spring Semester II**

- BIO 202+ - Microbiology 4 credits
- NUR 121+ - Nursing Care of Adult Clients with Alternation in Patterns of Health 9 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits

#### **Fall Semester II**

- NUR 212+ - Nursing Care of Clients through the Life Span 9 Credits
- SOC 161 - Sociology 3 credits

#### **Spring Semester III**

- NUR 222+ - Managing Nursing Care of the Client with Complex Health Care Needs 9 credits
- ART/HUM - Arts/Humanities (G.Ed.) 3 credits

**Minimum Required Credits: 69**

## Arts/Humanities (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

## Mathematics (G.Ed.) Electives

Can be satisfied by any of the following courses:

- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

### Note(s):

Field work, clinical placements, and Certification/licensure may involve drug testing and/or background checks performed at the student's expense.

### Prerequisites/Corequisites

+ See course description for details.

## Physical Therapist Assistant A.A.S. Degree (141)

**This program of study meets all the Maryland State General Education Requirements.**

**Award:** Associate of Applied Science Degree

**Program Mission:** The mission and philosophy of the Chesapeake Area Consortium for Higher Education (CACHE) PTA Program is to educate students to become competent and caring physical therapist assistants. The program values and promotes excellence in education that includes evidence based knowledge and clinical skills essential to the physical therapist assistant. CACHE strives to produce practitioners who hold high ethical standards, demonstrate critical thinking, and communicate effectively with a diverse population. The unique three college consortium makes optimal use of academic and clinical resources that allow greater outreach to students and physical therapy clinicians across the Chesapeake Bay region in Maryland.

**Program Description:** The Physical Therapist Assistant Degree program prepares students to provide physical therapy services according to the plan of care developed by the physical therapist. The physical therapist assistant administers direct patient care; teaches patient's families, and other healthcare providers how to perform selected procedures; and provides desired psychosocial



support to patients and their families. Physical therapist assistants are employed primarily in hospitals, rehabilitation centers, private practice, extended care facilities and home healthcare settings. Physical therapist assistants work under the direction and supervision of a physical therapist.

Students in the CACHE Physical Therapist Assistant program complete their general education requirements at Chesapeake College, their professional training at Anne Arundel Community College, and their clinical internships in their local service area when possible. Distance learning technology is used as appropriate. This is a five-semester, two-year program with courses that build on the knowledge from previous courses. After the first semester, the program is a full-time experience with a minimum of 12 credits per semester. Students should anticipate study and attendance needs and adjust work schedules accordingly.

Students have to be selected for admission into the program and must meet specific academic standards prior to admission. *A grade of "C" or better in physical therapist assistant courses and general education course work is required to progress in the program.* Students should consult with the College's Admissions Office or the Program Director in planning an appropriate program. **NOTE: CPR Certification - Students must complete the American Heart Association Basic Life Support course for healthcare providers (Modules 1-4). Certification must remain valid through graduation.**

#### **Program Goals:**

- To graduate students who meet the program objectives
- To strive for excellence in PTA education in the academic setting by utilizing state-of-the-art instructional tools and pedagogy
- To strive for excellence in PTA education in the clinical setting by promoting clinical faculty development
- To serve as a liaison to the clinical community to promote excellence in physical therapy
- To model professional and ethical behaviors to students in both the clinical and academic settings
- To clarify and promote the role of the physical therapist assistant, consistent with the standards of practice and applicable laws of the profession

**Student Learning Outcomes:** By the end of the curriculum sequence the student will have completed didactic, laboratory and clinical practice courses to enable them to:

- Assist a physical therapist in the delivery of selected interventions in an ethical, legal, safe and effective manner under the direction and supervision of a physical therapist, consistent with the standards of practice of the profession.
- Use critical thinking and problem solving skills to perform data collection, conduct tests and measures, and implement selected outcome-oriented interventions, within the plan of care developed by the physical therapist.
- Teach patients, families and other health care providers selected treatment interventions and participate in discharge planning under the direction and supervision of a physical therapist.
- Provide psychosocial support to patients and families.
- Utilize effective communication skills when interacting with patients, families and other interprofessional team members.
- Be prepared to take the National Licensure Physical Therapy Examination for Physical Therapist Assistants.

**Admissions Requirements:** Students enter the program in the fall semester and admission to the program is required prior to registering for any PTA course. Applications must be submitted by *March 30* of each year. Students must meet the following requirements prior to admission to the program:

1. High school graduation or equivalency (**official transcripts required**).
2. Apply for admission to Chesapeake College.
3. Completion of the College's Academic Skills Assessment (ASA) administered through the Office of Student Success and Enrollment Services. College placement test scores at ENG 101+ and MAT 113+ levels, or completion of any remedial course work or prerequisite courses to achieve these levels.
4. CHM 012+ - Introduction to Chemistry, must be taken if chemistry was not completed in high school with a grade of "C" or better.
5. A college grade point average of 2.0.

6. Submission of a Health Examination Record which is supplied by the program and completed by a physician, validating that a student is in good health and able to perform the Technical Standards Requirements. (To be completed only after admission to the program.)
7. Documentation of current immunizations and health insurance. (To be completed only after admission to the program.)
8. Students who are offered admission into the program will be required to submit to a complete criminal background check.

#### **Admission Procedures:**

1. Program application and admission requirements are available online by November 15 for the upcoming fall semester: <http://www.chesapeake.edu/allied-health/pta>
2. Apply for admission to Chesapeake College.
3. Complete a program application form. Applications must be submitted no later than *March 30*.
4. Residents of Chesapeake College's five support counties will be given first priority for selection.
5. All applicants must attend the mandatory PTA Pre-selection Meeting in April.

#### **Selection Criteria**

Students will be admitted to the Physical Therapist Assistant course sequence each fall as the number of students permit. Applications received by the deadline will be assured consideration based on space availability. Applications received after the deadline will be considered on a space-available basis. Applications will be available in November on the College website. To be considered for conditional acceptance, applicants must meet the following criteria:

1. Must satisfactorily complete all academic and admission requirements.
2. Final selection for the Physical Therapist Assistant course sequence will be based on the criteria described in the PTA department admission requirements available at the program information session.
3. Final acceptance into the program shall be contingent on satisfactory completion of a criminal background check, health examination record and submission of current American Heart Association Basic Life Support (BLS) CPR certification card. Information and deadline for completion will be sent in applicant's conditional acceptance packet. These are **not** to be completed prior to acceptance notification.

#### **Technical Standards**

Students who are conditionally accepted to this program of study will be required to submit a health examination record completed by a physician, nurse practitioner or physician assistant validating that the student meets the technical standard of good physical and mental health as established by the School of Health Sciences, and verifying that the student is free of communicable diseases as evidenced by required immunizations/titers.

#### **Program Accreditation:**

The CACHE Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org), CACHE PTA website. If needing to contact the program/institution directly, please call 410-777-7036 or email [pabrady@aacc.edu](mailto:pabrady@aacc.edu).

#### **For More Information, Contact:**

Dr. Carol Wilson-Robbins

[cwrobbins@chesapeake.edu](mailto:cwrobbins@chesapeake.edu)

#### **Program Requirements:**

##### **CO & PREREQUISITES:**

MAT 113, ENG 101, PSC 150 Co-requisites for PTA 101 (Fall semester of First Year)

BIO 211 Pre-requisite for PTA 106

PSC 250 Co-requisite for PTA 104/105. Must be completed before entering PTA 201

## **Fall Semester I**

- BIO 211+ - Anatomy and Physiology I 4 credits
- ENG 101+ - Composition 3 credits
- MAT 113+ - College Algebra 3 credits
- PSC 150 - General Psychology 3 credits
- PTA 101+ - Introduction to Physical Therapist Assisting 3 credits

## **Spring Semester I**

- BIO 212+ - Anatomy and Physiology II 4 credits
- PTA 102+ - Physical Therapist Assistant I (Basic Techniques) 6 credits
- PTA 106+ - Kinesiology 6 credits

## **Summer I**

- PSC 250+ - Human Growth and Development 3 credits
- PTA 104+ - Physical Therapist Assistant II (Modalities) 6 credits
- PTA 105+ - Clinical Practice I 2 credits

## **Fall Semester II**

- ART/HUM - Arts/Humanities (G.Ed.) 3 credits
- PTA 201+ - Physical Therapist Assistant III (Orthopedics) 4 credits
- PTA 202+ - Physical Therapist Assistant IV (Rehabilitation) 4 credits
- PTA 203+ - Clinical Practice II 4 credits

## **Spring Semester II**

- PTA 204+ - Physical Therapist Assistant V (Neurodevelopmental) 3 credits
- PTA 205+ - Current Issues and Trends Affecting the Physical Therapist Assistant 1 credit
- PTA 206+ - Clinical Practice III 4 credits
- PTA 207+ - Clinical Practice IV 4 credits

## **Total Required Credits: 70**

### **COURSES TO BE TAKEN AT CHESAPEAKE COLLEGE: 23 Credit Hours**

ART/HUM Elective, BIO 211, 212; ENG 101; MAT 113, PSC 150, 250.

### **COURSES JOINTLY COMPLETED AT ANNE ARUNDEL COMMUNITY COLLEGE AND/OR CHESAPEAKE COLLEGE: 47 Credit Hours**

PTA 101, 102, 104, 105, 106, 201, 202, 203, 204, 205, 206, 207.

## **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses:

- ART 101 - Introduction to Art 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits

### Note(s):

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.

### Prerequisites/Corequisites

+ See course description for details.

## Pre-Veterinary Technology Certificate (225)

**Program Mission:** The Pre-Veterinary Technology Certificate prepares field practitioners with a previously earned Associate's degree for state testing eligibility. It provides foundational coursework for students seeking to continue their education in a Veterinary Technology or Animal Science program.

**Program Description:** The Pre-Veterinary Technology Certificate is intended for students who are current practitioners in the field and who already have an Associate's degree. This certificate provides a course of study designed to meet the COMAR required coursework in preparation for the MD Veterinary Technology Exam (Board of Veterinary Medical Examiners). Students should consult the state of MD website for the complete list of eligibility requirements. Students who plan to transfer to a college or a university that grants an Associate or Baccalaureate Degree in Veterinary Medicine Technology, Animal Science, or other majors should consult faculty/transfer advisors both at Chesapeake College and the receiving institution to determine the appropriate coursework.

**Program Goals:** The Pre-Veterinary Technology Certificate program will:

- Prepare students to continue their education in a Veterinary Technology or Animal Science program.
- Provide a broad education in disciplines that form a strong foundation for the biological sciences and challenges students to acquire appropriate competencies in content knowledge and application skills.
- Develop the skills necessary for students to transfer to an entry-level discipline degree program.

**Student Learning Outcomes:** Upon successful completion of the program, students will be able to:

- Describe and explain foundational concepts in biological science.
- Perform basic laboratory skills necessary to collect, analyze, and interpret scientific data.
- Communicate scientific concepts effectively in oral and written English

**Contact Person:** Marci Leach

## Fall Semester I

- BIO 111+ - Principles of Biology I 4 credits
- ENG 101+ - Composition 3 credits
- MAT 115+ - Precalculus 5 credits OR
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- AGR 220 - Introduction to Animal Science 4 credits

## Spring Semester I

- BIO 211+ - Anatomy and Physiology I 4 credits
- BIO 202+ - Microbiology 4 credits
- CHM 121+ - General Chemistry I 4 credits

## Fall Semester II

- BIO 212+ - Anatomy and Physiology II 4 credits
- BIO 113+ - Principles of Biology II 4 credits

**Minimum Required Credits: 35**

# Radiologic Sciences A.A.S. Degree (503)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Applied Science Degree

**Length:** A minimum of six semesters, including summer sessions, *beginning in June of each year.*

**Program Mission Statement:** The Chesapeake College Radiologic Sciences Degree Program prepares students to deliver quality radiologic services and patient care, with the goal of qualifying them to sit for the ARRT certifying examination and obtain Maryland licensure as a radiographer.

**Program Vision:** Our vision for the radiography program at Chesapeake College is to empower our students to become compassionate, skilled, and innovative professionals who use their talents to improve the lives and health of individuals in their communities. We strive to create a dynamic learning environment that fosters critical thinking, ethical practices, and lifelong learning, and to graduate students who are prepared to excel in their careers and make meaningful contributions to the field of radiography.

**Program Description:** The Radiologic Sciences degree provides educational and clinical experiences necessary for graduates to perform as entry-level radiographers and a foundation for future professional development. Graduates granted an Associate of Applied Science degree, upon completion of the program requirements, will be eligible to sit for the certifying examination in radiography given by the American Registry of Radiologic Technologists (ARRT).

The Radiologic Sciences program is an intensive, full-time program, including summer sessions. The program includes a general education core, professional radiography content, and clinical practice at local health care facilities. Program enrollment is limited by the number of clinical placements. In addition to the scholastic standards required of all students, radiologic sciences students must earn a grade of "C" or better in science, math, and radiography courses in order to continue in and graduate from the program. Graduates are eligible to write the certifying examination given by the ARRT which is required to apply for a

Maryland license as a radiographer. Students should consult with the College's Admissions Office or the Program Director in planning an appropriate program.

**Program Goals:** The Radiologic Sciences Degree program will:

1. Students will demonstrate clinical competency.
2. Students will develop and apply effective critical thinking skills.
3. Students will demonstrate the ability to communicate effectively.

**Student Learning Outcomes:** The Radiologic Sciences graduates will:

- 1.1 Students will apply appropriate radiation protection standards
- 1.2 Students will demonstrate proper positioning and technical factors
- 2.1 Students will critically analyze images for diagnostic quality
- 2.2 Students will solve problems in the field of radiology through critical analysis
- 3.1 Students will demonstrate effective oral communication as part of the healthcare team
- 3.2 Students will demonstrate effective written communication skills in the didactic setting

**Graduation Requirements:** To be eligible for graduation with an Associate of Applied Science Degree, the student must:

1. Fulfill all the requirements of Chesapeake College as outlined in the catalog.
2. Successfully complete all general education courses with a grade of "C" or better.
3. Successfully complete all radiologic sciences courses with a grade of "C" or better.
4. Successfully complete all the required clinical competencies.
5. Demonstrate the ability to perform as an entry-level radiographer by exhibiting the student learning outcomes.

**Joint Review Committee on Education in Radiologic Technology Program Effectiveness Goals:**

- The program will maintain a five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation.
- The program will maintain a five-year average job placement rate of not less than 75 percent within twelve months of graduation.
- The program will make available the annual program completion rate.

**Admissions Requirements:** Students must be admitted to the program in accordance with the following requirements prior to registering for any radiologic sciences course:

1. High school graduation or equivalent (official transcripts required).
2. High school physics must have been completed within the last three years with a grade of "C" earned **or** SCI 141 - Physical Science must be taken.
3. **Students may complete the Biology Assessment Examination with a grade of 70 or better **or** take BIO 103+ or BIO 111+ .** High school courses contribute course points but do not contribute credit or grade points to the admission score.
4. Completion of the Chesapeake College admissions application.
5. Completion of the College's Academic Skills Assessment (ASA) administered through the Office of Student Success and Enrollment Services.
6. Completion of any remedial course work in English, reading, or math as needed.
7. Meet with the Nursing and Allied Health Advisor for academic planning.
8. Program required general education coursework include: BIO 211, BIO 212; ENG 101; COM 101; MAT 113 or MAT 115; Social Science elective and \*SCI 141 (\*if High School Physics 1 & 2 have not been taken within the past 3 years. Also required is MED 106. Science coursework including; BIO 211, BIO 212, and SCI 141 must be completed within 10 years of program application or be retaken.
9. Social Science electives (choose one): ANT 142; ECN 171, ECN 172+; HIS 101 , HIS 102 , HIS 131, HIS 132; PSC 150; SOC 161, SOC 162.
10. Completion of the Essential Academic Skills V for Allied Health (TEAS V for Allied Health).

**\*All courses must be completed with a grade of "C" or better in order to apply to the program. Applicants with grades below a "C" in program required general education coursework will not be considered.\***

\*The program may be completed in a two-year accelerated track with a commitment of 40 hours per week of combined lecture and clinical course work in addition to study time. Students must be highly motivated and have a minimum of outside commitments to complete the program in this manner. The procedure for admission would include a minimum composite score of 75 percent on the TEAS V for Allied Health. Please contact the program director for more information before pursuing the accelerated track.

**NOTICE:** Enrollment in the Radiologic Sciences Program is limited and selection is competitive. Meeting the program requirements does not guarantee admission into the program.

**Application Procedures:**

1. Request information and application on the Information Form at [www.chesapeake.edu/allied-health/rad-sci](http://www.chesapeake.edu/allied-health/rad-sci).
2. By March 31st, submit an application to include:
  - Completed program application
  - Transcripts (internal, and/or external)
  - TEAS results

**\*Submitted applications that are incomplete, or missing documents will not be considered\***

**Application Scoring:**

Selection will be competitive, based on an admission score that reflects; 1. *credit course grade*, 2. *credit course completion*, and 3. *TEAS weighted score*. Program admission is granted to applicants with the highest application score. If more than one applicant earns the same application score, the TEAS composite score will be used as a tie breaker. Coursework that is not complete at the time of application may not be counted towards the application score. Any science or biology coursework completed more than 10 years before program application must be re-taken to be considered. Residents of Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties will be given first priority in selection. Students who are not accepted and still wish to be considered must apply again.

1. Credit course grades: A = 4 points; B = 3 points; C = 2 points.
2. Credit course completion:

BIO 211	Points + 2
BIO 212	Points + 2
MAT 113 or MAT 115	Points + 2
SCI 141	Points + 2
COM 101	Points + 1
ENG 101	Points + 1
MED 106	Points + 1
Social Science Elective:	Points + 1

3. The TEAS composite score will be weighted as 5% towards the admission score. Composite scores must be 50% or greater.
4. Applicants who receive Alternate status, but are not admitted, will receive 3 additional points toward their admission score if they apply again the subsequent year.

**Post-Admission Requirements:** The following are due after admission and by August 15 of the year entering the program unless otherwise specified:

1. The student must undergo a criminal history background check and perform a drug/alcohol screening as required by our clinical affiliates.

2. The student must complete a health exam with their primary physician (form will be provided).
3. Laboratory blood test will be needed to confirm immunity to specified diseases (form will be provided).
4. If the student does not demonstrate immunity to Hepatitis B, they may choose to receive a vaccine series or must sign a waiver.
5. TB screening is required for clinical placement. Screening can be done in a 2-step method, or using a blood test. TB screening is required annually.
6. An annual flu shot is required for participation in clinical activities and must be documented by November each year.
7. Students are required to obtain and show proof of CPR certification for health care providers by the American Heart Association which includes a hands-on component.
8. Students are required to complete a clinical orientation testing online to meet the requirements of the clinical facilities for rotation.
9. TB screening, flu shot and online clinical orientation courses must be repeated in the second year. CPR certification must be maintained until the end of the program. Documentation of all requirements must be submitted by August 15.
10. It is strongly encouraged, but not required for the student to carry medical insurance. The student must sign a liability waiver if they are not insured.
11. Our clinical partners require all students to be fully vaccinated against COVID-19 in order to participate. Students who cannot receive the vaccine due to a medical condition, or a sincerely held religious belief must submit a waiver for review. Students with an approved waiver may be subject to additional requirements in order to attend clinical activities, including but not limited to: donning a mask at all times, weekly testing, removal from patient-care activities as requested by the affiliate. Clinical affiliates reserve the right to refuse COVID-19 waivers regardless of the reason, or waiver approval-status.

**Physical Requirements:** The practice of radiography involves the ability to lift and move heavy equipment both at the level of the waist and above the head. It requires the physical ability to assist the patient on and off x-ray tables and to and from stretchers or wheelchairs. The radiographer must be able to see and hear the patient well enough to monitor the patient's condition. The radiographer must be able to discern sharpness, different shades of gray, black, and white on radiographs to assess them for image quality. The radiographer also must be able to:

- stand, walk, and assist patients.
- stand with a five pound leaded rubber apron on during fluoroscopy exams for at least four hours.
- speak clearly enough to communicate effectively with patients.
- hear well enough, naturally or with hearing aids, to monitor patient comfort, vital signs, and safety.
- see well enough, naturally or with corrective lenses, to monitor the patient's comfort, modesty, vital signs, and safety.
- see well enough, naturally or with corrective lenses, to evaluate images for quality.
- lift or pull at least 50 pounds.

**Accreditation Information:**

*The Radiologic Sciences Program is accredited by the Joint Review Committee on Education in Radiologic Technology*

*20 N. Wacker Drive, Suite 2850*

*Chicago, IL 60606-3182*

*312-704-5300*

*E-mail: [mail@jrcert.org](mailto:mail@jrcert.org)*

*Website: <http://www.jrcert.org>*

**For More Information, Contact:**

Mr. Justin Malecki, Program Director

Health Professions & Athletics Center, Room 203H

410-827-5927

**Program Requirements:**

[Courses Appear in Recommended Sequence.]



## **Pre-Admission**

- BIO 211+ - Anatomy and Physiology I 4 credits
- ENG 101+ - Composition 3 credits
- MAT 113+ - College Algebra 3 credits **or**
- MAT 115+ - Precalculus 5 credits
- BIO 212+ - Anatomy and Physiology II 4 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- SOC SCI - Social/Behavioral Science (G.Ed.) 3 credits
- SCI 141 - Physical Science 4 credits  
or high school physics I and II taken in the past 3 years.
- MED 106 - Medical Terminology 1 credit

## **Summer I**

- RSR 103+ - Introduction to Radiologic Sciences 2 credits
- RSR 105+ - Introduction to Positioning 2 credits
- RSR 107+ - Radiographic Patient Care 3 credits

## **Fall Semester I**

- RSR 111+ - Positioning I 4 credits
- RSR 117+ - Fundamentals of Radiographic Exposure 3 credits
- RSR 121+ - Clinical Radiography I 2 credits

## **Spring Semester I**

- RSR 126+ - Positioning II 4 credits
- RSR 132+ - Radiographic Imaging Equipment 4 credits
- RSR 136+ - Clinical Radiography II 2 credits

## **Summer II**

- RSR 140+ - Positioning III 2 credits
- RSR 146+ - Clinical Radiography III 1 credit

## **Fall Semester II**

- RSR 203+ - Positioning IV 4 credits
- RSR 231+ - Radiation Biology and Protection 3 credits
- RSR 221+ - Clinical Radiography IV 2 credits

## **Spring Semester II**

- RSR 229+ - Image Analysis 1 credit
- RSR 206+ - Digital Radiography 3 credits

- RSR 235+ - Clinical Radiography V 2 credits
- RSR 240+ - Radiography Program Outcomes Analysis 1 credit

## **Minimum Required Credits: 66**

### **Clinical Practice:**

A minimum of 29 to 34 hours a week of combined course and clinical work will be required in this program, including summer sessions, exclusive of study time. Day, evening, and weekend clinical rotations will be required in all semesters.

#### **Designated Clinical Sites:**

Diagnostic and Imaging Center - Easton  
 Luminis- Kent Island  
 UMMS Chestertown  
 UMMS Cambridge  
 UMMS - Easton  
 UM Shore Medical Pavilion at Queenstown  
 UM Shore Emergency Center at Queenstown  
 The Orthopedic Center (TOC) Easton  
 University of Maryland - R. Adams Crowley Shock Trauma

### **Mathematics Requirements:**

Students may wish to take MAT 115+ if anticipating a career in Radiation Therapy or Nuclear Medicine.

### **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

### **Note(s):**

Field work, clinical placements, and Certification/licensure may involve drug testing and/or background checks performed at the student's expense.

Students are encouraged to take PED 103 - Wellness for Life.

## Prerequisites/Corequisites

+ See course description for details.

# Secondary Education — Chemistry A.A.T. Degree (306)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts in Teaching Degree

**Program Mission:** The Chesapeake College Secondary Education — Chemistry A.A.T. Degree facilitates transfer to a Maryland four-year institution for students to complete a course of study to become a chemistry secondary education teacher. This program provides the first two years of a four-year bachelor's degree and teacher certification program in chemistry. To earn the A.A.T. Degree, students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam.

**Program Description:** The Associate of Arts in Teaching degree program is designed for teacher education transfer students. The program is based on specific learning outcomes and is comprised of foundation-level pedagogical coursework, field experience, and general education which meet academic content, outcomes, and requirements of the first two years in a teacher education program in Chemistry. The program provides students with seamless transfer into a teacher education program at any Maryland college or university. Students should acquaint themselves with the requirements of the major department at the receiving institution and consult with an academic advisor in planning an appropriate program. The College's transfer advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System. **Note:** Students must be calculus prepared in order to enter this program.

**Program Goals:** The Secondary Education — Chemistry A.A.T. Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Provide a core of professional course work, academic content, field experience, and general education appropriate for the first two years of secondary teacher preparation in chemistry.
- Prepare students to transfer to a chemistry secondary education program at a four-year institution in the State of Maryland.

**Students Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply the essential principles and concepts of chemistry.
- Define, investigate, and analyze issues in chemistry and present findings that combine text and graphic illustrations in a meaningful format.
- Distinguish the social, physical, emotional, and cognitive states of development of children from infancy through adulthood.
- Interpret significant historical events, issues, research, trends, and emerging developments in education and the implications they have for practice, development, and change of curricula.
- Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of adolescents.
- Integrate systematic and effective observation, documentation, and assessment strategies in observing and working with high school students.
- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for student development and learning.
- Create meaningful, challenging and developmentally appropriate learning experiences and environment for high school students that demonstrate a basic understanding of the concepts, inquiry tools, and content areas.
- Analyze and reflect on experiences with high school students in learning environments to improve instruction and to assess appropriateness and effectiveness of models for classroom and behavior management.

- Integrate prior knowledge/experience and new learning through effective use of written, verbal, critical thinking, and problem solving skills.
- Demonstrate skills, dispositions, and attitudes of professional and ethical behavior.

**For More Information, Contact:**

Dr. Deanna Reinard, Education Department  
 Chesapeake College  
 P.O. Box 8, Wye Mills, MD 21679  
 410-822-5400, ext. 2313.

**Program Requirements:**

[Courses Appear in Recommended Sequence.]

**Fall Semester I**

- ENG 101+ - Composition 3 credits
- EDU 101+ - Foundations of Education 3 credits
- PSC 150 - General Psychology 3 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- CHM 121+ - General Chemistry I 4 credits

**Spring Semester I**

- CHM 122+ - General Chemistry II 4 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- MAT 141+ - Calculus and Analytic Geometry II 4 credits
- PSC 220+ - Educational Psychology 3 credits

**Fall Semester II**

- SOC SCI - Social Science (G.Ed.) 3 credits
- CHM 221+ - Organic Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits **or**
- PHY 215+ - Physics I 4 credits
- EDU 210 - Introduction to Special Education 3 credits
- HIS 141 - United States History I 3 credits

**Spring Semester II**

- CHM 222+ - Organic Chemistry II 4 credits
- IDC 201+ - The Nature of Knowledge 3 credits
- PHY 206+ - College Physics II 4 credits **or**
- PHY 216+ - Physics II 4 credits

**Minimum Required Credits: 62**

## Program Tracks:

Track One: Algebra-Based PHY 205+ and PHY 206+ (8 credits) **or**

Track Two: Calculus-Based PHY 215+ and PHY 216+ (8 credits)

## Social/Behavioral Science (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

## Additional Requirements:

Students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam. (Alternatives: Appropriate SAT score, ACT composite score, or GRE composite score). Note: It is strongly recommended that Praxis be taken by completion of 30 credit hours in the program.

## Note(s):

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.

(PED 105 meets General Education Program requirements for the Teacher Education AAT program only.)

**NOTICE:** *The Introduction to Special Education* course required by Chesapeake College is a necessary requirement of the College's AAT degree, but is not sufficient to meet all of the special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

## Prerequisites/Corequisites

+ See course description for details.

## Secondary Education — English A.A.T. (310)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts in Teaching Degree

**Program Mission:** The Chesapeake College Secondary Education — English A.A.T. Degree facilitates transfer to a Maryland four-year institution for students to complete a course of study to become an English secondary education teacher. This program provides the first two years of a four-year bachelor's degree and teacher certification program in English. Students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam.

**Program Description:** The Associate of Arts in Teaching degree program is designed for teacher education transfer students. The program is based on specific learning outcomes and is comprised of foundation-level pedagogical coursework, field experience, and general education which meet academic content, outcomes, and requirements of the first two years in a teacher education program in English. The program provides students with seamless transfer into a teacher education program at any Maryland college or university. Students should acquaint themselves with the requirements of the major department at the receiving institution and consult with an academic advisor in planning an appropriate program. The College's transfer advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System.

**Program Goals:** The Secondary Education — English A.A.T. Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Provide a core of professional course work, academic content, field experience, and general education appropriate for the first two years of secondary teacher preparation in English.
- Prepare students to transfer to an English secondary education program at a four-year institution in the State of Maryland.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Examine the concepts of the English language, including its grammar and mechanics, its structure, and its history and development.
- Illustrate the recursive process of writing and the range of strategies for producing written discourse.
- Analyze literary works with critical insight and imagination, including an understanding of genre and sensitivity to authors' aesthetic choices.
- Analyze British, American, and world literature, including the contributions of women, minorities, major literary and historical periods, and diverse worldview cultures.
- Distinguish the social, physical, emotional, and cognitive states of development of children from infancy through adulthood.
- Interpret significant historical events, issues, research, trends, and emerging developments in education and the implications they have for practice, development, and change of curricula.
- Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of adolescents.
- Integrate systematic and effective observation, documentation, and assessment strategies in observing and working with high school students.
- Create meaningful, challenging, and developmentally appropriate learning experiences and environment for high school students that demonstrate a basic understanding of the concepts, inquiry tools, and content areas.
- Analyze and reflect on experiences with high school students in learning environments to improve instruction and to assess appropriateness and effectiveness of models for classroom and behavior management.
- Integrate prior knowledge/experience and new learning through the use of effective written, verbal, critical thinking, and problem solving skills.
- Demonstrate skills, dispositions, and attitudes of professional and ethical behavior.

**For More Information, Contact:**

Dr. Deanna Reinard  
Education Department  
Chesapeake College

P.O. Box 8, Wye Mills, MD 21679  
410-822-5400, ext. 2313.

## **Program Requirements:**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- ENG 101+ - Composition 3 credits
- EDU 101+ - Foundations of Education 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- MAT - Mathematics (G.Ed.) 3 credits
- SOC SCI - Social/Behavioral Science (G.Ed.) 3 credits

### **Spring Semester I**

- EDU 210 - Introduction to Special Education 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- ENG 241+ - Grammar and Linguistics 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 3-4 credits
- PSC 150 - General Psychology 3 credits

### **Fall Semester II**

- HUM 110 - Integrated Arts 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 3-4 credits
- PSC 250+ - Human Growth and Development 3 credits
- PROG - Program Elective I 3 credits
- PROG - Program Elective II 3 credits

### **Spring Semester II**

- IDC 201+ - The Nature of Knowledge 3 credits
- PROG - Program Elective III 3 credits
- PROG - Program Elective IV 3 credits
- PSC 220+ - Educational Psychology 3 credits
- DIV - Diversity (G.Ed.) 3 credits

## **Minimum Required Credits: 61**

## **Additional Requirements:**

Students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam. (Alternatives: Appropriate SAT score, ACT composite score, or GRE composite score). Note: It is strongly recommended that Praxis be taken by completion of 30 credit hours in the program.

## **BIO/Natural Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## **Mathematics (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

## **Program Electives**

Elective I:               ENG 201+ or ENG 202+

Elective II:             ENG 205+ or ENG 206+

Elective III:            ENG 207+ or ENG 208+

Elective IV:            HIS 131, HIS 132, HIS 141, HIS 142

*(Select HIS courses that compliment the literature survey courses taken.)*

## **Social/Behavioral Science (G.Ed.) Elective [non-history]**

Can be satisfied by:

- ANT 142 - Cultural Anthropology 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- SOC 161 - Sociology 3 credits
- SOC 162 - Social Problems 3 credits

## **Note(s):**

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.



**Notice:** The *Introduction to Special Education* course required by Chesapeake College is a necessary requirement of the College's AAT degree, but is not sufficient to meet all of the special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

## Prerequisites/Corequisites

+ See course description for details.

# Secondary Education — Mathematics A.A.T. (307)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts in Teaching Degree

**Mission Statement:** The Chesapeake College Secondary Education — Mathematics A.A.T. Degree facilitates transfer to a Maryland four-year institution for students to complete a course of study to become a mathematics secondary education teacher. This program provides the first two years of a four-year bachelor's degree and teacher certification program in mathematics. To earn the A.A.T. degree, students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam.

**Program Description:** The Associate of Arts in Teaching degree program is designed for teacher education transfer students. The program is based on specific learning outcomes and is comprised of foundation-level pedagogical coursework, field experience, and general education which meet academic content, outcomes, and requirements of the first two years in a teacher education program in mathematics. The program provides students with seamless transfer into a teacher education program at any Maryland college or university. Students should acquaint themselves with the requirements of the major department at the receiving institution and consult with an academic advisor in planning an appropriate program. The College's transfer advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System. **Note:** Students must be calculus prepared to enter this program.

**Program Goals:** The Secondary Education — Mathematics A.A.T. Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Provide a core of professional course work, academic content, field experience, and general education appropriate for the first two years of secondary teacher preparation in mathematics.
- Prepare students to transfer to a mathematics secondary education program at a four-year institution in the State of Maryland.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Analyze mathematical models such as formulas, graphs, and tables and draw inferences.
- Communicate mathematical information conceptually, symbolically, visually, and numerically using appropriate terminology.
- Evaluate and interpret mathematical information, relationships, facts, concepts, and theories.
- Distinguish the social, physical, emotional, and cognitive states of development of children from infancy through adolescence.
- Interpret significant historical events, issues, research, trends, and emerging developments in education and the implications they have for practice, development, and change of curricula.
- Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of adolescents.
- Integrate systematic and effective observation, documentation, and assessment strategies in observing and working with high school students.

- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for student development and learning.
- Create meaningful, challenging, and developmentally appropriate learning experiences and environment for high school students that demonstrate a basic understanding of the concepts, inquiry tools, and content areas.
- Analyze and reflect on experiences with high school students in learning environments to improve instruction and to assess appropriateness and effectiveness of models for classroom and behavior management.
- Integrate prior knowledge/experience and new learning through the use of effective written, verbal, critical thinking, and problem solving skills.
- Demonstrate skills, dispositions, and attitudes of professional and ethical behavior.

**For More Information, Contact:**

Dr. Deanna Reinard  
 Education Department  
 Chesapeake College  
 P.O. Box 8, Wye Mills, MD 21679  
 410-822-5400, ext. 2313.

**Program Requirements:**

[Courses Appear in Recommended Sequence.]

**Fall Semester I**

- EDU 101+ - Foundations of Education 3 credits
- EDU 210 - Introduction to Special Education 3 credits
- ENG 101+ - Composition 3 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- HIS 141 - United States History I 3 credits

**Spring Semester I**

- SOC SCI - Social Science (G.Ed.) 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- MAT 110+ - Finite Mathematics 3 credits
- MAT 141+ - Calculus and Analytic Geometry II 4 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 4 credits

**Fall Semester II**

- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- MAT 204+ - Introduction to Statistics 3 credits
- MAT 241+ - Calculus III 4 credits
- CHM 121+ - General Chemistry I 4 credits **or**
- PHY 205+ - College Physics I 4 credits **or**
- PHY 215+ - Physics I 4 credits

**Spring Semester II**

- IDC 201+ - The Nature of Knowledge 3 credits
- CHM 122+ - General Chemistry II 4 credits **or**
- PHY 206+ - College Physics II 4 credits **or**
- PHY 216+ - Physics II 4 credits
- PSC 150 - General Psychology 3 credits
- PSC 220+ - Educational Psychology 3 credits

## **Minimum Required Credits: 60**

### **Program Tracks:**

Track One: PHY 215+ and PHY 216+ (8 credits) **or**

Track Two: PHY 205+ and PHY 206+ (8 credits) **or**

Track Three: CHM 121+ and CHM 122+ (8 credits)

### **Additional Requirements:**

Students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam. (Alternatives: Appropriate SAT score, ACT composite score, or GRE composite score). Note: It is strongly recommended that Praxis be taken by completion of 30 credit hours in the program.

### **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits

- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

### Note(s):

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.

**Notice:** The *Introduction to Special Education* course required by Chesapeake College is a necessary requirement of the College's AAT degree, but is not sufficient to meet all of the special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

### Prerequisites/Corequisites

+ See course description for details.

## Secondary Education — Physics A.A.T. (308)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts in Teaching Degree

**Program Mission:** The Chesapeake College Secondary Education — Physics A.A.T. Degree facilitates transfer to a Maryland four year institution for students to complete a course of study to become a secondary education physics teacher. This program provides the first two years of a four-year bachelor's degree and teacher certification program in physics. To earn the A.A.T. degree, students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam.

**Program Description:** The Associate of Arts in Teaching degree program is designed for teacher education transfer students. The program is based on specific learning outcomes and is comprised of foundation-level pedagogical coursework, field experience, and general education which meet academic content, outcomes, and requirements of the first two years in a teacher education program in physics. The program provides students with seamless transfer into a teacher education program at any Maryland college or university. Students should acquaint themselves with the requirements of the major department at the receiving institution and consult with an academic advisor in planning an appropriate program. The College's transfer advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System. **Note:** Students must be calculus prepared to enter this program.

**Program Goals:** The Secondary Education — Physics A.A.T. Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.

- Provide a core of professional course work, academic content, field experience, and general education appropriate for the first two years of secondary teacher preparation in physics.
- Prepare students to transfer to a mathematics secondary education program at a four-year institution in the State of Maryland.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply the essential principles and concepts of physics.
- Define, investigate, and analyze issues in physics and present findings that combine text and graphic illustrations in a meaningful format.
- Distinguish the social, physical, emotional, and cognitive states of development of children from infancy through adolescence.
- Interpret significant historical events, issues, research, trends, and emerging developments in education and the implications they have for practice, development, and change of curricula.
- Construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation using the major concepts, principles, theories, and research related to development of adolescents.
- Integrate systematic and effective observation, documentation, and assessment strategies in observing and working with children.
- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for student development and learning.
- Create meaningful, challenging, and developmentally appropriate learning experiences and environment for high school students that demonstrate a basic understanding of the concepts, inquiry tools, and content areas.
- Analyze and reflect on experiences with high school students in learning environments to improve instruction and to assess appropriateness and effectiveness of models for classroom and behavior management.
- Integrate prior knowledge/experience and new learning through the use of effective written, verbal, critical thinking, and problem solving skills.
- Demonstrate skills, dispositions, and attitudes of professional and ethical behavior.

**For More Information, Contact:**

Dr. Deanna Reinard  
 Education Department  
 Chesapeake College  
 P.O. Box 8, Wye Mills, MD 21679  
 410-822-5400, ext. 2313.

**Program Requirements:**

[Courses Appear in Recommended Sequence.]

**Fall Semester I**

- ENG 101+ - Composition 3 credits
- EDU 101+ - Foundations of Education 3 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- NAT SCI - Bio/Natural Science Elective (G.Ed.) 4 credits

**Spring Semester I**

- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- EDU 210 - Introduction to Special Education 3 credits
- ENG 102+ - Introduction to Literature 3 credits

- MAT 141+ - Calculus and Analytic Geometry II 4 credits
- SCI - Science Elective 4 credits

## Fall Semester II

- PHY 215+ - Physics I 4 credits
- PSC 150 - General Psychology 3 credits
- SCI - Science Elective 4 credits
- HIS 141 - United States History I 3 credits
- SOC SCI - Social Science (G.Ed.) 3 credits

## Spring Semester II

- IDC 201+ - The Nature of Knowledge 3 credits
- PHY 216+ - Physics II 4 credits
- PSC 220+ - Educational Psychology 3 credits
- ART/HUM - Arts & Humanities (G.Ed.) 3 credits

## Minimum Required Credits: 61

### Additional Requirements:

Students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam. (Alternatives: Appropriate SAT score, ACT composite score, or GRE composite score). **Note:** It is strongly recommended that Praxis be taken by completion of 30 credit hours in the program.

### Arts/Humanities (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### BIO/Natural Sciences (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits

- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

### **Social/Behavioral Science (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

### **Science Electives**

Can be satisfied by two of the following courses with different prefixes:

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- CHM 121+ - General Chemistry I 4 credits
- CHM 122+ - General Chemistry II 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 151 - Environmental Science 4 credits

### **Note(s):**

♦ Must be taken within the first 12 hours unless exempted by meeting established standards.

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense.

**Notice:** The *Introduction to Special Education* course required by Chesapeake College is a necessary requirement of the College's AAT degree, but is not sufficient to meet all of the special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four year institutions.

## Prerequisites/Corequisites

+ See course description for details.

# Spanish - A.A.T. (317)

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Arts in Teaching Degree

**Program Mission:** The Chesapeake College Secondary Education - Spanish A.A.T. Degree facilitates transfer to a Maryland four-year institution for students to complete a course of study to become a Spanish secondary education teacher. This program provides the first two years of a four-year bachelor's degree and teacher certification program in Spanish. Students must meet all program requirements, including course content and outcomes; earn a grade of "C" or better in all courses; earn a cumulative grade point average of 2.75; complete a professional ePortfolio; and receive passing scores on the Praxis Core Exam.

The Associate of Arts in Teaching degree program is designed for teacher education transfer students. The program is based on specific learning outcomes and is comprised of foundation-level pedagogical coursework, field experience, and general education which meet academic content, outcomes, and requirements of the first two years in a teacher education program. The program provides students with seamless transfer into a teacher education program at any Maryland college or university. Students should acquaint themselves with the requirements of the major department at the receiving institution and consult with an academic advisor in planning an appropriate program. The College's transfer advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System. Students should consult with the college's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Provide a core of professional course work, academic content, field experience, and general education appropriate for the first two years of secondary teacher preparation in Spanish.
- Prepare students to transfer to a Spanish secondary education.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Perform a range of interpersonal and presentational writing tasks in a manner largely comprehensible to natives or near-natives not used to the writing of non-natives, even if the text contains errors.
- Speak Spanish at a level comprehensible to a native or near-native speaker who is not used to dealing with non-native speakers despite errors and pauses.



- Understand and interpret a range of authentic and pedagogically prepared texts for which they have been prepared through prereading activities.
- Understand and interpret native or near-native speakers of Spanish in uncomplicated and controlled contexts for which they have been prepared through pre-listening activities.
- Demonstrate a basic knowledge of culture and cultural values as these relate to Spanish-speaking societies, and should be able to appreciate and convey cultural differences as they might manifest themselves within Spanish-speaking societies.
- Know, understand, and use the major concepts, principles, theories, and research related to development of adolescents to construct learning opportunities that support individual student development, acquisition of knowledge, and motivation.
- Know, understand, and use the central concepts, tools of inquiry, structures of content for students across the secondary grades and can create meaningful learning experiences that develop students' competence in subject matter for various developmental levels.
- Know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate adolescent students, build understanding, and encourage the application of knowledge, skills, tools and ideas to real world issues.
- Understand how adolescents differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
- Understand and use a variety of teaching strategies that encourage secondary student development of critical thinking, problem solving, and performance skills.
- Apply knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- Understand and apply practices and behaviors that are characteristics of developing career teachers.
- Be aware of and reflect on their practices in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.
- Know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

**For More Information, Contact:**

Dr. Deanna Reinard  
 Education Department  
 Chesapeake College  
 P.O. Box 8, Wye Mills, MD 21679  
 410-822-5400, ext. 2313.

**Program Requirements**

[Courses Appear in Recommended Sequence.]

**Fall Semester I**

- ENG 101+ - Composition 3 credits
- EDU 101+ - Foundations of Education 3 credits
- MAT - Mathematics (G.Ed.) 3 credits

- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- SPA 121 - Elementary Spanish I 3 credits

### **Spring Semester I**

- NAT SCI - BIO/Natural Sciences (G.Ed.) 4 credits
- ENG 241+ - Grammar and Linguistics 3 credits
- PSC 150 - General Psychology 3 credits
- EDU 210 - Introduction to Special Education 3 credits
- SPA 122+ - Elementary Spanish II 3 credits

### **Fall Semester II**

- PSC 250+ - Human Growth and Development 3 credits
- SPA 201+ - Intermediate Spanish I 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 4 credits
- HIS 141 - United States History I 3 credits or
- HIS 142 - United States History II 3 credits
- EDU 218+ - Literacy in the Content Areas: Part I 3 credits

### **Spring Semester II**

- PSC 220+ - Educational Psychology 3 credits
- SOC SCI - Social/Behavioral Science (G.Ed.) 3 credits
- IDC 201+ - The Nature of Knowledge 3 credits
- SPA 202+ - Intermediate Spanish II 3 credits
- HUM 110 - Integrated Arts 3 credits

### **Minimum Required Credits: 62**

#### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## Mathematics (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

## Social/Behavioral Science Electives

- ANT 142 - Cultural Anthropology 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 132 - World Civilization II 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- POL 180 - U.S. Federal Government 3 credits
- PSC 150 - General Psychology 3 credits
- SOC 161 - Sociology 3 credits
- SOC 162 - Social Problems 3 credits
- SOS 170 - Introduction to Social Studies 3 credits

## Prerequisites/Corequisites

+ See course description for details.

# Surgical Technology A.A.S. (511)

### Program Mission:

The Surgical Technology Program at Chesapeake College prepares students to be an integral part of the surgical team in the operating room. Students will function safely, effectively and efficiently in the Surgical Technologist role. Students will sit for the certifying examination offered by the National Board of Surgical Technologists and Surgical Assistants (NBSTSA) to become Certified Surgical Technologists (CST).

### Program Description:

Surgical Technology Program students are educated through classroom instruction, extensive laboratory and simulation activities and clinical field work specifically to assist in surgical procedures. Students will learn surgical techniques and essential skills needed in the surgical environment. Students will also learn the preparation, care and use of operating room equipment, technology and surgical instrumentation. Through the development of a surgical conscience, students will learn to provide the surgical patient with the highest level of care.

**Program Goals:** The Surgical Technology program will:

1. Prepare graduates for the CST examination.
2. Prepare graduates for employment as an entry level CST, inspiring participation in professional associations and continuing education.
3. Provide a connection between clinical communities and the College to promote excellence in surgical technology.
4. Clarify and promote the role of the Certified Surgical Technologist as a valuable member of the health care community.

**Student Learning Outcomes:** Upon successful completion of the program, students will be able to:

1. Develop a strong surgical conscience that puts the safety and well-being of the surgical patient first.
2. Apply understanding of human physiology, surgical anatomy and medical terminology in all aspects of patient care.
3. Combine knowledge from general education and surgical science with critical thinking and communication skills to problem-solve while functioning as a Certified Surgical Technologist.
4. Demonstrate progressive responsibility, self-discipline and teamwork in the surgical environment while providing the highest quality of patient care.

**Admissions Requirements:**

1. Be at least 18 years of age prior to scheduled clinical rotations
2. High school graduate or equivalent
3. Apply for admission to Chesapeake College
4. Submit original transcripts from all institutions previously attended
5. Complete pre-admission courses as listed below- BIO courses that are more than 10 years old will be considered on a case-by-case basis.
6. Grade point average of 2.0 for each BIO course is required

**Admission Procedures:**

Submitted applications that are incomplete will not be considered.

1. Request Surgical Technology Program application and information packet.
2. Submit the following to the program director by April 15th of the year you wish to enter the program:
  - Completed packet
  - A letter of intent
  - Two letters of recommendation (employer, instructor, etc.) addressed to the program director. Letters from family members will not be accepted.
  - Transcripts, both internal and external
3. You will be contacted by the program director to schedule an interview with the Surgical Technology Admissions Committee.
4. Admission is competitive. Meeting program requirements does not guarantee admission. Students are selected based on the following:
  - GPA
  - Interview score
  - County of residence
5. After admission, students will be required to have a criminal background check, drug screening, and health screening including vaccine titers completed by a physician.
6. Students will be required to have proof of American Heart Association BLS CPR for Healthcare Providers prior to entrance into clinical facilities.
7. It is strongly encouraged, but not required, for students to carry medical insurance. Students who are not insured will be required to sign a liability waiver.

**Contact Person:**

Ms. Karen Jones, CST, Program Director  
Health Professions & Athletics Center, Room 203G  
410-822-5400, ext. 2712  
kjones@chesapeake.edu

### **Pre-Admission Fall Semester I**

- ENG 101+ - Composition 3 credits
- MAT 107+ - Foundations of Mathematics 3 credits
- BIO 103+ - Preparatory Biology for Healthcare Students 1 Credit
- BIO 211+ - Anatomy and Physiology I 4 credits
- MED 106 - Medical Terminology 1 credit
- PSC 150 - General Psychology 3 credits

### **Pre-Admission Spring Semester I**

- BIO 212+ - Anatomy and Physiology II 4 credits
- SOC 161 - Sociology 3 credits
- BIO 202+ - Microbiology 4 credits
- ART/HUM - Arts/Humanities (G.Ed.) 3 credits

### **Summer Semester I**

- SGT 125+ - Introduction to Healthcare and Surgical Services 3 credits
- SGT 126+ - Surgical Techniques 3 credits
- SGT 128+ - Surgical Specialties I 4 credits

### **Fall Semester II**

- SGT 127+ - Surgical Pharmacology 2 credits
- SGT 129+ - Surgical Practicum I 5 credits
- SGT 228+ - Surgical Specialties II 4 credits

### **Winterim**

- SGT 225+ - Surgical Practicum II 1 credit

### **Spring Semester II**

- SGT 226+ - Surgical Techniques II 3 credits
- SGT 229+ - Surgical Practicum III 5 credits
- SGT 231+ - Strategies for Professional Advancement 2 Credits

## MINIMUM REQUIRED CREDITS: 60

### Arts/Humanities (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### Prerequisites/Corequisites

+ See course description for details.

## Teacher Aide Certificate (345)

**Award:** Certificate

**Program Mission:** The Chesapeake College Teacher Aide Certificate offers comprehensive instruction and training for individuals who assist classroom teachers. The certificate is designed so that students who successfully complete the program are eligible to continue in an Associate of Arts in Teaching degree program.

**Program Description:** The Teacher Aide Certificate program provides students with the knowledge and skills to work effectively with children under the supervision of the classroom teacher. Students in the program must earn a "C" grade or better in all required courses. The Teacher Aide Certificate option is designed to allow students to enter the workforce as teacher aides or to continue their education in the Associate of Arts in Teaching Degree program. This program meets the Maryland State Department of Education's qualifying criteria for a teacher's aide / paraprofessional.

**Program Goals:** The Teacher Aide Certificate program will:

- Provide students with knowledge and skills to work effectively with children under the supervision of the classroom teacher.
- Prepare students for entry-level employment as teacher aide/paraprofessionals or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program students will be able to:

- Describe and apply basic theories and principles of child development and learning.
- Apply developmentally appropriate approaches to enhance the learning and development of children.
- Use systematic and effective observation, documentation, and assessment strategies in observing and working with children.
- Be reflective practitioners.

### Gainful Employment Information

- Gainful Employment Information

**For More Information, Contact:**

Dr. Deanna Reinard  
Education Department  
Chesapeake College  
P.O. Box 8, Wye Mills, MD 21679  
410-822-5400, ext. 2313.

**For additional educational opportunities related to this field, see the College's Associate of Applied Sciences Degree program in Early Childhood Development and the Associate of Arts in Teaching degree in Elementary Education or Early Childhood Education.**

**Program Requirements:**

[Courses Appear in Recommended Sequence.]

**Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- EDU 101+ - Foundations of Education 3 credits
- PSC 150 - General Psychology 3 credits

**Spring Semester I**

- ENG 102+ - Introduction to Literature 3 credits
- PROG Program Elective 3 credits
- PSC 250+ - Human Growth and Development 3 credits
- CST 125 - Microsoft Office Applications 3 credits

**Fall Semester II**

- MAT 107+ - Foundations of Mathematics 3 credits
- EDU 210 - Introduction to Special Education 3 credits
- EDU 214+ - Processes and Acquisition of Reading 3 credits
- NAT SCI - Bio/Natural Science Elective (G.Ed.) 3-4 credits

**Spring Semester II**

- PSC 220+ - Educational Psychology 3 credits
- IDC 201+ - The Nature of Knowledge 3 credits
- MAT 108+ - Foundations of Mathematics II 3 credits
- SOC SCI - Social/Behavioral Science (G.Ed.) 3 credits

**Minimum Required Credits: 49**

**BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

### **Program Electives**

Can be satisfied by:

- ECD 101 - Introduction to Early Childhood Education 3 credits
- ECD 160 - Child Development and Behavior 3 credits

### **Social Science Electives**

Can be satisfied by any of the following courses:

- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- SOS 170 - Introduction to Social Studies 3 credits

### **Note(s):**

Field work, clinical placements, and certification/licensure may involve drug testing and/or background checks performed at the student's expense. Inability to adhere to or pass such measures may result in removal from the program.

♦ Must be taken within the first 12 hours unless exempted by meeting established standards.

### **Prerequisites/Corequisites**

+ See course description for details.

## **Technical/Professional Studies A.A.S. Degree (400)**

**This program of study meets all the General Education Requirements at Chesapeake College.**

**Award:** Associate of Applied Science Degree



**Program Mission:** The Chesapeake College Technical/Professional Studies Degree provides students interested in multiple disciplines the means to construct a customized program of study.

**Program Description:** The Technical/Professional Studies degree program is designed to enable students interested in careers that require a variety of competencies to construct, with the assistance of an advisor, a customized program of study that will meet their specific career goals. Core technical/professional courses are selected from *at least two disciplines* that will provide competence in the declared areas of study. *Core requirements must be selected with the assistance of an advisor.* Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Technical/Professional Studies Degree program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Prepare students with the necessary skills to apply knowledge from different fields of study.
- Prepare students for successful careers or further study in their chosen career field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Develop the skills, strategies and documents to participate in an effective job interview.
- Use academic training to demonstrate appropriate work-based skills, behaviors and attitudes.

**For more information, contact:**

Jason Mullen

Director of Skilled Trades Programs

410-827-5930

**Chesapeake College cooperates with the University of Maryland's Institute of Applied Agriculture to offer a joint-degree in applied agriculture. For more information, contact Chesapeake College's Transfer Advisor.**

#### **CAREER & TECHNOLOGY TEACHERS - EARN YOUR ASSOCIATE'S DEGREE:**

MSDE Certificated Career and Technology Teachers who wish to earn an Associate of Applied Science in Technical and Professional Studies can earn up to 16 credits based on their industry and teaching certifications. This AAS degree articulates to Wilmington University's Bachelor's in Organizational Management. For more information, contact Deborah Urry, Executive Director of the Eastern Shore Higher Education Center at [durry@chesapeake.edu](mailto:durry@chesapeake.edu).

## **Program Requirements**

[Courses Appear in Recommended Sequence.]

### **Fall Semester I**

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- NAT SCI - Bio/Natural Sciences (G.Ed.) 4 credits
- MAT - Mathematics (G.Ed.) 3-5 credits

- SOC SCI - Social/Behavioral Sciences (G.Ed.) 3 credits

### **Spring Semester I**

- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- CORE - Core Electives 6 credits
- CPL 105 - Career Planning and Preparation 1 credit
- SOC SCI - Social Science (G.Ed.) 3 credits

### **Fall Semester II**

- CORE - Core Electives 12 credits
- PED 103 - Wellness for Life 3 credits

### **Spring Semester II**

- CORE - Core Electives 12 credits
- CPL 280+ - Cooperative Work Experience 3 credits

### **Minimum Required Credits: 60**

#### **Arts/Humanities (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

#### **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits

- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## Core Electives

Core electives *must* represent at least two different disciplines and *must* be selected in consultation with an academic advisor.

## Mathematics (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

## Social/Behavioral Science (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

## Note(s):

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

## Prerequisites/Corequisites

+ See course description for details.

# Theatre and Performance Studies Certificate (220)

**AWARD:** Certificate

**PROGRAM MISSION:** The Chesapeake College Theatre and Performance Studies Certificate program is designed for students who seek a career in the performing arts or who wish to transfer to a four-year institution.

**PROGRAM DESCRIPTION:** The Theatre and Performance Studies Certificate is designed for students who would like to pursue a career in the performing arts as a technician, performer, writer, researcher, entrepreneur, or arts manager. Students should consult with an academic advisor in planning an appropriate program.

**PROGRAM GOALS:** The Theatre and Performance Studies Certificate program will:

- Facilitate proficiency in content knowledge and skills for technical theatre and theatre performance
- Provide students with a broad understanding of performance theory, theatre history, and dramatic literature.
- Prepare students to transfer to a four-year institution pursuing a degree in theatre.

**STUDENT LEARNING OUTCOMES:** Upon successful completion of this program, students will be able to:

- Read, analyze, and write about performance effectively.
- Demonstrate basic performance skills in scripted classical and contemporary dramatic literature as well as improvisation and devised performance.
- Demonstrate basic theatre production skills in stage management, lighting, costuming, set construction, and properties construction.
- Communicate a broad, interdisciplinary understanding of performance theory, theatre history, and dramatic literature.
- Communicate a comprehensive understanding of professional theatre practices, techniques, and professional roles.

## Gainful Employment Information

- Gainful Employment Information

**CONTACT PERSON:** Dr. Robert Thompson

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I:

- THE 173 - Theatre Workshop 1 credit
- THE 271 - Introduction to Acting 3 credits

### Spring Semester I:

- THE - Theatre Elective 3 credits

### Fall Semester II:

- THE 175 - Introduction to Theatre Production 3 credits
- THE 250 - Western Culture and Performance 3 credits

## Spring Semester II:

- THE - Theatre Elective 3 credits

## MINIMUM REQUIRED CREDITS: 16

### Note(s):

♦ Must be taken within the first 12 hours unless exempted by meeting established standards.

### Theatre Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- THE 110 - Design for Themed Entertainment 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 275 - Acting and Improvisation 3 credits
- THE 279 - World Culture and Performance 3 credits
- THE 210 - Play and Tourism 3 credits

## Transfer Studies Advanced Certificate (250)

**Award:** Certificate

**Program Mission:** The Chesapeake College Transfer Studies Advanced Certificate provides a flexible curriculum in the liberal arts and sciences for students who intend to transfer to a four-year institution prior to completing a degree at Chesapeake College. The program is equivalent to one full-time year of college and is appropriate for dual enrollment students and students undecided about a major. The credits earned in this advanced certificate may also be applied to other Chesapeake College certificate and degree requirements.

**Program Description:** The Transfer Studies Certificate is designed for students who intend to transfer to a four-year college or university. The flexible program combines core general education requirements and elective credit to create a certificate program that can be built upon at a four-year college or university. Students should acquaint themselves with the requirements of the major department at the institution to which transfer is contemplated and consult with the Chesapeake College Transfer Advisor in planning an appropriate program of study. The Transfer Advisor can also provide additional information regarding the transfer requirements of institutions within the University of Maryland System.

**Program Goals:** The Transfer Studies Advanced Certificate program will:

- Facilitate proficiency in content knowledge and skills for the College's general education core requirements.
- Offer elective credits that enable students to create a certificate program.
- Prepare students for transfer to a four-year institution.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Apply the fundamental principles for effective and appropriate communication, including reading, writing, speaking, and listening.
- Analyze the arts and humanities in historical and cultural context.
- Apply critical and analytical thinking skills in problem-solving.

**Contact Person:** Mrs. Joan Seitzer

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 101+ - Composition 3 credits
- MAT - Mathematics (G.Ed.) 3-5 credits
- PROG - Program Elective 3 credits
- SOC SCI - Social Science (G.Ed.) 3 credits

### Spring Semester I

- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.) 3-4 credits
- SOC SCI - Social Science (G.Ed.) 3 credits
- PROG - Program Electives 4 credits

## Minimum Required Credits: 29

### Arts/Humanities (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### BIO/Natural Sciences (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits

- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## Diversity (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## Mathematics (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

## Program Electives

Can be satisfied by any credit course. Students should consult with an advisor in selecting elective courses.

**Note:** ENG 102+, Introduction to Literature is recommended as an elective. Students should check with the Transfer Advisor for information on schools for which this course would not be appropriate.

## Social/Behavioral Science (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

### Note(s):

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

### Prerequisites/Corequisites

+ See course description for details.

## Transfer Studies Basic Certificate (150)

**Award:** Certificate

**Program Mission:** The Chesapeake College Transfer Studies Basic Certificate provides a flexible curriculum in the liberal arts and sciences for students who intend to transfer to a four-year institution prior to completing a degree at Chesapeake College. The program is equivalent to one full-time semester of college and is appropriate for dual enrollment students and students undecided about a major. The credits earned in this basic certificate may also be applied to other Chesapeake College certificate and degree requirements.

**Program Description:** The Transfer Studies Basic Certificate is designed for students who intend to transfer to a four-year college or university. The flexible program combines core general education requirements and elective credit to create a basic certificate that can be completed in one semester or built upon either at Chesapeake College through the 30-credit Advanced Certificate or in transfer at a four-year institution. Students should acquaint themselves with the requirements of the major department at the college or university to which transfer is contemplated and consult with the Chesapeake College Transfer Advisor in planning an appropriate program of study. The Transfer Advisor can also provide additional information regarding the transfer requirements of institutions within the University of Maryland system.

**Program Goals:** The Transfer Studies Basic Certificate program will:

- Facilitate proficiency in content knowledge and skills for some of the College's general education core requirements.
- Offer elective credits that enable students to create a basic certificate program.
- Prepare students for transfer to a four-year institution.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:



- Apply the fundamental principles for effective and appropriate communication, including reading, writing, speaking, and listening.
- Analyze the arts and humanities in historical and cultural context.
- Prepare students to progress to the Transfer Studies Advanced Certificate.

**Contact Person:** Mrs. Joan Seitzer

## Program Requirements

[Courses Appear in Recommended Sequence.]

### Fall Semester I

- FSC 101♦ - Freshman Seminar Course 1 credit
- ENG 101+ - Composition 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits

### Spring Semester I

- ART/HUM - Arts & Humanities (G.Ed.) 3 credits
- PROG - Program Elective 3 credits
- SOC SCI - Social Science (G.Ed.) 3 credits

## Minimum Required Credits: 16

### Program Electives

Can be satisfied by any credit course. Students should consult with an advisor in selecting elective courses.

**Note:** ENG 102+, Introduction to Literature **or** a Mathematics general education (G.Ed.) elective, **or** a BIO/Natural Science general education (G.Ed.) elective is recommended as meeting the program elective requirement. Students should check with the Transfer Advisor for information on schools for which these courses might not be appropriate.

### Arts/Humanities (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

## **BIO/Natural Sciences (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## **Diversity (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## **Mathematics (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits

- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

## Social/Behavioral Science (G.Ed.) Electives

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
  - CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
  - ECN 171 - Principles of Macroeconomics 3 credits
  - ECN 172+ - Principles of Microeconomics 3 credits
  - HIS 131 - World Civilization I 3 credits
  - HIS 132 - World Civilization II 3 credits
  - HIS 141 - United States History I 3 credits
  - HIS 142 - United States History II 3 credits
  - PSC 150 - General Psychology 3 credits
  - POL 180 - U.S. Federal Government 3 credits
  - SOC 161 - Sociology 3 credits
  - SOC 162 - Social Problems 3 credits
- Note:** If 6 credits are required, courses must be selected from two different disciplines.

### Note(s):

◆ Must be taken within the first 12 hours unless exempted by meeting established standards.

### Prerequisites/Corequisites

+ See course description for details.

## Welding/Fabrication - MIG & TIG Certificate (777)

**Award:** Certificate

**Program Mission:** The Chesapeake College Welding Advanced Certificate is designed to prepare students for immediate employment as a certified welder, welding technician, or intermediate welder. Completing this program will prepare students to pass most of the AWS certification exams. Chesapeake College is an Educational Institution Member of the American Welding Society.

**Program Description:** The MIG & TIG Welder/Fabricator Certificate provides students with specialized instruction in GMAW, GTAW, and metal fabrication. Students are also given opportunities to develop proficiency with shielded metal arc welding (SMAW), flux-cored arc welding (FCAW), thermal and mechanical cutting processes. This certificate is designed for students interested in career pathways involving structural and decorative metal fabrication in shop-settings using carbon steel, stainless steel, and aluminum. Completing this program will prepare students to pass various American Welding Society (AWS) performance qualification tests. Safety and professionalism are stressed throughout the program. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Advanced Welding Certificate program will:

- Promote technical competencies related to MIG and TIG welding/fabrication, as well as general occupational knowledge.
- Employ and promote safety standards and professionalism in the workplace.
- Prepare students for employment in the welding profession or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Demonstrate proper inspection, setup, and operation of equipment used for each welding and thermal cutting process used.
- Explain physical characteristics, mechanical properties, composition, and classification of common ferrous and nonferrous metals.
- Perform cutting operations using oxyfuel gas cutting (OFC) and plasma arc cutting (PAC).
- Demonstrate proficiency in GMAW, GTAW, SMAW, and FCAW processes.
- Operate GMAW and GTAW equipment to make fillet, groove, and pipe welds in all positions on carbon steel, stainless steel, and/or aluminum.
- Utilize practical math applications in arithmetic, trigonometry, and geometry during fabrication processes.
- Interpret welding symbols and detail drawings to produce fabricated assemblies.
- Utilize effective writing and speaking skills to communicate successfully in work situations.

**Contact Person:**

Christian Benefiel

## Fall I

- CPL 105 - Career Planning and Preparation 1 credit
- WEL 108 - Fundamentals of Welding 3 credits
- WEL 109+ - Structural Welding and Cutting Processes 3 credits
- WEL 152+ - Metal Fabrication I 3 credits

## Spring I

- ENG 100 - Communicating on the Job 3 credits
- WEL 201+ - Intermediate MIG & TIG Welding 3 credits
- WEL 211+ - Advanced MIG & TIG Welding 3 credits
- WEL 252+ - Metal Fabrication II 3 credits

**Minimum Required Credits: 22**

# Welding/Fabrication - Stick & Flux-cored - Certificate (778)

**Award:** Certificate

**Program Mission:** The Chesapeake College Stick & Flux-cored Welder/Fabricator Certificate is designed to prepare students for immediate employment as a certified welder, welding technician, or intermediate welder. Completing this program will prepare students to pass most of the AWS certification exams. Chesapeake College is an Educational Institution Member of the American Welding Society.

**Program Description:** The Stick & Flux-cored Welder/Fabricator Certificate provides students with specialized instruction in SMAW, FCAW, and metal fabrication. Students are also given opportunities to develop proficiency with gas metal arc welding (GMAW), gas tungsten arc welding (GTAW), thermal and mechanical cutting processes. This certificate is designed for students interested in pursuing career pathways in construction of steel structures, shipbuilding, pipeline/utilities construction, industrial fabrication and repair. Completing this program will prepare students to pass various American Welding Society (AWS) performance qualification tests. Safety and professionalism are stressed throughout the program. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The Stick & Flux-cored Welder/Fabricator Certificate program will:

- Promote technical competencies related to stick and flux-cored welding/fabrication, as well as general occupational knowledge.
- Employ and promote safety standards and professionalism in the workplace.
- Prepare students for employment in the welding profession or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of this program, students will be able to:

- Demonstrate proper inspection, setup, and operation of equipment used for each welding and thermal cutting process used.
- Explain physical characteristics, mechanical properties, composition, and classification of common ferrous and nonferrous metals.
- Perform cutting operations using oxyfuel gas cutting(OFC) and plasma arc cutting (PAC).
- Demonstrate proficiency in SMAW, FCAW, GMAW, and GTAW processes.
- Operate SMAW and FCAW equipment to make fillet, groove, and pipe welds in all positions on carbon steel, stainless steel, and/or aluminum.
- Utilize practical math applications in arithmetic, trigonometry, and geometry during fabrication processes.
- Interpret welding symbols and detail drawings to produce fabricated assemblies.
- Utilize effective writing and speaking skills to communicate successfully in work situations.

**Contact Person:**

Christian Benefiel

## Fall I

- CPL 105 - Career Planning and Preparation 1 credit
- WEL 108 - Fundamentals of Welding 3 credits
- WEL 109+ - Structural Welding and Cutting Processes 3 credits
- WEL 152+ - Metal Fabrication I 3 credits

## Spring I

- ENG 100 - Communicating on the Job 3 credits
- WEL 221+ - Intermediate Stick & Flux-cored Welding 3 credits
- WEL 231+ - Advanced Stick & Flux-cored Welding 3 credits
- WEL 252+ - Metal Fabrication II 3 credits

**Minimum Required Credits: 22**

## **Welding/Metal Fabrication Technologies Certificate (779)**

**Award:** Certificate

**Program Mission:** The Chesapeake College Welding/Metal Fabrication Certificate is designed to prepare students for immediate employment as welders and Fabricators in a variety of industries, including industry certifications in welding, machining and CNC/automated processes.

**Program Description:** Certificate provides students with specialized instruction in GMAW, GTAW, SMAW, and FCAW processes, metal fabrication, machining and CNC technologies. Students also develop proficiency with thermal and mechanical cutting processes. This certificate is ideal for students interested in career pathways involving metal fabrication in both shop and field settings using carbon steel, stainless steel, and aluminum. Completing this program will prepare students to pass various American Welding Society (AWS) performance qualification tests. Safety and professionalism are stressed throughout the program. Students should consult with the College's Admissions Office or an academic advisor in planning an appropriate program.

**Program Goals:** The (Welding/Metal Fabrication Technologies Certificate) program will:

- Promote technical competencies related to welding/ Metal fabrication, as well as general occupational knowledge.
- Employ and promote safety standards and professionalism in the workplace.
- Prepare students for employment in the welding profession or for further study in the field.

**Student Learning Outcomes:** Upon successful completion of the program, students will be able to:

- Demonstrate proper inspection, setup, and operation of equipment used for each welding and thermal cutting process used.
- Explain physical characteristics, mechanical properties, composition, and classification of common ferrous and nonferrous metals.
- Perform cutting operations using oxyfuel gas cutting(OFC) and plasma arc cutting (PAC).
- Demonstrate proficiency in GMAW, GTAW, SMAW, and FCAW processes.
- Operate GMAW and GTAW equipment to make fillet, groove, and pipe welds in all positions on carbon steel, stainless steel, and/or aluminum.
- Utilize practical math applications in arithmetic, trigonometry, and geometry during fabrication processes.
- Operate basic 2 axis CNC cutting Tools.
- Interpret welding symbols and detail drawings to produce fabricated assemblies.
- Utilize effective writing and speaking skills to communicate successfully in work situations.

**Contact Person:** Christian Benefiel

### **Semester I**

- WEL 108 - Fundamentals of Welding 3 credits
- WEL 152+ - Metal Fabrication I 3 credits
- CPL 105 - Career Planning and Preparation 1 credit
- ENG 100 - Communicating on the Job 3 credits  
*May substitute ENG 101 for qualified students.*

### **Semester II - III**

Choose **12 credits** from the following options with the help of your advisor. WEL 152 may also be taken in the second semester.

- WEL 109+ - Structural Welding and Cutting Processes 3 credits
- WEL 201+ - Intermediate MIG & TIG Welding 3 credits
- WEL 211+ - Advanced MIG & TIG Welding 3 credits
- WEL 215+ - Marine Welding Processes 3 credits
- WEL 221+ - Intermediate Stick & Flux-cored Welding 3 credits
- WEL 225+ - Pipe Welding 3 credits
- WEL 231+ - Advanced Stick & Flux-cored Welding 3 credits
- WEL 252+ - Metal Fabrication II 3 credits
- WEL 273 - Internship in Welding 3 credits

**Minimum Required Credits: 22**

# General Education Program

## General Education Program and Institutional Student Learning Outcomes

### Purpose Statement

Chesapeake College's vision is to prepare students as independent learners who are intellectually competent, technologically proficient, and who share the responsibilities and privileges of global citizenship. The General Education Program requirements represent a core curriculum for all associate degree-seeking students.

### Program Description

The General Education Program is a collection of core courses where faculty teach and assess the institutional student learning outcomes. While the number of required credits varies among degree programs, students choose courses from each of the designated areas of the General Education distribution list to meet the requirements of their program of study.

### Program Goals

The General Education Program will provide students with:

- the awareness of the challenges of a modern, technological society;
- the skills to express themselves clearly and creatively;
- the ability to interpret and analyze information, to solve problems, and to compute mathematically;
- knowledge of the nature, value, and diversity of cultures.

### Student Learning Outcomes

Upon successful completion of the General Education core courses, students will be able to:

**\*1. Communicate effectively both orally and in writing.**

Definition: Communicating in oral and written English is the process of competently and effectively participating in the exchange of ideas, which includes comprehending, articulating, and formulating a logical argument.

A course that addresses this outcome might require a student to participate actively in the exchange of ideas, apply an awareness of social dynamics, consider audience, or develop expression that is clear, convincing, and logical.

**\*2. Solve problems using critical analysis and reasoning.**

Definition: Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information from multiple perspectives.

A course that addresses this outcome might require a student to analyze, solve problems, construct a logical argument, apply scholarly and scientific methods, and accurately employ terminology and information. Particular critical thinking skills can vary from discipline to discipline.



**\*3. Demonstrate technological competency.**

Definition: Technological competency is the set of skills necessary to apply, assess, and utilize technology.

A course that addresses this outcome might require a student to examine social implications, evolution, and laws that govern responsible use of technology, and apply tools to generate, retrieve, evaluate, and synthesize information within and across disciplines.

**\*4. Apply information literacy skills to locate, evaluate, and use information effectively.**

Definition: Information literacy is the set of skills needed to find, retrieve, analyze, and use information (American Library Association).

A course that addresses this outcome might require a student to identify a variety of sources and formats for information, evaluate the reliability and validity of information and sources, and use information legally and ethically.

**5. Apply scientific and quantitative reasoning skills effectively.**

Definition: Quantitative literacy is the use of numerical, geometric, and measurement concepts, mathematical skills, and the principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions within the context of various disciplines and daily life.

A course that addresses this outcome might require a student to use abstract symbols such as mathematical formulas, numerical methods, graphs, tables, charts and schematics to organize, analyze, and interpret data and numerical concepts.

Definition: Scientific literacy is built on the interaction of evidence and logical reasoning, the importance of careful observation, the role of observations in supporting a line of reasoning, and the value of reasoning in suggesting new observations (American Association for the Advancement of Science).

A course that addresses this outcome might require a student to generate an empirically evidenced and logical argument; distinguish a scientific argument from a nonscientific argument; reason by deduction, induction, and analogy; distinguish between causal and correlational relationships; and recognize methods of inquiry that lead to scientific knowledge.

**6. Evaluate diverse forms of expression and perspectives.**

Definition: Acquiring the skills and knowledge necessary to develop critical understanding of personal and social characteristics that differentiate individuals, their cultures, social structures, and artistic expression is essential to the evaluation of diverse forms of expression and perspectives.

A course that addresses this outcome might require a student to examine how political, economic, historic, artistic, psychological and social forces shape individual behaviors and social structures. Students might also analyze the social, physical and cultural forces that shape a society. Insights into diverse perspective in the arts and social sciences will provide understanding of how globalization is causing change, human opportunity, and conflict.

**7. Apply values and ethical frameworks to complex problems.**

Definition: To apply values and ethical frameworks necessitates an ability to identify, comprehend, and examine ethical problems and dilemmas and their ramifications in a systematic, thorough, and responsible way.

A course that addresses this outcome might require a student to reflect on academic integrity case studies, work samples illustrating application of ethical principles, activities in creative inquiry or service learning groups, and historical, contemporary, and social perspectives related to and across disciplines.

\* Institutional Outcomes Across the Entire Campus

## Limited Distribution Core Requirements

Category	AA / AS / AAT Degree	AAS Degree
Arts and Humanities	6 Credits - COM 101 Plus 3 credits	3 Credits - One Course
English Composition	3 Credits - ENG 101	3 Credits - ENG 101
Social/Behavioral Sciences	6 Credits - Two Courses	3 Credits - One Course
Mathematics	3-5 Credits - One Course	3-5 Credits - One Course
BIO/Natural Sciences	7-8 Credits - At Least One Lab Science	3-4 Credits - One Course
Diversity	3 Credits - One Course	0 Credits*
Interdisciplinary/Emerging Issues	3 Credits - One Course	0 Credits*
<b>Minimum Required Credits:</b>	<b>28 Credits</b>	<b>18 Credits*</b>

\*NOTE: In addition to the courses specified above in a particular General Education category, any *Limited Distribution Core* course may be used in meeting the minimum required credits for the AAS Degree. See individual program requirements for details.

### Arts and Humanities Category

Eligible courses include:

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Culture and Performance 3 credits
- THE 271 - Introduction to Acting 3 credits

### BIO/Natural Sciences Category

Eligible courses include:

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits
- BIO 113+ - Principles of Biology II 4 credits
- BIO 125+ - Contemporary Themes in Biological Sciences 3 credits
- CHM 121+ - General Chemistry I 4 credits
- PHY 205+ - College Physics I 4 credits

- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

## **Diversity (G.Ed.) Electives**

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ANT 142 - Cultural Anthropology 3 credits
- BUS 240 - International Business 3 credits
- COM 140 - Intercultural Communications 3 credits
- ENG 183 - African-American Literature in America 3 credits
- ENG 205+ - World Literature I 3 credits
- ENG 206+ - World Literature II 3 credits
- GCIS 101 - Introduction to Global and Intercultural Studies 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 115 - African-American History 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- HIS 132 - World Civilization II 3 credits
- MUS 201 - World Music 3 credits
- POL 185 - African-American Politics in the United States 3 credits
- THE 279 - World Culture and Performance 3 credits

*NOTE: While these courses meet the diversity requirement of Chesapeake College, they are not guaranteed to fulfill the diversity requirements at other institutions.*

## **English Composition Category**

Eligible courses include:

- ENG 101+ - Composition 3 credits (Completed with a grade of "C" or better)

## **Mathematics Category**

Eligible courses include:

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

## **Social/Behavioral Sciences Category**

Eligible courses include:

- ANT 142 - Cultural Anthropology 3 credits
- CMJ 101+ - Introduction to Law Enforcement and Criminal Justice 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits
- GEO 142 - Cultural Geography 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 132 - World Civilization II 3 credits
- HIS 141 - United States History I 3 credits
- HIS 142 - United States History II 3 credits
- POL 180 - U.S. Federal Government 3 credits
- PSC 150 - General Psychology 3 credits
- SOC 161 - Sociology 3 credits
- SOC 162 - Social Problems 3 credits

## **Interdisciplinary/Emerging Issues Category**

Eligible courses include:

- IDC 201+ - The Nature of Knowledge 3 credits
- PED 103 - Wellness for Life 3 credits

## **Online Options**

Many of these general education courses may be taken online.

## **State General Education Student Transfer Policy**

[See **Student Transfer Policies**, Appendix 1.]

While each college has the autonomy to design a General Education Program to meet the unique needs and mission of the institution, the State of Maryland has adopted regulations establishing common standards for general education courses. The regulations also guarantee transfer of these courses and their application to the General Education Program of the receiving institution. Under the policy, community colleges may require no more than 36 hours of general education credit for Associate of Arts and Associate of Science degree programs. Receiving institutions may require no more than 46 credits of upper- and lower-level general education courses, including any institutional requirements. The regulations also mandate that general education requirements successfully completed at the sending institution would be accepted as meeting the general education requirements of the receiving institution within the State without further review or course-by-course match.

A student who has successfully completed any part of the 36 lower-division general education credits at a public college or university shall receive lower-division general education credits for those courses at any public institution to which the student transfers.

Chesapeake College requires a minimum of 31 general education credits for its Associate of Arts, Associate of Science, and Associate of Arts in Teaching transfer degree programs. The College requires a minimum of 20 general education credits for its Associate of Applied Science career programs. The courses which are eligible for meeting these standards in both the career and transfer degree programs are listed in the Limited Distribution Core Requirements.

## **Standards for a "C" Paper**

The following standards for a "C" paper were developed by a Statewide English Composition Committee, approved by the Maryland Chief Academic Officers, and recommended for implementation on a voluntary basis at all public two- and four-year colleges and universities. The Chesapeake College Faculty has adopted the Standards for a "C" Paper as guidelines for college-level courses, especially those meeting the general education Limited Distribution Core Requirements.

## **Content**

The "C" paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence, and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately and fully attributed.

## **Organization**

The "C" paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis sentence, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

## **Style/Expression**

The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some sentences may be ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

## **Grammar/Mechanics**

The "C" paper follows the conventions of standard written U. S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

## **Note:**

In addition to the state-wide standards for a "C" paper, the college uses the American Association of Colleges and Universities (AAC&U) Value Rubrics and other institutional rubrics in the assessment of the institutional student learning outcomes.

## **Liberal Arts & Sciences Programs**

The Chesapeake College Liberal Arts & Sciences A.A. Degree program provides students with the transfer requirements for a variety of liberal arts and sciences majors at four-year institutions. Students should acquaint themselves with the requirements of the major department at the college or university to which transfer is contemplated and consult with an academic advisor in planning an appropriate program. The College's Transfer Advisor can provide additional information regarding the transfer requirements of institutions within the University of Maryland System. Students in this degree program should investigate articulation agreements with Salisbury University.

# Course Descriptions

## *Accounting*

### **ACC 103 - Principles of Accounting I**

An introductory course covering the principles, practices, and techniques of accounting. Special emphasis will be placed on analysis and recording of financial transactions and preparation of financial statements.3 credits [FALL/SPRING] Three hours lecture per week.

### **ACC 104+ - Principles of Accounting II**

An introductory course covering corporations and managerial accounting. Financial statement analysis and cash flows will also be emphasized.3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** ACC 103.

### **ACC 105 - Personal Income Tax**

An analysis of federal taxation. Topics will include federal taxation as it relates to individuals.3 credits [FALL] Three hours lecture per week.

### **ACC 106+ - Corporate Tax**

An advanced study of federal taxes. Emphasis will be placed on federal taxes involving corporations and partnerships.3 credits [FALL-Even Years] Three hours lecture per week.

**Prerequisite(s):** ACC 103, ACC 105.

### **ACC 110 - Computerized Accounting**

An introductory course covering the use of commercial accounting software. Students will use a hands-on approach to carry out accounting functions on a computer. Topics will include sales, receivables, purchases, payables and payroll.3 credits [FALL] Three hours lecture per week

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ACC 203+ - Intermediate Accounting I**

An in-depth study of the nature and values of a firm's cash and temporary investments, receivables, inventories, long-term investments, tangible fixed assets, and intangible assets. Emphasis is given to the measurement of financial income in accordance with generally accepted accounting principles.3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** ACC 104+.

### **ACC 204+ - Intermediate Accounting II**

An in-depth study of the special accounting problems of corporate organizations. Areas such as stockholder's equity and long-term debt sections of the balance sheet will be emphasized. Other topics include funds flow, income tax allocation, consignments, installment sales, and financial statement analysis.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ACC 203+.

## **ACC 205+ - Cost Accounting**

A study of cost accounting. Topics include cost accounting fundamentals, budgets and standards, cost allocation, and cost systems.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ACC 104+.

## **ACC 206+ - Auditing**

A study of the audit function. Topics include planning the audit, auditor consideration of internal controls, substantive testing, reporting and audit sampling. Emphasis is also placed on professional ethics and auditor legal liability.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ACC 104+.

## **ACC 212+ - Governmental and Not-For-Profit Accounting**

An introduction to governmental and not-for-profit accounting. Topics include financial reporting, principles of accounting for state and local governments, budgetary accounting, capital project funds, debt service funds, and fiduciary activities.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** ACC 104+.

## ***Agribusiness***

### **AGR 213 - Introduction to Agricultural Economics**

This introduction to economic concepts related to agriculture includes definition and scope of agricultural economics; business organizations in the food and fiber system; factors of production and their characteristics; location of agricultural production; market equilibrium analysis, and the role of price elasticities of demand and supply.3 credits [FALL] Three hours lecture.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **AGR 223 - Introduction to Agribusiness**

An introduction to agribusiness. The course includes definition and scope of agribusiness, characteristics of agribusiness firms, trends of their expansion/decline are examined, and career opportunities in agribusiness.3 credits [FALL] Three hours lecture.

### **AGR 273 - Internship in Agriculture**

Offers students course credit for internship or cooperative learning experiences in the agricultural workplace. By working with employers on a selected project that meets academic goals, students will develop practical workplace skills to complement their academic knowledge. At the same time, students will report regularly to an academic faculty member who will supervise the student's progress, act as a liaison to the supervisor in the workplace, and evaluate the project to ensure that it meets academic goals. Students will present a final project to the supervising faculty member; the course grade will be assigned based upon that project and a written evaluation from the workplace supervisor.3 Credits [AS NEEDED] Fifteen hours lecture per semester and nine hours of work experience per week.

**Prerequisite(s):** Completion of 12 credit hours.

## ***Agriculture***

### **AGR 101 - Introduction to Agriculture**

A foundation course in agriculture, covering soil, crop, and environmental sciences, and an understanding of global agricultural systems, modern and historical. Includes introductory concepts in botany, soil science, pest management, environmental science, nutrient management, agricultural policy, legislation, and sustainability as they apply to food production. 3 credits [FALL] Three hours lecture per week.

### **AGR 113 - Soil Science**

Covers the formation, identification, and properties of soils. Additional topics covered include nutrient cycling, organic matter, nutrient management, soil microorganisms, and discussions of different agricultural production systems in the US. 4 credits [SPRING] Three hours lecture, two hours laboratory per week.

### **AGR 115 - Agricultural Marketing**

An introduction to the shift of agricultural commodities from farm to plate. Topics to be covered include buying, selling, transportation, storage, financing, pricing, and risk bearing. Grain and other commodity markets will also be discussed. 3 credits [SPRING] Three hours lecture per week.

### **AGR 121 - Introduction to Food Science & Food Systems**

An interdisciplinary introduction to the food system: food science and policy, food marketing and economics, food processing, agriculture, biotechnology, nutrition, eating habits and choices, food security, the connections between consumer demand and food production, and the ethical ramifications of the current food system. The course will focus on the American food system, but will touch on global food issues, including how to feed an estimated 9,700,000,000 people by 2050.

4 credits [FALL] Three hours lecture; two hours laboratory each week

### **AGR 201 - Agricultural Mechanics**

Introduces the basics of planning, designing, and executing a project. Specific skills learned include drafting, planning, safety procedures, welding, woodworking, and diesel engines. 3 credits [SPRING] Two hours lecture and two hours laboratory per week.

### **AGR 215 - Integrated Pest Management**

An introduction to the practices associated with integrated pest management (IPM), which goes beyond the sole use of pesticides. This course will cover different methods and techniques for pest management. The course will also cover methods for combining these techniques for effective long-term control of pests.

4 credits [SPRING] Three hours lecture and two hours laboratory per week

### **AGR 220 - Introduction to Animal Science**

A comprehensive overview of the application of biology in the care and use of animals that live in close association with humans, including food animals, companion animals, and zoo animals. The role of science in modern food production using animals will be emphasized. 4 credits [FALL] Three hours lecture and two hours laboratory each week. Frequent field experiences required.

### **AGR 230 - Vegetable & Crop Production**

An introduction to vegetable and crop production systems. The course will cover the basics of site selection and establishment, fertilization, irrigation, and harvest of vegetables and other agricultural crops. Major vegetable crops



as well as traditional agricultural crops typically grown for human and animal consumption. 4 credits [SPRING] Two hours lecture and four hours laboratory per week.

### **AGR 240 - Special Topics in Agriculture**

An introduction to, and discussion of, recent and special topics that affect agriculture. Topics will be drawn from recent technological advances, recent policy changes, and emerging issues in agriculture. 3 credits [SPRING] Three hours lecture each week.

### **SUS 101 - Introduction to Sustainability**

An interdisciplinary introduction to sustainability, challenges faced by humanity as we approach 2100, and practical solutions. Includes ecological, social, and financial dimensions of sustainability, and draws on concepts from science, policy, economics, ethics, and other academic disciplines. Includes introductions to systems-level thinking, "wicked problems," and life-cycle analysis of goods. 3 credits [FALL] Three hours lecture each week.

## ***Anthropology***

### **ANT 142 - Cultural Anthropology**

| Meets a General Education requirement. An objective understanding of the wide variation of human cultures using the scientific method. Students will be involved in analyzing culture and personality, governmental and money systems, language, family organization, religion and other cultural characteristics of society. 3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Architectural Technology***

### **ACH 100+ - Architectural Drawing I/CAD**

An introductory course in basic architectural drafting and design using computer-aided drafting techniques. Floor plans, elevations, plot plans and detailed drawings will be prepared. PC-based AutoCAD software is used in this course. Two hours lecture, two hours laboratory per week. 3 credits [FALL] Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** CAD 100.

## ***Art***

### **ART 101 - Introduction to Art**

| Meets a General Education requirement. A study of the basic elements of visual form and their application to the richness and variety of art. Traditional and contemporary examples of significant architecture, design, two-dimensional work, and sculpture are examined in relation to the principles by which they may be appreciated. 3 credits [FALL/SPRING] Three hours lecture per week.

### **ART 107 - Drawing: Style and Technique**

An individualized course emphasizing the development of a personal drawing style and technique. This course is open to students of all levels of experience. 3 credits [SPRING] Four hours per week; combination two hours lecture, two hours studio.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ART 126 - Painting I**

An introductory course designed to acquaint students with representational means of expression. The emphasis is on basic composition and the successful application of oil paint. 3 credits [FALL/SPRING] Four hours per week; combination two hours lecture and two hours studio.

### **ART 237 - Painting II**

An advanced painting course emphasizing awareness, creative ability, and understanding of formal organization. The techniques necessary for the successful manipulation of oil paint will be also part of this course. 3 credits [FALL/SPRING] Four hours per week; combination two hours lecture and two hours studio.

## ***Biology***

### **BIO 101 - Fundamentals of Biology**

| Meets a General Education requirement. A study of the basic concepts of living organisms including cell structure and function, metabolism, growth and reproduction, genetics, behavior, adaptation, and evolution for the non-science major. 4 credits [FALL/SPRING] Three hours lecture, two hours of laboratory per week.

**Prerequisite(s):** Complete ENG 094 and MAT 023 as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BIO 103+ - Preparatory Biology for Healthcare Students**

A review of the fundamental principles of chemistry including atomic structure, chemical reactions and basic concepts of living organisms including cell structure and function, metabolism, growth and reproduction, and genetics for healthcare students who intend to take BIO 211+. Topics provide an understanding of biological systems as a whole. 1 Credit [FALL/SPRING/SUMMER] One hour online lecture per week.

**Prerequisite(s):** Complete MAT 023 and ENG 094 as prerequisites, or appropriate placement score.

### **BIO 105 - Introduction to Horticulture**

Meets a General Education requirement Covers the principles and practices in the development, production and use of horticulture crops, including classification, taxonomy, structure, growth, development, soils, fertilizers, greenhouse, turf, pest management and environmental influences of horticulture crops. All areas of horticulture will be introduced to the student. 4 credits [SPRING] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 and MAT 023 as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BIO 111+ - Principles of Biology I**

| Meets a General Education requirement. Basic principles of biology with special emphasis on cellular and molecular biology. This course for biology majors is one of two courses for students who plan to transfer to programs requiring this course as a foundation for further coursework. Content focuses on providing a framework for understanding how biological components

and pathways interact and function by applying principles, techniques, and methods of data analysis to biological problems. The laboratory complements theory by utilizing the scientific method in experiments to enhance expertise in the use of laboratory equipment. 4 credits [FALL/SPRING-AS NEEDED] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 and MAT 032+ as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BIO 113+ - Principles of Biology II**

| Meets a General Education requirement. Basic principles of biology with special emphasis on organismal, ecological, and evolutionary biology. This course for biology majors is one of two courses for students who plan to transfer to programs requiring this course as a foundation for further coursework. Content focuses on organismal biology, evolutionary diversity of living organisms, behavior and ecological interactions that occur among species. The laboratory complements theory by utilizing the scientific method in experiments to enhance expertise in the use of laboratory equipment. 4 credits [FALL] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete ENG 094+ and MAT 032+ as prerequisites, or appropriate placement exam score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BIO 125+ - Contemporary Themes in Biological Sciences**

Meets a General Education requirement A current topics, survey course in biology for biology and science majors. Topics may include genetics, physiology, ecology, environmental science, evolutionary biology, as well as current technology and techniques used within these fields. This course demonstrates the relevance of the natural sciences to daily life, and the impacts of scientific research and discovery on society. 3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** You must complete ENG 094 and MAT 031+ , or have appropriate placement test scores, prior to taking this course.

### **BIO 202+ - Microbiology**

An introduction to the study of microorganisms. The course includes the study of morphology, classification, and biochemical characteristics of bacteria, fungi, and viruses. Laboratory exercises include identification, staining, growth and control of microorganisms. 4 credits [FALL/SPRING] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** BIO 111+ or BIO 211+ or CHM 121+.

### **BIO 204+ - General Botany**

A study of the major groups of plants and emphasis upon those important to society. An evolutionary approach is used to show biological principles of taxonomy, structure, physiology, ecology, adaptation, and population dynamics. 4 credits [ALTERNATE YEARS - SPRING EVEN] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** BIO 101 or BIO 111+.

### **BIO 206+ - General Zoology**

A study of the major groups of animal and protist kingdoms. Emphasis will include: biological principles of taxonomy, structure, physiology, ecology, adaptation, and population dynamics. 4 credits [ALTERNATE YEARS - FALL ODD] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** BIO 101 or BIO 111+ or BIO 113+

### **BIO 210+ - Ecological Principles and Environmental Assessment**

Examine the interrelationships between terrestrial and aquatic systems, focusing on field-based investigations. Apply environmental assessment techniques to determine physical, chemical and biological characteristics of a watershed and the factors affecting water quality, flora and fauna. Use Geological Information Systems (GIS) as well as digital meters and Global Positioning Systems (GPS) in the field for data collection. Learn about the factors affecting ecosystem structure and function, including biogeochemical cycles, symbiotic relationships, and the impact of alien species. Investigate the unique characteristics and functions of different ecosystems, including a salt marsh, rocky shore, riparian buffer and coral reef. 4 credits [FALL] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Any one of the following courses: BIO 101 , BIO 111+ , BIO 113+ , BIO 204+ , BIO 206+ , or SCI 151 .

### **BIO 211+ - Anatomy and Physiology I**

An introduction to the structure and function of the human body. This course is the first of two courses involving a systematic study of homeostatic mechanisms of the integumentary, skeletal, muscular, and nervous systems, including special senses. Laboratory study includes cellular biology, histology, and gross anatomy of these systems, with dissection and selected experiments in physiology. 4 credits [FALL/SPRING] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete MAT 023 or appropriate placement score. **Prereq/Corequisite:**

Complete BIO 111+ as a prerequisite or BIO 103+ as a pre/co-requisite, or passage of readiness exam. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BIO 212+ - Anatomy and Physiology II**

An introduction to the structure and function of the human body. This course is the second of two courses involving a systematic study of the cardiovascular, respiratory, digestive, urinary, and reproductive systems. Homeostasis and endocrine relationships are stressed. Laboratory study includes microscopic and gross anatomy of these systems, with selected experiments in physiology. 4 credits [FALL/SPRING] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** MAT 023 or appropriate placement score. BIO 211+ **Prereq/Corequisite:**

ENG 094 or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BIO 220 - Restoration Ecology**

Learn basic techniques used to repair, restore and create ecosystems. Emphasis is placed on the diverse ecosystems of Maryland. Investigate how water quality is improved through established forest and meadow habitats, tidal and non-tidal wetlands, underwater grass meadows, and dune systems as well as through the construction of rain gardens and vegetated storm water treatment systems. 4 credits [SPRING] Three hours lecture and two hours lab per week.

## ***Business***

### **BUS 101 - Introduction to Business**

The role and function of business enterprise within our economic framework. Topics included are organization, finance, marketing, personnel management and production. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 145 - Personal Finance**

An introductory course dealing with the personal financial environment. This course focuses on financial planning needs for contemporary life situations, such as: spending, saving, borrowing and investing decisions. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:** Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 160 - Entrepreneurship**

An introductory course into the field of entrepreneurship. The course focuses on the role and nature of entrepreneurship within the global economic environment. Topics will include creating and starting a new business, obtaining financing for the new venture, managing, growing, and ending the organization. 3 credits [SPRING-EVEN YEARS] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:** Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 212+ - Human Resource Management**

An introduction to the principles and practices involved in effective human resource management. Concepts and practical techniques to acquire, train, appraise, and compensate employees will be emphasized. 3 credits [SPRING-Odd Years] Three hours lecture per week.

**Prerequisite(s):** MAT 023 or appropriate placement score. **Prereq/Corequisite:** ENG 094 or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 215+ - Principles of Management**

A survey of basic managerial functions. The course includes the principles, techniques, and concepts needed for successful management. Planning, organizing, leading, and controlling functions are all emphasized. 3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** MAT 023 or appropriate placement score. **Prereq/Corequisite:** ENG 094 or appropriate placement score.

### **BUS 220+ - Business Ethics and Society**

An examination of the changing roles of business organizations in society. Topics include business as a socioeconomic institution, business ethics, social responsibility, consumerism, employee relations, equality in the workplace, ecological concerns, media relations, government interface, and community responsibilities. 3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** MAT 023 or appropriate placement score. **Prereq/Corequisite:** ENG 094 or appropriate placement score.

### **BUS 230 - Marketing**

An introductory course to the field of marketing. Its purpose is to give a general understanding of the forces operating institutions employ and methods used in the marketing of goods and services. Areas such as advertising, sales promotion, retailing, and wholesaling will be covered. 3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:** Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 231 - Salesmanship**

A study of the principles upon which successful personal selling is based. Includes analysis of buying motives, location of prospects, developing the approach, demonstration techniques, handling objections, and closing the sale. A complete sales

presentation is required.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 234 - Advertising**

A course emphasizing advertising principles and techniques. Includes the study of advertising media, ethics, social and economic effects of advertising, market analysis, idea creations, and layout principles.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 235 - Retailing**

A survey course designed for those who want to know more about this important business activity. Retail stores and the way they are organized will be considered. Retail buying, selling, advertising, and merchandising will receive special attention.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 240 - International Business**

Meets a General Education requirement. A study of business operations within an international economic, cultural, and political environment. The student is introduced to exporting and other market entry strategies, foreign exchange, country risk, international marketing, and cross-cultural management. Emphasis is placed on problems and benefits of international business activities.3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 241 - Business Law I**

A short history of the development of law, and a description of torts and crimes. Aspects of property, contract, partnership, and agency will be emphasized.3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **BUS 242+ - Business Law II**

Corporations, sales, and commercial paper will be emphasized. The course includes a discussion of consumer credit, insurance, bankruptcy, the Sherman Act, the Clayton Act, the Robinson-Patman Act, and the Federal Trade Commission.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** BUS 241.

### **BUS 245+ - Business Finance**

A study of financial management within the business enterprise. Topics will include a study of financial analysis, planning and control, capital budgeting, cost of capital, leverage, dividend policy, and raising of capital.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** ACC 103 and MAT 110+ or MAT 113+ or MAT 115+ or MAT 204+.

## **BUS 247 - Investments**

An introduction to financial investments. Topics include the different types of securities, financial markets, risks, returns, portfolio theories, institutional investments policies, and global investment opportunities.3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:** Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Career Planning and Preparation***

### **CPL 101 - Portfolio Development**

Instruction in developing a portfolio that describes and documents college-level learning gained through non-college experience. Focus is on defining goals, correlating experiential learning with course content, and documenting learning gained through experience. Faculty evaluators assess completed portfolios for a possible award of credit. 3 credits [AS NEEDED] Three hours per week.

### **CPL 105 - Career Planning and Preparation**

A course designed to teach and improve skills necessary to succeed in a career field. Topics will include: career exploration/exposure, core employability skills/workplace competencies, leadership abilities/workplace initiatives, and other related principles.1 credit [FALL/SPRING] One hour lecture per week.

### **CPL 250+ - Job Shadowing**

A course requiring the student to follow and monitor the work activities of an individual in an actual worksite situation in their field of study. The job shadowing experience is designed to mirror the process used to obtain employment. Students are required to secure their worksite placement. Students will apply for and interview with their potential employer in order to secure their job shadowing worksite. Associated supportive activities related to fundamental business practices will be observed. The purpose is to provide the student with a learning experience that enhances and reinforces the classroom experience. Students will be required to meet for two workshops that will consist of an orientation and final feedback session. The student will also be required to attend an advising session with the instructor midway through the worksite experience.1 credit [FALL/SPRING] The work experience will require 50 contact hours at a supervised worksite and three on campus hourly seminars.

**Prereq/Corequisite:**

CPL 105.

### **CPL 280+ - Cooperative Work Experience**

Supervised full- or part-time on-site work experience related to the student's academic study at the College. The cooperative work experience is designed to mirror the process used to obtain employment. Students are required to secure their worksite placement. Students will apply for and interview with their potential employer in order to secure their cooperative experience worksite. The cooperative work experience gives practical application to the student's classroom learning. Emphasis will be placed upon strong work ethics, functioning as part of a team, critical thinking, and assimilation of classroom learning into the employment experience.3 credits [FALL/SPRING] One hour seminar per week and 150 hours per semester at a supervised worksite.

**Prerequisite(s):** CPL 105.

NOTE: It is highly recommended that substantial core coursework be completed prior to registering for the course. The more coursework completed, the more valuable the experience. Students should contact their Faculty Advisor or CPL program director for guidance.

### **CPL 281+ - Cooperative Work Experience**

Supervised full- or part-time on-site work experience related to the student's academic study at the College. The cooperative work experience is designed to mirror the process used to obtain employment. Students are required to secure their work-site placement. Students will apply for and interview with their potential employer in order to secure their cooperative experience work-site. The cooperative work experience gives students practical application to the student's classroom learning. Emphasis will be placed upon strong work ethics, functioning as part of a team, critical thinking, and assimilation of classroom learning into the employment experience. 2 credits [FALL/SPRING] One hour seminar per week and 100 hours per semester at the work-site.

**Prerequisite(s):** CPL 105.

NOTE: It is highly recommended that substantial core coursework be completed prior to registering for the course. The more coursework completed, the more valuable the experience. Students should contact their Faculty Advisor or CPL program director for guidance.

## ***Chemistry***

### **CHM 012+ - Introduction to Chemistry**

A foundation in the fundamentals of chemistry and chemical reasoning. This course is intended for students who have not successfully completed one year of high school chemistry or who need to refresh skills in chemistry before registering for certain allied health programs. A practicum involving problem-solving techniques, both mathematical and logical, that are frequently used in chemistry and in the laboratory is included to provide initial exposure to the laboratory setting. 0 credits; 4 load hours. [FALL/SPRING] Four hours lecture/practicum per week.

**Prerequisite(s):** Complete MAT 031+ as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **CHM 121+ - General Chemistry I**

| Meets a General Education requirement. An introduction to the fundamental principles of chemistry including atomic structure, chemical reactions and stoichiometry. The laboratory consists of basic techniques and study of chemical reactions. 4 credits [FALL/SPRING] Three hours lecture, three hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

MAT 113+ or MAT 115+. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **CHM 122+ - General Chemistry II**

A continuation of CHM 121+ with major emphasis on chemical kinetics, chemical equilibrium, acid-base and solubility equilibria, redox reactions, electrochemistry, qualitative analysis and the use of computers in chemical studies. The laboratory includes both qualitative and quantitative work. 4 credits [SPRING] Three hours lecture, three hours laboratory per week.

**Prerequisite(s):** You must complete CHM 121+ with a grade of C or higher prior to taking this class.

### **CHM 221+ - Organic Chemistry I**



An introduction to the study of organic chemistry, including the physical, chemical structural properties, and the reactions and reaction mechanisms of aliphatic and aromatic compounds. The laboratory consists of the techniques used in the preparation, purification, and classification of typical compounds. Study of the chemistry of carbon compounds and their simple derivatives; including structure, properties, preparation, and typical reaction mechanisms; emphasizing aliphatic and aromatic functional groups. Laboratory work includes general techniques in organic chemistry, synthesis of representative organic compounds, and uses of modern methods of analysis. 4 credits [AS NEEDED] Three hours lecture, three hours laboratory per week.

**Prerequisite(s):** You must complete CHM 122+ with a grade of C or higher prior to taking this class.

### **CHM 222+ - Organic Chemistry II**

Continued study of carbon compounds, including reaction mechanisms and syntheses of carboxylic acid derivatives, aldehydes, ketones, amines, and phenols. Life process compounds are introduced. Laboratory work covers modern methods of analysis, including gas chromatography and infrared and nuclear magnetic resonance spectroscopy. 4 credits [AS NEEDED] Three hours lecture, three hours laboratory per week.

**Prerequisite(s):** CHM 221+.

## ***Communication***

### **COM 101 - Fundamentals of Oral and Organizational Communication**

| Meets a General Education requirement. Foundations of communication theory and practice relevant to individual, small group, and business and professional settings. Major units include theories of communication, interpersonal communication, group discussion (teamwork), organizational culture, diversity, listening, conflict management, interviewing, public speaking and visual aids. 3 credits [FALL/SPRING] Three hours lecture per week.

### **COM 102+ - Oral Presentation Practicum**

A course to develop practical oral presentation skills. Students will have the opportunity to enhance their presentation skills in a variety of delivery modes. Students will work both individually and collaboratively to hone their techniques in delivering effective informative and persuasive presentations. 1 credit [FALL/SPRING] One hour lecture per week.

**Prerequisite(s):** ENG 094 **Prereq/Corequisite:**

COM 101

### **COM 140 - Intercultural Communications**

Meets a General Education requirement A course emphasizing the influence of culture on the communication process, including differences in values, systems, and communication rules. This course introduces the basic issues of communication between people with different cultural backgrounds, and focuses on applying theories from anthropology, linguistics, and communication to intercultural and interpersonal communication. In addition, the course examines potential sources of conflict arising from these differences, and explores the development of greater cultural competence and more effective and sensitive communication between cultures. Students can also expect to engage in in-class exercises, activities, and discussions regarding everyday encounters with people from different socio-economic (class) backgrounds, racial, ethnicities, sexual orientations, gender, physical abilities and religious belief systems. 3 credits [AS NEEDED] Three hours lecture per week.

### **COM 160 - Interpersonal Communication**

Individual communication styles and their effects on relationships in personal and work environments. Focus of the course will be on developing awareness of communication techniques and more accurate perception of self and others. The course includes both theory and application of communication strategies in daily interactions. The effects of mediated communication on interpersonal communication will also be explored. 3 credits [AS NEEDED] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **COM 170 - Introduction to Journalism and News Media**

An introduction to the journalism profession including writing, editing, and production skills required in print, broadcast, online and emerging news media formats. Key units also include the history of journalism, the First Amendment, legal and ethical issues, the media's influence on culture, developing journalism and public relations practices. 3 credits [AS NEEDED] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **COM 180 - Introduction to Mass Media**

An introduction to theory, history, structure, and functions of mass media (print, film, recording, radio, television, and multimedia). This course is designed to introduce the students to the historical, cultural, and social implications of modern media. Through case studies, reflection/viewing exercises, and other projects, students are encouraged to engage in critical analysis of the societal, cultural, and technological implications of the mass media industry. 3 credits [AS NEEDED] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **COM 201 - Theories of Human Communication**

An introductory survey of theories concerning intrapersonal, interpersonal, group, organizational, public, mass media, and intercultural communication to provide the theoretical bases for further study in communication. This course emphasizes both theory and application to improve skills in critical thinking, observation, and oral and written communication. Course instruction includes lecture, discussion, activities, group work, student presentations, and case studies. 3 credits [AS NEEDED] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Computer-Aided Design***

### **CAD 100 - Introduction to CAD**

A study of the fundamentals of computer-aided drafting through the operation of a personal computer using computer-aided design software. Course concepts will include drafting and design, systems storage and retrieval of programs from a disk-operated system, constructing multi-view drawings, and accessing those files to printers and plotters. 3 credits [SPRING] Two hours lecture, two hours laboratory per week.

### **CAD 110+ - Intermediate CAD**

A continuation of CAD 100 covering such topics as using libraries of pre-drawn materials, producing 3-D drawings, assigning data to graphic symbols, customizing AutoCAD software by creating special screen menus and graphics tablet overlays, and other more advanced applications. 3 credits [FALL] Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** CAD 100.

## **Computer Information Systems**

### **CST 102 - Introduction to PowerBI & MYSQL**

An interactive approach to the manipulation and visual representation of data. Topics include basic database concepts, design, relational, database creation, SQL queries, data modeling, visualization, reports, and dashboards. The course provides a framework that can be used for the application of data analysis to general business problems.3 credits [FALL/SPRING] Two hours lecture, two hours laboratory per week.

### **CST 109 - Introduction to Computers**

A foundational survey course in computers. Course, covers an introduction to programming, hardware,, software, associated mathematical concepts,, applications, internet resources, physical, computing, and 3D-printing.4 credits [FALL(CST Majors)/SPRING(all students)] Three hours lecture,two hours laboratory per week.

### **CST 119+ - Python I & Problem Solving**

A foundation in Python programming and problem solving. Topics include pseudo code, logic, flow, charts, syntax, IDE's, libraries, data types, operators, loops, functions, decision & condition, statements, lists, debugging, and the use of algorithms. Other topics include an introduction to computer graphics programming and game design.4 credits [SPRING] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** You must complete CST 109 prior to taking this course. **Prereq/Corequisite:** You must take MAT 031+ (or have equivalent placement scores),prior to or at the same time as this,course.

### **CST 125 - Microsoft Office Applications**

A thorough exploration of the features and capabilities of Microsoft Word, Microsoft Excel &, Microsoft PowerPoint. Word topics include document, formatting, lists, tables, references, and graphical elements. Excel topics include spreadsheet development, organizing data, formulas, graphics and charts. MS PowerPoint topics include designing presentations, formatting, tables, charts, transitions and animation. Access to a Windows based computer with a keyboard and mouse is highly recommended. 3 credits [FALL/SPRING] Two hours lecture, two hours laboratory per week.

### **CST 129 - Digital Media Exploration**

A study in creating and manipulating digital images using current software such as GIMP or Adobe Photoshop. Topics include an exploration of software interface, creating, editing, and manipulating digital images, design principles and techniques. An introduction to digital photo editing/manipulation and digital illustration will be provided.3 credits [FALL ODD] Two hours lecture, two hours laboratory per week

### **CST 130 - Adobe Photoshop**

A study in creating and manipulating digital images using Adobe Photoshop. Topics include an exploration of software interface, creating, editing, and manipulating digital images, design principles and techniques. An introduction to Adobe Illustrator and digital illustration will be provided.

Note: Upon completion of this course students may, elect on their own to further prepare for and take, a related industry exam. Industry exams require a, fee to be paid for by the student and are to be, taken at a certified testing center.3 credits [FALL-ODD] Two hours lecture, two hours laboratory per week.

### **CST 143+ - Operating Systems**

An introduction to operating systems including Windows, Linux and Mac OS. Topics include operating system (capability, installation, configuration, troubleshooting, and security) and a review of computer hardware concepts.

Note: Upon completion of this course students may elect on their own to further prepare for and take an operating systems related industry exam such as the CompTIA A+ Core 2. Industry exams require a fee to be paid for by the student and are to be taken at a certified testing center.3 credits [FALL] Two hours lecture, two hours laboratory per week.

**Prereq/Corequisite:**

You must complete CST 109 prior to, or at the same time as, taking this course.

### **CST 145+ - Computer Hardware**

A comprehensive study of computer hardware. Topics include hardware installation and configuration, networking configuration, troubleshooting, mobile devices, and virtualization. A review of operating systems is also included.

Note: Upon completion of this course students may elect on their own to further prepare for and take a related industry exam such as CompTIA A+ Core 1. Industry exams require a fee to be paid for by the student and are to be taken at a certified testing center.3 credits [SPRING] Two hours lecture, two hours laboratory per week.

**Prereq/Corequisite:**

You must complete CST 109 prior to, or at the same time as, completing this course.

### **CST 154+ - Linux, Administration**

A comprehensive study of the Linux operating system. Topics include boot process, installation, configuration, kernel modules, user management, security practices, system properties, networking and BASH scripts.

Note: Upon completion of this course students may elect on their own to further prepare for and take a related industry exam such as CompTIA Linux+. Industry exams require a fee to be paid for by the student and are to be taken at a certified testing center.3 credits [SPRING] Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** You must complete CST 143+ prior to taking this class.

### **CST 208+ - HTML I & Web Design**

A foundational course in web design and development. Topics include HTML, CSS, JavaScript, design principles, web software, and FTP.4 credits [FALL] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** You must take CST 109 prior to taking this class.

### **CST 217+ - Ethics for IT**

A study of ethics in IT. Topics include ethical principles, decision making, laws, and responsibilities related to IT. The course also covers the ethical use of data in the modern age and ethical applications of technology.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** You must complete CST 109 prior to taking this course.

### **CST 220+ - HTML II & Responsive Web Design**

A continuation in study of HTML and web design. Topics include advanced HTML & CSS concepts, web development software & resources and more advanced design principles and techniques. 4 credits [AS NEEDED] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** You must complete CST 208+ prior to taking this class.

### **CST 234+ - Advanced Web Design**

A capstone course in web design and development. Topics include prototyping, web animations, intellectual property, digital illustrations, and incorporating video into web designs. GUI web development and open source software will also be covered.3

credits [AS NEEDED] Two hours lecture, two hours laboratory, per week.

**Prerequisite(s):** You must take CST 130 and CST 208+ prior to taking this course.

### **CST 245+ - Computer User Support**

A study of user support and help desk operations for IT professionals. Topics include support basics, user support principles, help desk services & operations, career readiness (teamwork, communication, customer service, and professionalism), ethical behavior, ergonomics, product evaluation, troubleshooting, and incident management. 3 credits [SPRING] Two hours lecture; two hours lab per week.

**Prerequisite(s):** CST 119+ or CST 208+ **Corequisite:** CST 217+

### **CST 250+ - Computer Networks**

A study of computer networking. Topics include network protocols, infrastructure, operations, security, tools & troubleshooting. Note: Upon completion of this course students may elect on their own to further prepare for and take a related industry exam such as CompTIA Network+. Industry exams require a fee, to be paid for by the student and are to be taken, at a certified testing center. 3 credits [AS NEEDED] Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** You must complete CST 143+ or CST 145+ prior to taking this class.

### **CST 257+ - Computer Security**

A study of computer security. Topics include network security, data security, operational security, securing devices, cryptography and risk mitigation.

Note: Upon completion of this course students may elect on their own to further prepare for and take a computer security related industry exam such as CompTIA Security+. Industry exams require a fee to be paid for by the student and are to be taken at a certified testing center. 3 credits [AS NEEDED] Two hours of lecture, two hours laboratory per week.

**Prerequisite(s):** You must complete CST 250+ or CST 143+ or CST 145+ prior to taking this course.

### **CST 269+ - Python II**

A continued study in Python. Topics include algorithm design, functions, loops, input, validation, composite data types, tuples vs. lists, libraries, IDEs, and string manipulations. Explore game design through planning, game design document, programming concepts, game elements, and user interaction. Other topics include structured, functional, object-oriented, interactive & GUI programming. 4 credits [FALL] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** You must complete CST 119+ **Corequisite:** MAT 107+ or MAT 113+ or MAT 115+ or MAT 140+

### **CST 279+ - Python III**

A focus on graphical user interface (GUI) programming concepts using Python. Topics include: widgets, appearance, layout methods, event & exception handling, interactive programming, IPO, libraries and the help utility. 4 credits [AS NEEDED] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** You must complete CST 269+ and MAT 107+ prior to taking this course.

## ***Criminal Justice***

### **CMJ 101+ - Introduction to Law Enforcement and Criminal Justice**

Meets a General Education Requirement A survey of the past and present state of law enforcement and its development with added stress on its role in the future. Special emphasis is placed on civil rights, human relations, professionalism, prevention of crime, and constitutional limitations on the administration of criminal justice. 3 credits [FALL/SPRING] Three hours lecture per

week.

**Prerequisite(s):** Complete ENG 094+ or ENG 100 as a prerequisite, or appropriate placement score.

### **CMJ 108 - Law Enforcement Administration**

An examination of the organization, personnel, management, and administration of law enforcement agencies. Emphasis is placed on training operations and services.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **CMJ 111 - Police Operations**

A practical study of the line activities of a police department with special emphasis on the patrol function. Topics include: routine patrol procedures, report writing and processing, field interviews and note-taking, preliminary investigations, and special operational procedures.3 credits [FALL] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **CMJ 191 - Criminology**

An introduction to deviant behavior and current criminological theories with emphasis on synthesis and police applications, and includes the prevention of crime and the phenomena of crime.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **CMJ 201 - Current Problems in Criminal Justice**

An examination of emergent problems in the entire field of law enforcement, criminal justice, and delinquency. Areas of interest will include organized crime, police community relations, and anti-police organizations.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **CMJ 211 - Techniques of Criminal Investigation**

An introduction to basic techniques for the criminal investigator in law enforcement, with stress on modern methods necessary in the light of judicial decisions of the last decade. Special emphasis is placed on the details of conduct and direction of criminal inquiries.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **CMJ 213 - Principles of Criminal Law**

The sources of criminal law with emphasis on the Constitutional limitations of state action in criminal offenses, as well as the substantive elements of major criminal offenses and the defenses thereto. A case method approach is used in developing the subject matter of the course.3 credits [FALL] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses. This course is also offered as PLG 213.

**CMJ 214 - Criminal Evidence and Procedures**

Constitutional and procedural considerations affecting arrest, search and seizure, post-conviction treatment, origin, development, philosophy, constitutional basis of evidence, kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses. This course is also offered as PLG 214.

**CMJ 215 - Juvenile Justice**

A survey of the development of the problem of juvenile delinquency and its treatment. Special emphasis is on the actual operation of juvenile justice in the State of Maryland and the role of the individual.3 credits [FALL] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

**CMJ 216 - Introduction to Forensic Science**

An examination of the evidence collection function of a law enforcement agency. Methods of locating, collecting, processing, and preserving evidence and equipment utilization will also be discussed.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

**CMJ 217 - Crime Scene Processing**

Focus is on advanced forensic/crime scene investigation. Topics will include question documents, forensic photography, forensic psychology, and forensic pathology.3 credits [FALL] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

**CMJ 220 - Ethics in Criminal Justice**

A survey of basic principles relating to the standards for ethical behavior that guide criminal justice professionals in different roles and responsibilities. The aim is to make ethical decisions based on informed personal and accepted professional standards. Rules, laws, and codes of conduct are explored as a foundation for discussing individual ethical responsibilities. 3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

***Drafting***

## **DFT 101 - Fundamentals of Drafting/CAD**

This course is designed to provide students with the basic technical drafting skills necessary to function in a CAD (Computer-Aided Design) drafting environment. During the extent of this course, the student will learn about the history of hand drafting and the differences/similarities to the drafting methodologies of the CAD tools used today. Basic understanding of various layout, view, and projection methods, as well as basic dimensioning and tolerancing will be addressed. Students will explore different engineering practices in order to broaden their base of understanding of the fields available to them for employment. A basic introduction to CAD will be presented and used to prepare a variety of basic drawings. 3 credits [FALL] Two hours lecture, two hours laboratory per week.

### **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **DFT 104 - Blueprint Reading**

The interpretation and reading of blueprints and plans for both the manufacturing and construction industries. Students learn to read detail and assembly drawings, welding drawings, and architectural plans. 3 credits [AS NEEDED] Three hours lecture per week.

### **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **DFT 121+ - Technical Drafting**

An introduction to manufacturing practices and working drawings for mechanical devices. Detail and assembly drawings will be prepared in this course in manual form and basic computeraided design applications. 3 credits [SPRING] One hour lecture, four hours laboratory per week.

**Prerequisite(s):** DFT 101.

## ***Early Childhood Development***

### **ECD 101 - Introduction to Early Childhood Education**

An introduction to the field of Early Childhood Education. It provides a conceptual framework for understanding the early childhood profession, the role of the early childhood educator, and early childhood programs. It examines the historical philosophies and theories of Early Childhood Education as well as the current trends, issues, and practices of educating children from birth through the age of eight. 3 credits [FALL/SPRING] Three hours lecture per week and five hours of field experience over the duration of the course.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ECD 105 - School-Age Group Child Care**

An introduction to the field of school-age child care. Both curriculum development and basic child development for the schoolage child will be included. 3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ECD 121+ - Infant Development and Care**



An introduction to the field of infant child care in a family care setting or a group care setting. Study of the child's growth and development from conception to age three, with an emphasis on the factors affecting human development and behavioral traits.3 credits [FALL] Three hours lecture per week.

**Prereq/Corequisite:**

ECD 101 or ECD 160.

### **ECD 160 - Child Development and Behavior**

A study of the conceptual framework for understanding the cognitive, emotional, social, and physical development of children from birth through late childhood. Together, ECD 160 and ECD 163+ meet the 90 hours of approved training for senior staff members required by the Office of Child Care of the Maryland State Department of Education.3 credits [FALL/SPRING] Three hours lecture per week and 15 hours of field experience over the duration of the course.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ECD 163+ - Early Childhood Methods and Materials**

A study of the design and implementation of developmentally appropriate curriculum for children from three to eight years of age. Emphasis will be placed on language/literacy development, mathematics, science, and the arts. Consideration will be given to researching and comparing Early Childhood Curricula and designing an appropriate environment for learning. Together, ECD 160 and ECD 163 meet the 90 hours of approved training for senior staff members required by the Office of Child Care of the Maryland State Department of Education.3 credits [SPRING] Three lecture hours per week and 15 hours of field experience over the duration of the course.

**Prerequisite(s):** ECD 160.

### **ECD 165+ - Children with Special Needs in Early Childhood**

A study of young children with special needs in a general education setting. This course will familiarize the student with the various types of special needs, assessment tools, assessment techniques, program skills and curriculum designs, types of programs, and parental concerns associated with young children who have handicaps and disabilities in a general education setting. Observational methods and basic developmental trends will be stressed.3 credits [FALL] Three hours lecture per week and 15 hours of field experience over the duration of the course.

**Prereq/Corequisite:**

ECD 160.

### **ECD 171+ - Child Care Center Management**

A study of management practices and the administrative function of child care center directors. Topics include licensing regulations, facility operation and management, budget and bookkeeping, recordkeeping, and design of job descriptions, selection and evaluation of staff, communications systems for families and staff, planning and inventory of equipment and supplies, and recruitment of volunteers.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ECD 101 or ECD 163+.ECD 160

### **ECD 180+ - Health, Safety, & Nutrition in Early Childhood Education**

This course examines health, safety, and nutritional needs of young children, ages two to six, in child care center settings and family child care settings. The focus will be on general health considerations (mental as well as physical), communicable diseases, prevention techniques in health and safety, hygiene education, safety practices, and planning nutritional meals and snacks.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ECD 160.

## **ECD 270+ - Practicum in Early Childhood Development**

The practicum will provide first-hand experience for planning and implementation of developmentally appropriate activities and lesson plans for large and small groups of pre-school children. This program provides field experience either at high quality childcare program or accredited Pre-K program. 3 credits [SPRING] One-hour lecture, six hours practicum experience per week.

**Prerequisite(s):** ECD 163+ and current certification in First Aid/Infant and Child CPR.

## ***Economics***

### **ECN 171 - Principles of Macroeconomics**

| Meets a General Education requirement. A study of the principles of economic behavior and its application to economic problems. The emphasis is on macroeconomic principles. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ECN 172+ - Principles of Microeconomics**

| Meets a General Education requirement. A continued study of the principles of economic behavior and their application to economic problems. The emphasis is on microeconomic principles. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. RECOMMENDED ECN 171.

**Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Education***

### **EDU 101+ - Foundations of Education**

An introduction to the teaching profession and the World of education. This course examines the historical, philosophical, psychological, and sociological foundations of American education. The purposes, structure, and impact of schools, as well as teaching methodology, curriculum, and the teaching profession are discussed in relation to students, parents, and society. Career opportunities, latest ideas, methods, and legal interpretations in the field of education are also investigated. 3 credits [FALL/SPRING] Three hours of lecture per week and a minimum of 15 hours of field experience are required.

**Prerequisite(s):** Take ENG 094 as a prerequisite, or appropriate placement scores, or a current Teaching Certificate. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **EDU 210 - Introduction to Special Education**

An introduction to federal and state regulations governing special education in a general educational setting. Emphasis is upon understanding learning and physical differences as identified by the federal government, as well as models used for the delivery of services. The identification process, support systems, modification techniques and parental roles are accentuated. 3 credits [FALL/SPRING] Three hours lecture per week and a minimum of 15 hours of field experience are required.

**Prerequisite(s):** Complete ENG 094 and MAT 023 as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **EDU 214+ - Processes and Acquisition of Reading**

A study of the process of language development. This course is designed to assist pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research.3 credits [FALL/SPRING] Three hours per week.

**Prerequisite(s):** ENG 101+; PSC 150; appropriate scores on placement tests or current Teaching Certificate.

### **EDU 215+ - Instruction in Reading**

An examination of approaches to reading instruction. This course is designed to give the classroom teacher the ability to use a representative array of research-based instructional techniques and strategies in the area of reading. Instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups are emphasized. Throughout the course, students will demonstrate their skill with the instructional routines and strategies by role-play, live demonstrations, critiquing good and inadequate models, and reviewing the research support available for those approaches.3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** Bachelor's degree.

### **EDU 216+ - Materials for Teaching Reading**

A course designed for elementary pre-service and in-service teachers. Participants will use criteria consistent with findings of scientific research to select, evaluate, and compare instructional programs and materials for teaching reading. Successful students will be proficient in enabling students to become strategic, fluent, and independent readers using a variety of texts and other materials. They will be prepared to involve parents and members of the school and surrounding community to promote reading both inside and outside of school.3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** Bachelor's degree.

### **EDU 217+ - Assessment for Reading Instruction**

A course designed to assist pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Participants will demonstrate their abilities by selecting, administering, and/or interpreting assessments appropriate for screening, progress monitoring, diagnosing, and outcome measurement.3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** Bachelor's degree.

### **EDU 218+ - Literacy in the Content Areas: Part I**

An examination of literacy in the present day with an emphasis on the literacy development of adolescent learners. This course is designed primarily for secondary content areas for pre and in-service teachers, this course and meets the Maryland State Department of Education requirements for teacher certification. The course content focuses on the interactive nature of the reading process in the content area and examines the use of effective instructional strategies for developing enhanced literacy skills. Emphasis is placed on factors that enhance instruction, complex resources, and assessment techniques that support literacy.3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** Actively seeking an AAT degree in a secondary content area or a Bachelor's degree.

### **EDU 219+ - Literacy in the Content Areas: Part II**

An expansion on EDU 218 Literacy in the Content Areas: Part I. This course is designed primarily for secondary content areas pre and in-service teachers, this course and meets the Maryland State Department of Education requirements for teacher certification. Participants will examine current trends, initiatives, and educational reform efforts as relative to content literacy. Emphasis is placed on the design of instruction that incorporates appropriate methods and materials for enhancing literacy in the content areas with a concentration on best practices in an inclusive educational environment.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** EDU 218+, or formal documentation of a current teaching position from a school, or approval of the Department Chair, and a Bachelor's degree. **Note:** Documentation must be presented at the time of registration in order to waive the prerequisite.

### **EDU 222+ - Curriculum Development and Teaching Methods**

This course focuses on curriculum development and instructional methods for quality educational programs in Maryland schools. During the course, participants will explore curriculum, develop instructional plans, write performance outcomes, identify appropriate instructional strategies, develop instructional materials and utilize standards-based assessment strategies and examine a variety of proven teaching methods. State and national content standards are used as a basis for curriculum design. 3 credits [FALL - AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Bachelor's Degree. Note: This course is designed for those seeking MSDE Teaching Certification as a "career changer."

### **EDU 223+ - Student Performance Assessment**

The identification and utilization of appropriate student performance assessments. A variety of assessment instruments will be studied and developed which measure student achievement in the cognitive, psychomotor and affective domains. Topics covered include formative and summative assessments, informal and formal assessments, assessment goals, national and state assessments, student performance criteria, cognitive assessments, performance assessments, student portfolio assessment, student grading systems and instructor evaluation.3 credits [SPRING - AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Bachelor's Degree. Note: This course is designed for those seeking MSDE Teaching Certification as a "career changer."

### **EDU 225+ - Facilities Management & Organization for CTE Programs**

A course developing skills needed for organization and managing instruction in Career & Technology Education Programs. Topics will include: organization and management of classroom and lab facilities, classroom management, program, and instructor effectiveness, safety laws and procedures, program advisor committee development and effectiveness, student Career & Technology Education organizations, professional organizations, identification of funding sources and classroom safety and effective learning. This course is specifically for Career and Technology Instructors seeking MSDE Certification.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** : Must be seeking Career and Technology Certification through MSDE.

### **EDU 227+ - Differentiated Learning in Career & Technology Education**

A course focusing on accommodations and resources available to assist instructors who teach individuals with disabilities and those with English as a second language. Content will include understanding the national and state laws, the IEP Process, making accommodations in the classroom and instructional delivery, and using the Universal Design for Learning to develop differentiated and assessment strategies. This course is specifically for Career and Technology Instructors seeking MSDE Certification.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Must be seeking Career and Technology Certification through MSDE.

### **EDU 235+ - Academic Literacy in Career & Technology Courses**

A course focusing on academic literacy of reading, writing, mathematics, science, technology and engineering, as identified in the Maryland Core State Standards. The course is designed specifically for Maryland Career and Technology Instructors and meets the MSDE Certification Requirements for Academic Literacy. Students will produce a curriculum document which shows the Academic Literacy Standards imbedded into their CTE program. 3 credits [AS NEEDED] Three hours lecture per week.  
**Prerequisite(s):** Must be seeking Career and Technology Certification through MSDE.

## ***Electronics Technology***

### **ETT 110 - Concepts of Electronics**

Introduction to the concepts of basic and intermediate electronics theory. Course content includes DC and AC principles, transistors, diodes, integrated circuits, use of test equipment, and computer concepts and principles. Designed for the non-electronics major. 3 credits [FALL] Two hours lecture, two hours laboratory per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Emergency Medical Services***

### **EMS 100+ - Fundamentals of Paramedic Practice**

Course presenting the foundations of emergency medical services. Topics include: roles and responsibilities, well-being, illness and injury prevention, role in public health, medical/legal issues, ethics, pathophysiology, patient assessment, airway management, vascular access and medication administration, therapeutic communications, life-span development, communication, and care of the trauma patient. 8 credits [FALL] Course Fees. Six hours lecture and four hours of laboratory per week.

**Prerequisite(s):** Current certification as a Nationally Registered or Maryland EMT.

### **EMS 103+ - Clinical Experience I**

Introduces the Paramedic student to the clinical environment. Supervised experience at clinical and field internship sites that allow students to practice advanced patient assessment and intervention techniques under the direction of qualified instructors. 1 credit [WI] Minimum of 8 clinical hours per week not to exceed 120 hours a semester.

**Prerequisite(s):** Current certification as a Maryland or Nationally Registered EMT. EMS 100+

### **EMS 105+ - Medical Emergencies**

Study of the major body systems and their relationship to the disease process. Critical thinking skills will be developed in assessment, plan development and implementation of therapeutic interventions as they relate to out-of-hospital patient management. 8 credits [SPRING] Course Fee. Six hours lecture and four hours of laboratory per week.

**Prerequisite(s):** EMS 103+

### **EMS 107+ - Clinical Experience II**

Second clinical course for the Paramedic student. It will provide supervised experience at clinical and field internship sites that allow students to practice advanced assessment and intervention techniques under the direction of qualified instructors. 1 credit [Spring] Eight clinical hours per week not to exceed 120 hours per semester.

**Prerequisite(s):** Current certification as a Maryland or Nationally Registered EMT. EMS 100+ **Corequisite:** EMS 105+

### **EMS 200+ - Clinical Experience III**

Third of four clinical courses that provide supervised experience at hospital, clinical and field sites that allow students to practice advanced assessment intervention techniques under the direction of qualified instructors. Includes ACLS and PALS or PEEP certifications. 3 credits [SUMMER] Two hours lecture and eight hours clinical per week not to exceed 120 hours per semester.

**Prerequisite(s):**

Current certification as a Maryland or Nationally Registered EMT. EMS 105+ , EMS 107+

### **EMS 205+ - Special Populations and Operations**

Study of the unique problems occurring across the life-span of populations. Specialized assessment and interventional techniques including: the pregnant population, neonate, pediatric, geriatric, abuse and victims of crime, MCI/Rescue operations, and the patient with special health care challenges. Also, covers general EMS operations and a National Registry review is provided.8 credits [FALL] Course Fee. Seven hours lecture, five hours laboratory, and eight hours clinical per week.

**Prerequisite(s):** EMS 200+

### **EMS 207+ - Clinical Experience IV**

Capstone clinical course for the Paramedic student. It will provide supervised experience at clinical and field internship sites that allow students to practice advanced assessment and intervention techniques under the direction of qualified instructors.1 credit [FALL]

**Prerequisite(s):** Current certification as a Maryland or Nationally Registered EMT. EMS 200+ **Corequisite:** EMS 205+

## ***English***

### **ENG 094 - PASS English**

Program for Accelerated Student Success (PASS) English: A modularized course designed to accelerate students through comprehensive reading and writing instruction to prepare them for the rigors of college-level reading and writing projects. Critical thinking, critical reading, grammar, mechanics, formatting, academic tone, audience awareness, purpose, organization, development, essay structure, and citation are emphasized. 0 credit; 3 load hours. [FALL/SPRING] Three hours lecture per week. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ENG 095+ - English Accelerated Learning**

ENG 095 ALP (Accelerated Learning Program) directly supports the course requirements and work of English (ENG) 101. This co-requisite course provides support and instruction in the writing process that will enable students to develop topics, organize ideas, draft, revise, edit, and proofread. Students will be able to access, evaluate, incorporate, and document material to grow as successful college-level readers, researchers, and writers.0 credit; 3 load hours [Fall/Spring] Three hours lecture per week.

**Corequisite:** ENG 101+

### **ENG 100 - Communicating on the Job**

Instruction in writing and speaking skills necessary to communicate effectively in work situations. Attention will be given to tone, form, and style appropriate to meet the needs of various audiences and to accomplish different purposes on the job. Effective use of evidence, grammatical correctness, and organization of details will be covered. A research project is required, focusing on issues relevant to the student's specific career program.

3 credits [FALL/SPRING] Three hours lecture per week.

### **ENG 101+ - Composition**

| Meets a General Education requirement. Instruction in the writing process and fundamentals of academic writing. Students will learn to write clearly organized, well supported, thesis-driven essays. Analysis of written works and other texts, research methods and information literacy, and ethical use of resource materials are studied. A formal research paper is a required component of the class.3 credits [FALL/SPRING] Three hours per week.

**Prerequisite(s):** Complete ENG 094 or ENG 100 as a prerequisite, or appropriate placement score. **Corequisite:** ENG 095+ if determined by appropriate placement score. **Note:** ENG 101 must be completed with a minimum grade of "C" to fulfill all college English Composition requirements. All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ENG 102+ - Introduction to Literature**

| Meets a General Education requirement. An introduction to fiction, drama, and poetry, with emphasis on the writing of critical essays. A research paper is required.3 credits [FALL/SPRING] Three hours per week.

**Prerequisite(s):** ENG 101+.

### **ENG 183 - African-American Literature in America**

Meets a General Education requirement A survey of African-American writings, fiction and nonfiction, and major writers. Discussion will include the oral tradition, slave narratives, the Harlem Renaissance, the Black Arts Movement, and contemporary African-American writings.3 credits [ALTERNATE YEARS - FALL ODD] Three hours lecture per week.

### **ENG 201+ - British Literature I**

A survey of English literature with attention given to the cultural backgrounds of literary works. Representative examples of Old and Middle English literature, the Renaissance, and the 17th and 18th Centuries are studied including works of Chaucer, Shakespeare, Milton, and Swift.3 credits [FALL] Three hours per week.

**Prerequisite(s):** ENG 101+

### **ENG 202+ - British Literature II**

A survey of English literature with attention given to the cultural backgrounds of literary works. Major writers from the Romantic and Victorian periods, as well as 20th Century are studied, including Wordsworth, Browning, Yeats, Joyce, and Eliot.3 credits [SPRING] Three hours per week.

**Prerequisite(s):** ENG 101+

### **ENG 205+ - World Literature I**

Meets a General Education requirement A survey of the great masterpieces of World literature with emphasis on form, thematic concepts, criticism, and historical periods. Major works from the earliest written records through the 16th Century are studied.3 credits [FALL] Three hours per week.

**Prerequisite(s):** ENG 101+

### **ENG 206+ - World Literature II**

Meets a General Education requirement A survey of the great masterpieces of world literature with emphasis on form, thematic concepts, criticism, and historical periods. The focus is on the 16th and 17th Centuries through the modern World.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ENG 101+

### **ENG 207+ - American Literature I**

A survey of American literature following its historical significance with emphasis on thematic concepts. The works from the Colonial period through to the Civil War are studied.3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** ENG 101+

### **ENG 208+ - American Literature II**

A survey of American literature from the Civil War to the present. The works of Twain, Crane, Faulkner, and other major writers are studied.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ENG 101+

### **ENG 210+ - Technical Writing**

An introduction to the principles and mechanics of good technical writing in science, industry, and government. Assignments cover the various processes and strategies in effective formal and informal reports and other job package materials, as they relate directly to each student's field.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ENG 101+ .

### **ENG 240 - Creative Writing**

A workshop in original composition and revision of prose and poetry. Emphasis is on the individual conference, class consideration of student writing, and the practical problems of the writing of manuscripts.3 credits [FALL] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **ENG 241+ - Grammar and Linguistics**

Advanced study of English grammar, with attention to the language history, cultural implications, and linguistics. The course emphasizes grammatical forms and concepts, sentence structure, punctuation, and syntax. Applications of grammatical theory to the teaching of composition, literature, and ESOL will be covered as well.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** ENG 101+.

## ***English as a Second Language***

### **ESL 060+ - English as a Second Language - Basic Reading Skills**

A basic reading skills course designed for non-native speaking students. The course prepares students for academic success in the Intermediate Reading Skills course by focusing on building vocabulary and improving reading comprehension and speed. The course centers on developing students' reading skills while presenting materials of increasing difficulty. All activities take place in a culturally-sensitive classroom environment. If students are required to register for an ESL reading course, they must enroll in that reading course in their first semester of enrollment.0 credit [AS NEEDED] Three hour lecture per week.

**Corequisite:** RECOMMENDED ESL 064+, if applicable placement test score.

### **ESL 062+ - English as a Second Language - Intermediate Reading Skills**

An intermediate reading skills course designed for non-native speaking students. The course prepares students for academic success in developmental or college credit courses by increasing their reading skills while presenting materials of increasing difficulty. Building on basic reading skills, the course helps students synthesize, analyze, and evaluate text. All activities take place in a culturally-sensitive classroom environment. If students are required to register for an ESL reading course, they must enroll in that reading course in their first semester of enrollment.0 credit [AS NEEDED] Three hour lecture per week.



**Prerequisite(s):** ESL 060+, if applicable placement test score. **Corequisite:** RECOMMENDED ESL 066+, if applicable placement test score.

### **ESL 064+ - English as a Second Language - Basic Writing Skills**

A basic writing course designed for non-native speaking students. The course introduces students to basic English grammatical and structural forms reflected in simple written assignments. It provides written practice to enable students to create effective paragraphs using standard English. All activities take place in a culturally-sensitive classroom environment.0 credit [AS NEEDED] Three hours lecture per week.

**Corequisite:** RECOMMENDED ESL 060+, if applicable placement test score.

### **ESL 066+ - English as a Second Language - Intermediate Writing Skills**

An intermediate writing skills course designed for non-native speaking students. The course prepares students for success with academic writing in developmental or college courses. Students' writings will include narrative, descriptive, cause/effect, and persuasive essays. Students will learn to recognize and self-correct repeated syntactical errors.0 credit [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** ESL 064+, if applicable placement test score. **Corequisite:** RECOMMENDED ESL 062+, if applicable placement test score.

## ***Film***

### **FLM 240 - The Art of Film**

| Meets a General Education requirement. An introduction to film as artistic communication. Critical viewing and exploration of film techniques are undertaken in areas such as animation, documentation, comedy, drama, propaganda, and social awareness.3 credits [FALL] Three hours per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:** Take MAT 023 as a pre or corequisite, or appropriate placement score.

### **FLM 242 - American Cinema/American Culture**

An explanation of the visual style, narrative tradition, and cultural implications of American film-making. The course probes the deeper meaning of American movies, the hidden messages of genres, the social and psychological effects of Hollywood film style, and the mutual influences of society and popular culture.3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:** Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Foreign Languages***

### **FRE 121 - Elementary French I**

An introduction to the French language. Skills in speaking and listening are developed through conversational practice. Elementary reading and writing skills are combined with the study of grammar.3 credits [AS NEEDED] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **FRE 122+ - Elementary French II**

A study of the basic structures of French with emphasis on speaking and listening comprehension. Speaking and writing skills are developed. The culture of France is studied through video, audio, and print resources. 3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** FRE 121.

## **SPA 121 - Elementary Spanish I**

An introduction to the Spanish language. Skills in speaking and listening are developed through conversational practice. Elementary reading and writing skills are combined with the study of grammar. 3 credits [AS NEEDED] Three hours lecture per week.

## **SPA 122+ - Elementary Spanish II**

A study of the basic structures of Spanish with emphasis on speaking skills and listening comprehension. Speaking and writing skills are developed. Spanish culture is studied. 3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** SPA 121.

## **SPA 201+ - Intermediate Spanish I**

A course designed to review, strengthen, and apply the elementary skills covered in SPA 121 and 122. Continued study of Spanish grammar to include the present, past, and future tenses and the present subjunctive and conditional moods. There is an increased emphasis on the development of Spanish reading and writing skills as they are applied to literary and cultural topics. Speaking and listening skills are also developed through participation in a variety of interactive small and large group activities reflecting the normal use of Spanish in various situations. Students will be continually challenged in this course to communicate better in Spanish. 3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. SPA 122+. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **SPA 202+ - Intermediate Spanish II**

A review of Spanish grammar and an introduction to Spanish-language literature and film. Increased emphasis on speaking, reading, and writing. 3 credits [AS NEEDED] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. SPA 201+ or equivalent. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Freshman Seminar***

### **FSC 101♦ - Freshman Seminar Course**

A course engaging students in key skill areas designed to increase success in college. This course asks students to: practice effective written and oral communication, both individually and in a collaborative presentation; examine and discuss strategies related to academic success; explore opportunities and services available at Chesapeake College; develop a basic understanding of policies affecting students; and to demonstrate and utilize basic technological competencies. FSC 101 must be taken within the first 12 load hours if required in the program of study. 1 credit [FALL/SPRING] One hour lecture per week.

**Note:** FSC 101 must be taken within the first 12 load hours if required in the program of study. Students who have completed 18 or more hours with a cumulative QPA of 2.0 from another institution may be exempted. Non-degree-seeking students are not required to take FSC 101 unless they move into a major requiring it.

## ***Geographical Information Systems***

### **GIS 101 - Principles of Geographic Information Systems**

An introduction to spatial analysis using Geographic Information Systems applications. Lecture and hands-on lab will help students do analysis by location, content, proximity and intersection. Students will also learn to aggregate data geographically.3 credits [FALL/SPRING] Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 and MAT 023 as prerequisites, or appropriate placement scores. **Note:** Basic computer skills are needed for success in this course. All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Geography***

### **GEO 142 - Cultural Geography**

Meets a General Education requirement. A survey of the basic concepts of human geography. Emphasis is placed on population distribution, racial and religious differences, patterns of land use, settlement forms, cultural origins and perceptions, and the political makeup of the community of nations.3 credits [FALL/SPRING] Three hours lecture per week.

## ***Health Education***

### **HTH 111 - Stress and Stress Management**

A study of the process utilized to protect the individual against adverse effects of stress and its negative outcomes. Emphasis is placed on the self-monitoring of distress signs and symptoms and the implementation of a positive coping strategy.3 credits [FALL/SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **HTH 160 - Nutrition**

A study of the fundamentals of human nutrition and nutrient requirements related to changing individual and family needs. Provides exposure to the chemical and physical changes that take place in food and the food requirements of a balanced diet.3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***History***

### **HIS 115 - African-American History**

Meets a General Education requirement A survey of African-American history from Colonial America and United States history to the present. This course is designed to provide students with an understanding of the role of African- Americans in the development of Colonial America and the United States. Political, economic, social, and cultural contributions of African-Americans that helped shape the pattern of life in the United States will be emphasized.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **HIS 131 - World Civilization I**

| Meets a General Education requirement. Examination of global progress in major civilizations from pre-historic times to the late medieval period; emphasizing the economic, social, cultural, intellectual, and political trends motivating human beings.3 credits [FALL/SPRING] Three hours lecture per week

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **HIS 132 - World Civilization II**

| Meets a General Education requirement. Examination of global progress in major civilizations from the late medieval period to the present; emphasizing the economic, social, cultural, intellectual, and political trends motivating human beings.3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **HIS 141 - United States History I**

| Meets a General Education requirement. A survey of colonial America and United States history through 1877. Political, economic, social, and cultural factors that have shaped the pattern of life in the United States through reconstruction are covered.3 credits [FALL/SPRING] Three hours lecture per week.

## **HIS 142 - United States History II**

| Meets a General Education requirement. A survey of United States history from 1877 to the present. Political, economic, social, and cultural factors that shape the pattern of life in the United States are covered. This course is a continuation of History 141 but may be taken before History 141.3 credits [FALL/SPRING] Three hours lecture per week.

## ***Honors***

### **HON 101+ - Honors Vision Seminar**

Students will receive guided support and instruction in developing a personalized academic portfolio and navigating through the research and application process for four-year schools and scholarships. Particular emphasis will be placed upon research methods, the composition of essays and letters, and the cultivation of other "soft-skills" that are vitally important for success in academia and the professional world. Students will also benefit from reflecting upon a series of guest-speakers who will address relevant topical issues.3 credits [AS NEEDED]

**Prerequisite(s):** Minimum GPA of 3.0.

## ***Hotel/Restaurant Management***

### **HRM 203 - Managing Human Resources**

A course designed to help students understand how to find and keep good employees in spite of a shrinking and drastically changing labor market. Philosophy, legal considerations and management principles are covered as a background for practical how-to steps and examples that relate to day-to-day functions. Provides students with techniques unique to service operations and working in the tourism industry.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Humanities***

### **HUM 110 - Integrated Arts**

| Meets a General Education requirement. An introduction to the appreciation of theater, dance, music, and the visual arts. The course will focus on integrated arts as primary media for communication, inquiry, and insight. This course meets the integrated arts requirement of the approved Maryland Associate of Arts in Teaching degree. 3 credits [FALL/SPRING] Three hours lecture.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **HUM 240 - Studies in International Culture**

A course requiring immersion in the history and culture of a particular country, region, or continent. It may be offered in connection with a study abroad or resident program. Readings and visits to diplomatic and cultural resources will be used to complement course objectives. Repeatable to six credits if content differs. 3 credits [SPRING] Three hours per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Interdisciplinary Courses***

### **GCIS 101 - Introduction to Global and Intercultural Studies**

Meets a General Education requirement An interdisciplinary examination of cultural differences and global interdependence. The course introduces students to various disciplines within the social sciences, arts, and humanities, and explores perspectives and approaches used in seeking to understand the processes and impacts of globalization. Content includes an examination of historical, ecological, cultural, technological and political-economic global developments. The dynamic tension between global homogeneity and culture keeping will be a key topic. 3 credits [Spring] Three hours lecture per week.

### **IDC 201+ - The Nature of Knowledge**

| Meets a General Education requirement. The way knowledge is acquired in different disciplines, cultures, and times. The course compares the acquisition of knowledge in the social sciences, the humanities, and the natural sciences. Emphasis is on understanding, analyzing, discussing, and evaluating methods of learning used by prominent writers in various disciplines and on applying such methods to one's own experience. 3 credits [FALL/SPRING] Three hours per week.

**Prereq/Corequisite:**

Completion of at least one of the eligible courses from each category of the General Education Limited Distribution Core.

## ***Marine Service Training***

### **MST 101 - Entry Level Marine Service Technician**

This course is designed for those interested in pursuing a career in the marine service industry and obtaining an Entry Level Certification as a Marine Service Technician. Topics include boat handling, safety, diesel engines, outboard engines, inboard gas engines, boat trailers, drive systems, marine electronics, plumbing, marine construction materials, customer service. Students have the opportunity to obtain industry-recognized certification from American Boat & Yacht Council (ABYC). 3 credits [FALL/SPRING] Course fee. Two hours lecture, two hours laboratory per week. 45 hours per semester.

### **MST 201 - Introduction to Marine Engine Systems**

This course is ideal for those interested in pursuing employment in the marine service industry. Topics include an orientation to the marine service industry, outboard engine systems, diesel engine systems, common engine/boat parts, mechanic service tools, and basic service procedures. Students have the opportunity to obtain industry-recognized certifications from marine manufacturers such as Yamaha and Volvo Penta.

3 credits [FALL/SPRING] Course fee. Two hours lecture, two hours laboratory per week. 45 hours per semester.

### **MST 204 - In-line Outboard Engine Service**

This is a follow on course for Intro to Marine Engines designed to facilitate students' mastery of the maintenance tasks associated with the in-line outboard engines per the required service intervals for 20 to 1000 hours of engine operation. Instruction centers around the Yamaha F/LF-150B engine platform. Topics include service literature, tools, maintenance charts, powerheads, lower units/midsection, propellers, and fuel systems.

3 credits [FALL/SPRING] Course fee. Two hours lecture, two hours laboratory per week. 45 hours per semester.

### **MST 299 - Introduction to Marine Engine Systems**

An introduction to marine engines, their operating principles, and the methods used to service them. Course provides an overview of gasoline and diesel marine engines and their related systems. Topics include motor design, power heads, ignition, electrical systems, fuel systems, lubrication, corrosion, drive units and rigging. 3 credits [SUMMER, FALL] Two hours lecture, two hours laboratory per week.

## ***Mathematics***

### **MAT 023 - Pre-Algebra Arithmetic**

Problem-solving using basic operations of real numbers. Arithmetic order of operations and operations with ratios, proportions, and percents, and geometry are reviewed as applied to problem-solving. An introduction to algebraic expressions. 0 credit; 3 load hours. [FALL/SPRING] Three hours per week.

**Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **MAT 031+ - Elementary Algebra**

An introduction to algebra. Topics included are solving linear equations and inequalities, an introduction to functions, graphing linear equations, solving systems of two linear equations, roles of exponents, operations on polynomials, and an introduction to factoring. 0 credit; 3 load hours. [FALL/SPRING] Three hours per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **MAT 032+ - Intermediate Algebra**

A continuation of beginning algebra. Topics included are a continuation of factoring, a continuation of functions, operations on rational and radical expressions, solving rational and radical equations, complex rational expressions, solving quadratic equations and inequalities, and graphing quadratic equations. 0 credit; 3 load hours. [FALL/SPRING] Three hours per week.

**Prerequisite(s):** Complete MAT 031+ as a prerequisite, or appropriate placement score.

**Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **MAT 099 - Intermediate Algebra Support**

A corequisite lab for MAT 113 to strengthen beginning algebra skills. Topics included are a continuation of factoring, a continuation of functions, operations on rational and radical expressions, solving rational and radical equations, complex rational expressions, solving quadratic equations and inequalities, and graphing quadratic equations. 1 credit, 1 load hour

[FALL/SPRING]

**Prerequisite(s):** Complete MAT 031+ as a prerequisite, or appropriate placement score.

### **MAT 107+ - Foundations of Mathematics**

| Meets a General Education requirement. A survey course in mathematics for non-mathematics majors. Course covers an introduction to many topics including exponential and logarithmic functions, personal finance, logical thinking, probability, statistical reasoning, and geometry. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** MAT 031+ or appropriate score on the placement test.

### **MAT 108+ - Foundations of Mathematics II**

A second survey course in mathematics primarily intended for students in the elementary and early childhood programs. This course is a continuation of MAT 107. The course covers a survey of various number bases, historical number systems, and analysis of geometric principles, congruence and similarity, and coordinate and transformational geometry. Problem-solving techniques are emphasized. 3 credits [Spring] Three hours lecture per week.

**Prerequisite(s):** MAT 031+ or appropriate score on the placement test.

### **MAT 110+ - Finite Mathematics**

An introduction to the concepts of finite mathematics. Topics include: linear equations and inequalities, graphs, matrices, linear programming, the Simplex Method, sets and counting, combinations and permutations, probability, and Markov Processes. 3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** Complete MAT 032+ as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **MAT 113+ - College Algebra**

| Meets a General Education requirement. College algebra course for students not majoring in mathematics, engineering, or physical science. Topics included are complex numbers; polynomial, rational, radical, inverse, exponential, and logarithmic functions and their graphs; transformations of basic functions and their graphs; systems of equations; and appropriate applications. 3 credits [FALL/SPRING] Three hours per week.

**Prerequisite(s):** Complete MAT 032+ as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **MAT 114+ - Introduction to Transcendental Functions**

Designed to provide students with an introduction to the study of trigonometry. This course, together with College Algebra, provides a foundation for the study of Pre-Calculus. Topics included are exponential and logarithmic functions; trigonometric functions of acute angles; graphs of transformed sine and cosine functions, trigonometric identities, solving trigonometric equations and Pythagorean and sum and difference identities.

1 credit [FALL/SPRING] Two hours lecture per week for one-half semester.

**Prerequisite(s):** MAT 113+.

## **MAT 115+ - Precalculus**

| Meets a General Education requirement. A precalculus algebra and trigonometry course to prepare students majoring in mathematics, engineering, or physical science for courses in calculus and higher-level mathematics. Topics included are polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions and their graphs; trigonometric identities and trigonometric equations; appropriate applications of trigonometry; and analytic geometry.5 credits

[FALL/SPRING] Five hours per week.

**Prerequisite(s):** Complete MAT 032+ as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **MAT 120+ - Introduction to Applied Calculus**

An applied calculus course for students majoring in business, social, and life sciences who are interested in the application of mathematics to their majors. (This course is not intended for students majoring in mathematics, physics, chemistry, computer science or engineering.) Topics include functions and mathematics models, differentiation, integration and applications of the derivative and the definite integral.3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** High school geometry AND MAT 032+ as a prerequisite or an appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **MAT 140+ - Calculus and Analytic Geometry I**

| Meets a General Education requirement. An introduction to calculus. Topics included are functions, graphs, limits, continuity, derivatives, and definite and indefinite integrals and applications of differentiation and calculation of area. Students may receive credit for only one of the following courses: MAT 120 or MAT 140.4 credits [FALL/SPRING] Four hours per week.

**Prerequisite(s):** Three units college preparatory mathematics AND MAT 115+ as a prerequisite or an appropriate placement score.

## **MAT 141+ - Calculus and Analytic Geometry II**

A continuation of MAT 140. A study of integration. Topics included are techniques of integration, improper integrals, and applications of integration; derivatives and integral of inverse, exponential, and logarithmic functions; and sequences and series.4 credits [SPRING] Four hours per week.

**Prerequisite(s):** MAT 140+.

## **MAT 204+ - Introduction to Statistics**

| Meets a General Education requirement. An introduction to probability and statistics. Topics included are sampling methods; organization of data; measures of: central tendency, dispersion, and position; probability; probability distributions; confidence intervals; and hypothesis tests.3 credits [FALL/SPRING] Three hours per week.

**Prerequisite(s):** Complete MAT 031+ as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **MAT 210+ - Discrete Mathematics**

An introduction to discrete mathematics. Topics included are mathematical induction, finite series, sets, relations and functions, introduction to graph theory, combinatorics, algebraic structures, and probability.3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** Appropriate score on placement test or MAT 032+.

## **MAT 241+ - Calculus III**



An introduction to multi-variable calculus. Topics included are parametric and polar curves, vectors and vector-valued functions, functions of several variables, partial derivatives, and multiple integrals.4 credits [AS NEEDED] Four hours per week.

**Prerequisite(s):** MAT 141+.

### **MAT 246+ - Differential Equations**

An introduction to the basic methods of solving ordinary differential equations. Topics include equations of the first and second order, linear ordinary differential equations, Fourier series, and partial differential equations.3 credits [AS NEEDED] Three hours per week.

**Prerequisite(s):** MAT 141+.

## ***Mental Health***

### **MLH 213+ - Group Counseling**

An examination of group processes and interaction. Areas of study will include the development of skills and knowledge of leadership, communication, conflict and cohesion.3 credits [ALTERNATE YEARS - SPRING] Three hours lecture per week.

**Prerequisite(s):** PSC 201+, PSC 255+.

## ***Medical***

### **MED 106 - Medical Terminology**

A study of the language of medicine. Medical terminology will be presented through a study of the progress of word building using medical root words, combining forms, prefixes and suffixes. The presentation of medical language in this course will later serve as a foundation for students interested in a career in many different health-related fields, such as nursing, radiology, physical therapy, dentistry, etc. This course will provide a framework by introducing the key elements in the formation, as well as the modification of medical terms which can then be applied to specific body systems. 1 credit [FALL/SUMMER] One hour lecture per week.

## ***Music***

### **MUS 101 - Introduction to Music**

| Meets a General Education requirement. A study of the elements of music designed to give the student a better understanding of the art music of the Western World. Attention is given to the Medieval, Renaissance, Baroque, Classical, and Romantic periods, as well as to the lives of the composers, and various forms of musical composition and expression.3 credits [FALL/SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score.

### **MUS 141 - Chorus**

An introduction to group singing. Students will participate in the College choir. A variety of types of choral music are studied, as well as basic vocal and breathing techniques and skills necessary for successful group performance. 1 credit [AS NEEDED] Two studio hours per week.

### **MUS 142 - Chorus**

An introduction to group singing. Students will participate in the College choir. A variety of types of choral music are studied, as well as basic vocal and breathing techniques and skills necessary for successful group performance. 1 credit [AS NEEDED] Two studio hours per week.

### **MUS 152 - Music Fundamentals**

| Meets a General Education requirement. An introductory study of the basic ideas in listening to music and musical notation. Consideration will be given to the appreciation of music master works as well as practical music skills such as the understanding of musical notation, intervals, scales, melody, rhythm, and chords. Students must be able to read at least one clef and have an elementary understanding of music notation. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**

Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **MUS 153+ - Music Theory I**

The principles of notation, intervals, scales, melody, rhythm, triads, and four-part harmony are studied. Students must be able to read music in at least one clef and have a basic understanding of rhythmic notation. Highly recommended for music majors or for students who want to study music theory beyond an elementary level. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** MUS 152 or instructor approval. **Corequisite:** MUS 253+.

### **MUS 165 - Piano Class I**

Functional piano training for beginners. Basic keyboard skills and musicianship are developed through repertoire of elementary piano pieces. 2 credits [FALL/SPRING] One hour lecture, two studio hours per week.

### **MUS 187 - Voice Class I**

A study of vocal technique, anatomy, and pedagogy for students beginning or improving singing technique. The function and the anatomy of the singing voice and breathing apparatus are studied, as are elements of a good vocal and breathing technique. Basic skills in diction and musicianship are developed through selected repertoire of vocal exercises and songs. 3 credits [FALL] Three hours lecture per week.

### **MUS 201 - World Music**

Meets a General Education Requirement A study of world music that explores the roots of cultural diversity from dispersed geographical locales and the impact of globalization and migrating traditions on new audiences. Through guided listening and other activities, students will explore the creation, transmission, and understanding of world music as well as how it impacts their own perceptions of music. 3 credits [Fall/Spring] Three hours lecture per week.

### **MUS 253+ - Music Theory Seminar I**

The principles of notation, intervals, scales, melody, rhythm, triads, and four-part harmony are studied, in detail. Students must be able to read music in at least one clef and have a basic understanding of rhythmic notation. Focus is given to ear training and score study. 1 credit [FALL/SPRING] One hour lecture per week.

**Prerequisite(s):** MUS 152 or MUS 153+.

## ***Nursing***

### **NUR 114+ - Fundamentals of Nursing**

Introduction of foundational nursing knowledge and skills of care for the adult client. Students will apply basic knowledge while providing nursing care for the adult client introducing concepts of relationship-centered care; context and environment; quality and safety; personal-/professional development; knowledge and science; and teamwork. Students will have six hours of theory (6 credits) and an average of nine hours of directed clinical practice (3 credits). 9 Credits [FALL]

**Prerequisite(s):** BIO 211+; ENG 101+; MAT 113+, MAT 115+, or MAT 140+; PSC 150 **Prereq/Corequisite:** BIO 212+; PSC 250+

### **NUR 121+ - Nursing Care of Adult Clients with Alteration in Patterns of Health**

Application of nursing knowledge and skills for the adult client with alterations in patterns of health. Students expand knowledge and skills while caring for the adult client with alterations in patterns of health while applying concepts of relationship-centered care; context and environment; quality and safety; personal/professional development; knowledge and science; and teamwork.9 credits [SPRING] Course Fee. Five hours of theory and an average of 12 hours of directed clinical practice in a variety of settings each week.

**Prerequisite(s):** NUR 114+ ; BIO 212+; PSC 250+ **Corequisite:** BIO 202+, ARTS/HUM Elective or COM 101 or SOC 161 .

### **NUR 131 - Accelerated Pathway Direct Clinical Practice Experience**

Specialized transition course. Opportunity to gain clinical skills necessary to transition from role of Licensed Practical Nurse (LPN) and Nationally Registered Paramedic (NRP) and enter the third semester of professional nursing program. Content is entirely based on direct clinical practice (DCP), with a focus on skills related to client assessment, basic/intermediate nursing skills, medication administration, math competency and care of the adult client with alterations in health.2 credits [SPRING] Twelve hours direct clinical practice per week.

**Corequisite:** American Public University Systems course- NUR 161 - Fundamentals and Adult Transitions Course.

### **NUR 140+ - LPN to RN Transition Course**

Facilitates the transition of Licensed Practical Nurses into the Associate of Science in Nursing Degree Program. Roles of the nurse within the healthcare delivery system are explored with emphasis on the role of the provider of care, manager of care and a member of the profession in relation to meeting the healthcare needs of individuals with alterations in patterns of health. Building on prior educational and professional experience, theoretical knowledge from the humanities, physical, biological and behavioral sciences and nursing research are incorporated. The development of the students' critical thinking, caring, communication and management skills and professional behaviors are further enhanced. This course provides a variety of instructional activities to support implementation of the nursing process. This is a required course for Licensed Practical Nurses to receive college credit for the first two semesters of the program and be eligible to enroll in NUR 210+ . This course is offered in a guided self-instruction format during the summer session.3 credits [SUMMER] Course Fee. Six hours lecture for seven and one-half weeks.

**Prerequisite(s):** BIO 202+, BIO 212+; ENG 101+; MAT elective (MAT 113+, MAT 115+, or MAT 140+); PSC 250+.

### **NUR 212+ - Nursing Care of Clients through the Life Span**

Application of nursing knowledge and skills for clients in childbearing, pediatric and medical surgical settings. Students expand knowledge and skills caring for clients in these specialized settings while applying concepts of relationship-centered care; context and environment; quality and safety; personal-/professional development; knowledge and science; and teamwork. Students will have five hours of theory (5 credits) and an average of 12 hours of directed clinical practice (4 credits).9 Credits [FALL]

**Prerequisite(s):** NUR 121+; BIO 202+ **Prereq/Corequisite:** ARTS/HUM Elective or COM 101 or SOC 161

### **NUR 222+ - Managing Nursing Care of the Client with Complex Health Care Needs**

Integration of nursing knowledge, skills, management concepts, mental health nursing and contemporary issues while providing care for clients and families with complex health care needs. Students assimilate knowledge and skills managing care of clients and families with complex health care needs while integrating concepts of relationship-centered care; context and environment;

quality and safety; personal-/professional development; knowledge and science; and teamwork. Students will have five hours of theory (5 credits) and an average of 12 hours of directed clinical practice (4 credits).9 credits [SPRING]

**Prerequisite(s):** NUR 212+ **Prereq/Corequisite:**  
ARTS/HUM Elective or COM 101 or SOC 161

## ***Physical Education***

### **PED 103 - Wellness for Life**

| Meets a General Education requirement. The introduction of basic concepts and behavioral choices to become fit and promote wellness for life. All aspects of the total person will be covered, with emphasis on achievement of full potential in the physical, mental, emotional, social, environmental, and spiritual aspects of wellness for life. Assessment activities and program design will be emphasized.3 credits [FALL/SPRING] Three hours lecture per week.

### **PED 146 - Lifetime Fitness**

An introduction to all aspect of health-related and performance-related fitness. Emphasis is on current principles of training for cardiovascular exercise, resistance training, and flexibility. Students will be expected to personalize and implement an exercise program based on fitness goals.3 credits [FALL/SPRING] Two hours lecture, two hours laboratory per week.

### **PED 202 - Introduction to Exercise Science**

Introduces the student to the exercise science discipline. This course examines concepts including professionalism, ethics, certification and licensure, employment opportunities and scientific foundations of the various sub-disciplines.3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**  
Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **PED 204 - Injury Prevention/Emergency Management**

Basic first aid and emergency concepts (CPR), as well as prevention, recognition, treatment and management of injuries and physical disabilities that effect exercise. Initial and follow-up care are studied, along with the influence of training and program design on adaptations associated with diseases, functional disabilities and injuries that affect strengthening techniques.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Prereq/Corequisite:**  
Take MAT 023 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **PED 207 - Introduction to the Sports Industry**

Introduces current or future sport managers with an overview of the sport management discipline. The introduction is focused on the history of the sport management discipline, career opportunities, and various sport and exercise settings, such as interscholastic, intercollegiate, international, and professional sport, along with the health/fitness and recreation industries.3 credits [FALL] Three hours lecture per week.

**Prereq/Corequisite:**  
Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **PED 209 - Sport: A Cross-Cultural Perspective**

Explores the significance of sport and human movement from an anthropological perspective.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Physical Therapist Assistant***

### **PTA 101+ - Introduction to Physical Therapist Assisting**

An introduction to the profession of physical therapy including the purpose, history and practice structures. The scope of practice, ethics and roles of the healthcare providers are included. Basic patient care procedures and documentation are taught.3 credits [FALL] Course Fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** Acceptance into the PTA Program.

### **PTA 102+ - Physical Therapist Assistant I (Basic Techniques)**

Introductory study of the theory and skill development in body mechanics, gait training and data collection techniques. Emphasis is on competence in postural measurements, transfers, range of motion, manual muscle testing, basic therapeutic exercise, assistive devices and massage. The course covers disease processes and specific medical conditions seen in physical therapy.6 credits [SPRING] Course Fee. Three hours lecture, six hours laboratory per week.

**Prerequisite(s):** PTA 101+, BIO 211+, MAT 113+, ENG 101+, PSC 150. **Corequisite:** PTA 106+.

### **PTA 104+ - Physical Therapist Assistant II (Modalities)**

Introduces theory regarding the concepts of pain, peripheral vascular disease and wound care. Includes theory and skill-development in modalities and relaxation techniques with expected competency in specific units.6 credits [SUMMER] Course Fee. Five hours lecture, ten hours laboratory over nine weeks.

**Prerequisite(s):** PTA 102+, PTA 106+, BIO 212+. **Corequisite:** PTA 105+.

### **PTA 105+ - Clinical Practice I**

Preparation and performance of a concentrated introductory clinical experience using a variety of learning methods and environments (simulation, hands-on, and observation) for supervised application of clinical skills. PTA skills are assessed by clinical and academic faculty.2 credits [SUMMER] Course Fee. 30 hours of lab, 15 hours of lecture and assessment of PTA skills; one term.

**Prerequisite(s):** PTA 102+, PTA 106+, BIO 212+. **Corequisite:** PTA 104+.

### **PTA 106+ - Kinesiology**

The study of biomechanic principles involved in human movement. Includes structure and functions of joints and muscle groups and characteristics of normal posture and gait. Pathologies basic to each specific joint are reviewed.6 credits [SPRING] Course Fee. Four-and-one-half hours lecture, three hours laboratory per week.

**Prerequisite(s):** PTA 101+, BIO 211+, MAT 113+, ENG 101+, PSC 150. **Corequisite:** PTA 102+.

### **PTA 150+ - Functional Anatomy for the Physical Therapist Assistant**

This course is designed to bridge content and learning from human anatomy and physiology coursework to kinesiology coursework. Students will participate in both hands-on learning activities and interactive Internet links to promote basic knowledge of bone, muscle, and joint anatomy and physiology. From that knowledge, students will develop an understanding of how anatomy and physiology relate to function.1 credit [FALL] Course Fee. Two hours lecture and 28 hours of laboratory over

eight weeks.

**Corequisite:** PTA 101+.

### **PTA 201+ - Physical Therapist Assistant III (Orthopedics)**

Theory of orthopedic conditions and their underlying pathology. Skill-development includes integrated rehabilitation techniques of these conditions.4 credits [FALL] Course Fee. Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** PTA 104+, PTA 105+, PSC 250+. **Corequisite:** PTA 202+, PTA 203+.

### **PTA 202+ - Physical Therapist Assistant IV (Rehabilitation)**

Theory and pathology of conditions which may require usually long-term rehabilitation techniques. Skill-development focuses on techniques which enhance the level of function.4 credits [FALL] Course Fee. Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** PTA 104+, PTA 105+, PSC 250+. **Corequisite:** PTA 201+, PTA 203+.

### **PTA 203+ - Clinical Practice II**

A supervised clinical experience in a selected physical therapy setting for the application of new and previously learned clinical skills and theoretical integration.4 credits [FALL] Course Fee. A total of 192 clinical hours per semester.

**Prerequisite(s):** PTA 104+, PTA 105+, PSC 250+. **Corequisite:** PTA 201+, PTA 202+.

### **PTA 204+ - Physical Therapist Assistant V (Neurodevelopmental)**

Theory and pathology of the neurologically-involved patient. Special emphasis on skill-development in neurodevelopmental techniques.3 credits [SPRING] Course Fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** PTA 201+, PTA 202+, PTA 203+. **Corequisite:** PTA 205+, PTA 206+.

### **PTA 205+ - Current Issues and Trends Affecting the Physical Therapist Assistant**

A seminar course which addresses current issues and trends specific to the profession of physical therapy including healthcare reform, reimbursement, licensure and medical ethics.1 credit [SPRING] One hour lecture per week.

**Prerequisite(s):** PTA 201+, PTA 202+, PTA 203+. **Corequisite:** PTA 204+, PTA 206+, PTA 207+.

### **PTA 206+ - Clinical Practice III**

A supervised clinical experience in a selected physical therapy setting for application of new and previously learned clinical skills. Includes implementation of management skills and teaching techniques.4 credits [SPRING] Course Fee. A total of 144 hours of clinical practice per semester.

**Prerequisite(s):** PTA 201+, PTA 202+, PTA 203+. **Corequisite:** PTA 204+, PTA 205+.

### **PTA 207+ - Clinical Practice IV**

A supervised full-time clinical experience in a selected physical therapy setting for application of new and previously learned clinical skills and procedures. Includes implementation of management skills and teaching techniques.4 credits [SPRING] Course Fee. A total of 280 hours of clinical practice per semester.

**Prerequisite(s):** PTA 204+, PTA 206+. **Corequisite:** PTA 205+. **Note:** A grade of "C" or better in each PTA course is required to progress into PTA 207.

## ***Physics***

## **PHY 205+ - College Physics I**

| Meets a General Education requirement. Algebra-based study of the laws of physics. This course provides the first of two semesters of college physics. Topics include vectors, motion, force, equilibrium, momentum and energy, properties of matter, mechanical waves and sound, and an introduction to kinetic theory and thermodynamics. 4 credits [ALTERNATE YEARS - FALL - ODD] Three hours lecture, three hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score; MAT 115+. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **PHY 206+ - College Physics II**

Second semester of algebra-based college physics. Topics include electricity, magnetism, light and optics, and an introduction to atomic, nuclear, and modern physics. 4 credits [ALTERNATE YEARS - SPRING - EVEN] Three hours lecture, three hours laboratory per week.

**Prerequisite(s):** PHY 205+.

## **PHY 215+ - Physics I**

| Meets a General Education requirement. A calculus-based study of the laws of physics. The first of two semesters of college physics, preparing students for further study in the physical sciences for education and engineering. Topics include kinematics, statics and dynamics, momentum and energy, rotational dynamics, mechanical waves and sound, gravitational field, properties of materials, and an introduction to fluid mechanics and thermodynamics. 4 credits [ALTERNATE YEARS - FALL - ODD] Three hours lecture, three hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score; MAT 140+. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **PHY 216+ - Physics II**

Second semester of calculus-based college physics. Topics include electric forces, potentials and fields, DC/AC circuits and components, magnetic forces and fields, electromagnetic induction and radiation, light and optics, atomic and nuclear models, and an introduction to quantum and modern physics. 4 credits [ALTERNATE YEARS - SPRING - EVEN] Three hours lecture, three hours laboratory per week.

**Prerequisite(s):** PHY 215+.

## ***Political Science***

### **POL 180 - U.S. Federal Government**

| Meets a General Education requirement. A study of the basic principles of the national government of the United States, its structure and powers, and the operations of Congress, the President, and the Supreme Court. Citizenship, elections, political parties, and pressure groups are studied. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **POL 181 - State and Local Government**

An introduction to the organization and operation of state government and its subdivisions. Emphasis is placed on the functions of the various agencies and branches of Maryland government. POL 181 may be taken before POL 180. 3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **POL 185 - African-American Politics in the United States**

Meets a General Education requirement An overview of African-American leadership, as well as a comprehensive analysis of the socio-economic factors that shape African-American politics in the United States.3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **POL 230+ - Constitutional Law**

Study of the principles, nature, and meaning of the U.S. Constitution as determined by the holdings and opinion of the Supreme Court. Emphasis on the historical development of the Constitution and a study and analysis of the U.S. court system, judicial review, separation of powers, commerce powers, and powers of Congress and the president.3 credits [FALL] Three hours of lecture per week.

**Prerequisite(s):** Complete ENG 094 or ENG 100 as a prerequisite, or appropriate placement score.

## ***Psychology***

### **PSC 150 - General Psychology**

| Meets a General Education requirement. An introduction to the scientific study of psychology with emphasis on learning, cognition, motivation and emotion, individual differences, and adjustment patterns.3 credits [FALL/SPRING] Three hours per week.

### **PSC 201+ - Theories of Counseling**

An examination of the basic techniques and theories used in counseling. Areas of study will include interviewing skills, information giving, and crisis handling.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** PSC 150 .

### **PSC 211+ - Individual Counseling**

An in-depth study of theories and techniques used in counseling. Areas of study will include counseling special populations, the role of the counselor and the use of self in the counseling process. A study of the physical, intellectual, emotional, and social development of the human organism. Emphasis is given to the various stages of the life span, and the developmental influence of social class, the family, the school, and the group.3 credits [FALL] Three hours per week.

**Prerequisite(s):** PSC 201+.

### **PSC 220+ - Educational Psychology**

A study of psychological research and theory related to the educational process. This course focuses on the learning process and related concepts, including individual differences, measurement and evaluation, adjustment, motivation and human development. Attention is given to various instructional models and objectives, theories of learning, and the application of modern psychological principles as they apply to educational theory and process.3 credits [FALL/SPRING] Three hours per week and a minimum of 15 hours of field experience are required.

**Prerequisite(s):** PSC 150.

### **PSC 250+ - Human Growth and Development**



A study of the physical, intellectual, emotional, and social development of the human organism. Emphasis is given to the various stages of the life-span, and the developmental influence of social class, the family, the school, and the group.3 credits [FALL/SPRING] Three hours per week.

**Prerequisite(s):** PSC 150.

### **PSC 255+ - Abnormal Psychology**

A study of major aspects of deviant behavior including psychoneurosis, psychosis, personality disorders, and mental health.3 credits [FALL/SPRING] Three hours per week.

**Prerequisite(s):** PSC 150.

### **PSC 266 - Pharmacology of Psychoactive Drugs**

This course examines the effects of psychoactive drugs on the functionality of the brain and body. Drug classification, including their action potential, withdrawal syndromes, and associated medical problems will be discussed. Assessment and treatment modalities will be reviewed.3 credits [FALL] Three hours lecture per week.

### **PSC 267+ - Ethical Issues in Counseling**

An in-depth study of ethical issues in counseling when providing services to clients. Topics include an emphasis on the examination of legal and ethical codes and professional standards, analysis of ethical dilemmas in practice, and consequences of ethical violations in the various areas of human services and addiction.3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** Completion of all developmental requirements. **Prereq/Corequisite:** PSC 150

### **PSC 268+ - Addiction Treatment Delivery**

A detailed exploration of treatment delivery when working with clients with substance use disorders. Topics include screening, intake completion, orientation to services, case management, crisis intervention, education and prevention, client referral, consultation, reports and record keeping, assessment and diagnosis, and treatment planning.3 credits [SPRING] Three hours per week.

**Prerequisite(s):** Completion of all developmental requirements. **Prereq/Corequisite:** PSC 150

## ***Radiologic Sciences***

### **RSR 103+ - Introduction to Radiologic Sciences**

An introduction to the radiologic sciences. Topics to be studied will include a history of radiography; a discussion of different medical imaging modalities; medical ethics and law; professionalism; and the structure and environment of healthcare systems.2 credits [SUMMER] Four hours lecture per week.

**Prerequisite(s):** Admission to the Radiologic Sciences Program.

### **RSR 105+ - Introduction to Positioning**

An introduction to radiographic procedures. Radiographic terminology, finite anatomy, equipment manipulation, positioning, effective communication skills, patient care considerations, radiation exposure factors, and radiation protection procedures used to accurately demonstrate patient anatomy on a radiograph will be studied. Procedures will be demonstrated. Students will practice procedures in role-playing lab situations and complete lab examinations for each procedure studied. Three hours per week will be scheduled in the clinical setting.2 credits [SUMMER] Two hours lecture, four hours laboratory per week.

**Prerequisite(s):** Admission to the Radiologic Sciences Program.

## **RSR 107+ - Radiographic Patient Care**

A study and practice of the skills necessary to provide supportive care for pediatric, adult, and geriatric patients who are having medical imaging procedures performed. Studies will include vital signs, oxygen administration, venipuncture, body mechanics, patient assessment skills, care of patients in trauma and critical situations, universal precautions, basic pharmacology, drug administration, performance of ECG's, patient education, and customer service techniques. RSR 107 is offered in the eight-week summer session.3 credits [SUMMER] Course Fee. Four hours lecture and discussion, four hours lab per week.

**Prerequisite(s):** Admission to the Radiologic Sciences Program.

## **RSR 111+ - Positioning I**

A continuing study of radiographic procedures. Radiographic terminology, finite anatomy, equipment manipulation, positioning, effective communication skills, patient care considerations, radiation exposure factors, and the radiation protection procedures used to accurately demonstrate patient anatomy on a radiograph will be studied. Procedures will be demonstrated. Students will practice procedures in role-playing lab situations and complete lab examinations for each procedure studied.4 credits [FALL] Two hours lecture, four hours lab per week.

**Prerequisite(s):** RSR 105+.

## **RSR 117+ - Fundamentals of Radiographic Exposure**

An introduction to radiographic exposure. Topics to be studied will include a discussion of atomic structure, nature of radiation, x-ray production, factors that influence x-ray beam characteristics, interactions of photons with matter, beam filtration, analog imaging, image characteristics of detail, distortion, density and contrast and the factors that influence them; control of scatter radiation, determination of exposure factors, image receptors, and the difference between analog and digital imaging.3 credits [FALL] Three hours lecture per week.

## **RSR 121+ - Clinical Radiography I**

Supervised clinical rotation to observe and practice radiography. Orientation to the radiographic information systems and equipment at each site will be completed. The student will position patients for radiographic procedures, communicate effectively, provide patient care, calculate appropriate exposure factors, and provide radiation protection as appropriate under the direct supervision of a registered radiographer in the clinical setting. Initial practice of radiographic procedures will be completed in the laboratory and lab examinations will be completed. Progress will be assessed and documented throughout the semester. Course coordinates with RSR 111+ - Positioning I.2 credits [FALL] Course Fee. Twenty-four contact hours of clinical and laboratory practice per week as needed to demonstrate competency.

**Prerequisite(s):** RSR 105+.

## **RSR 126+ - Positioning II**

A continuing study of radiographic procedures. Radiographic terminology, finite anatomy, equipment manipulation, positioning, effective communication skills, patient care considerations, radiation exposure factors, and the radiation protection procedures used to accurately demonstrate patient anatomy on a radiograph will be studied. Procedures will be demonstrated. Students will practice procedures in role-playing lab situations and complete lab examinations for each procedure studied.4 credits [SPRING] Two hours lecture, four hours laboratory per week.

**Prerequisite(s):** RSR 111+.

## **RSR 132+ - Radiographic Imaging Equipment**

A study of the physical principles and equipment of radiography. Electricity, magnetism, electromagnetism, radiographic circuits, fluoroscopic equipment, mobile x-ray units, linear tomography, and quality control processes will be studied.4 credits [SPRING]

Four hours lecture per week.

**Prerequisite(s):** RSR 117+ and MAT 113+.

### **RSR 136+ - Clinical Radiography II**

Supervised clinical rotation to observe and practice radiography. The student will continue to position patients for radiographic procedures, communicate effectively, provide patient care, calculate appropriate exposure factors, and provide radiation protection as appropriate under the direct supervision of a registered radiographer in the clinical setting. Practice of radiographic procedures will be completed in the laboratory and lab examinations will be completed. Clinical progress will be assessed and documented throughout the semester. Course coordinates with RSR 126+ - Positioning II.2 credits [SPRING] Course Fee.

Twenty-four hours of practice per week scheduled to demonstrate competency.

**Prerequisite(s):** RSR 121+.

### **RSR 140+ - Positioning III**

A continuing study of radiographic procedures. Radiographic terminology, finite anatomy, equipment manipulation, positioning, effective communication skills, patient care considerations, radiation exposure factors, and radiation protection procedures used to accurately demonstrate patient anatomy on a radiograph will be studied. Procedures will be demonstrated. Students will practice procedures in role-playing lab situations and complete lab examinations for each procedure studied.2 credits [SUMMER]

Two hours lecture, four hours laboratory per week.

**Prerequisite(s):** RSR 126+.

### **RSR 146+ - Clinical Radiography III**

Supervised clinical rotation to observe and practice radiography. The student will continue to position patients for radiographic procedures, communicate effectively, provide patient care, calculate appropriate exposure factors, and provide radiation protection as appropriate under the direct supervision of a registered radiographer in the clinical setting. Clinical progress will be assessed and documented throughout the semester. Course coordinates with RSR 140+ - Positioning III.1 credit [SUMMER]

Course Fee. Twenty-four hours of clinical per week.

**Prerequisite(s):** RSR 136+.

### **RSR 203+ - Positioning IV**

A continuing study of radiographic procedures. Radiographic terminology, finite anatomy, equipment manipulation, positioning, effective communication skills, patient care considerations, radiation exposure factors, and the radiation protection procedures used to accurately demonstrate patient anatomy on a radiograph will be studied. Procedures will be demonstrated. Students will practice procedures in role-playing lab situations and complete lab examinations for each procedure studied.4 credits [FALL]

Two hours lecture, four hours laboratory per week.

**Prerequisite(s):** RSR 140+.

### **RSR 206+ - Digital Radiography**

A study of computers, digital image acquisition and display. The components, principles, and operation of computers and digital imaging systems will be studied. Factors that impact image acquisition, display, archiving and retrieval are discussed. Guidelines for selecting exposure factors and evaluating images within a digital system and quality assurance and maintenance are discussed. The principles of computed tomography are also presented.3 credits [FALL] Course Fee. Three hours lecture per week.

**Prerequisite(s):** RSR 132+.

### **RSR 221+ - Clinical Radiography IV**

Supervised clinical rotation to observe and practice radiography. The student will continue to position patients for radiographic procedures, communicate effectively, provide patient care, calculate appropriate exposure factors, and provide radiation protection as appropriate under the supervision of a registered radiographer in the clinical setting. The student will demonstrate more independent performance of examinations for which competency has been earned. Clinical progress will be assessed and documented throughout the semester. Course coordinates with RSR 203+ - Positioning IV.2 credits [FALL] Course Fee. Twenty-four hours of clinical per week.

**Prerequisite(s):** RSR 146+.

### **RSR 229+ - Image Analysis**

A course emphasizing the application of the problem-solving process in radiography. Radiographic images produced in the lab and clinical setting will be analyzed for quality and possible solutions to exposure, equipment, and positioning problems will be examined.1 credit [SPRING] Two hours laboratory per week.

**Prerequisite(s):** RSR 146+.

### **RSR 231+ - Radiation Biology and Protection**

A study of the effect of ionizing radiation on body tissues at the molecular and cellular level. An overview of the interaction of radiation with living systems and the factors affecting biological responses will be studied. The responsibilities of the radiographer to ensure that patients, personnel and the public are protected from excessive radiation exposure and the regulations affecting ionizing radiation at the federal- and state-level will be discussed.3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** RSR 132+

### **RSR 235+ - Clinical Radiography V**

Final supervised clinical rotation to observe and practice radiography. The student will assume direct and independent responsibility to position patients for radiographic procedures, communicate effectively, provide patient care, calculate appropriate exposure factors, and provide radiation protection as appropriate. All competency requirements must be completed. Clinical progress will be assessed throughout the semester.2 credits [SPRING] Twenty-four hours of clinical experience per week.

**Prerequisite(s):** RSR 221+.

### **RSR 240+ - Radiography Program Outcomes Analysis**

An analysis of the student's mastery of radiography program goals and objectives. Students will analyze their knowledge of radiographic concepts and their ability to perform the competencies required for program completion.1 credit [SPRING] One hour lecture per week.

**Prerequisite(s):** RSR 221+.

## **Science**

### **SCI 110 - Introduction to Astronomy**

| Meets a General Education requirement. An introduction to the study of the universe and how the scientific method is used to study it. Particular emphasis will be placed on current theories of how the universe, galaxy, and solar system came to be in their present state.4 credits [FALL/SPRING] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 and MAT 031+ as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **SCI 111 - Physical Geology**

| Meets a General Education requirement. An introduction to the study of the earth's structures and processes, both internal and external. Laboratory exercises will include the study and identification of various rocks and minerals. 4 credits [ALTERNATE YEARS - SPRING ODD] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 and MAT 023 as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **SCI 141 - Physical Science**

| Meets a General Education requirement. An introduction to physical science, emphasizing the concepts of chemistry and physics. Topics will be presented and discussed through an interrelated approach designed for the non-science major. 4 credits [FALL/SPRING] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 or MAT 023 as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **SCI 142 - Earth Science**

| Meets a General Education requirement. An interdisciplinary course studying the earth and its environment in space. The principles of geology, meteorology, astronomy, oceanography, plate tectonics, and other related principles will be studied. 4 credits [FALL/SPRING] Three hours lecture, two hours laboratory per week.

**Prerequisite(s):** Complete ENG 094 and MAT 023 as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **SCI 151 - Environmental Science**

| Meets a General Education requirement. An introduction to the study of the natural environment, designed to increase environmental literacy. The course emphasizes the interdisciplinary nature of the field, and includes significant field experience. Topics include systems thinking and analysis; basic concepts of the atmosphere, hydrosphere, lithosphere, and biosphere; resource use and conservation; environmental policies, agencies, and laws; human impact on ecological resources; and current issues in environmental science at global, regional, and local scales. 4 credits [FALL/SPRING] Three hours lecture, two hours laboratory per week, and required field experiences.

**Prerequisite(s):** Complete ENG 094 and MAT 031+ as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **SCI 271+ - Internship in Natural Science**

Offers students course credit for internship or cooperative learning experiences in the scientific workplace. By working with employers on a selected project that meets academic goals, students will develop practical workplace skills to complement their academic knowledge. At the same time, students will report regularly to an academic faculty member who will supervise the student's progress, act as a liaison to the supervisor in the workplace, and evaluate the project to ensure that it meets academic goals. Students will present a final project to the supervising faculty member; the course grade will be assigned based upon that project and a written evaluation from the workplace supervisor. 1 credit [AS NEEDED] Five hours lecture over the course of the semester and three hours of work experience per week.

**Prerequisite(s):** A 2.0 GPA; completion of 12 credit hours; passing grade in one four-credit laboratory science course.

### **SCI 272+ - Internship in Natural Science**

Offers students course credit for internship or cooperative learning experiences in the scientific workplace. By working with employers on a selected project that meets academic goals, students will develop practical workplace skills to complement their

academic knowledge. At the same time, students will report regularly to an academic faculty member who will supervise the student's progress, act as a liaison to the supervisor in the workplace, and evaluate the project to ensure that it meets academic goals. Students will present a final project to the supervising faculty member; the course grade will be assigned based upon that project and a written evaluation from the workplace supervisor. 2 credits [AS NEEDED] Ten hours lecture over the course of the semester and six hours of work experience per week

**Prerequisite(s):** A 2.0 GPA; completion of 12 credit hours; passing grade in one four-credit laboratory science course.

### **SCI 273+ - Internship in Natural Science**

Offers students course credit for internship or cooperative learning experiences in the scientific workplace. By working with employers on a selected project that meets academic goals, students will develop practical workplace skills to complement their academic knowledge. At the same time, students will report regularly to an academic faculty member who will supervise the student's progress, act as a liaison to the supervisor in the workplace, and evaluate the project to ensure that it meets academic goals. Students will present a final project to the supervising faculty member; the course grade will be assigned based upon that project and a written evaluation from the workplace supervisor. 3 credits [AS NEEDED] Fifteen hours lecture per semester and nine hours of work experience per week.

**Prerequisite(s):** A 2.0 GPA; completion of 12 credit hours; passing grade in one four-credit laboratory science course.

## **Social Studies**

### **SOS 170 - Introduction to Social Studies**

A survey of the world through human topics, beginning with agriculture and other early human technologies, and continuing to modern times. Each topic will be taught through examples drawn from events across time and all world regions. This course fulfills all World Civilization and Cultural Geography related Maryland A.A.T. competencies. 3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **Sociology**

### **SOC 161 - Sociology**

| Meets a General Education requirement. An introduction to sociological concepts, theories, and methods. The influence of the social environment on the individual in such areas as role, status, personality, mobility, and social control is studied. 3 credits [FALL/SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete MAT 023 as a prerequisite, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **SOC 162 - Social Problems**

| Meets a General Education requirement. A sociological analysis of the major social problems prevalent in American society. Consideration will be given to the social problems of poverty, crime, race relations, mental illness, alcoholism, drug addictions, and population. 3 credits [SPRING] Three hours lecture per week.

**Prerequisite(s):** Complete ENG 094 and MAT 023 as prerequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

### **SOC 165+ - Sociology of the Family**

An analysis of the structure and function of the family in contemporary American life. Consideration is given to the husband-wife and parent-child interrelationships.3 credits [FALL] Three hours lecture per week.

**Prerequisite(s):** RECOMMENDED: SOC 161.

### **SOC 171 - Introduction to Human Services and Social Work**

An examination of the roots of social welfare, social work and human services in the experience of man; a philosophical and historical orientation to human services and social work; roles and modes of intervention of social work relating to human needs and social issues; survey of human services in the social welfare framework. The social, legal, and ethical aspects of human services will be examined within the profession.3 credits [FALL] Three hours lecture per week.

### **SOC 209 - Sociology of Chemical Substance Abuse**

An examination of social dimensions of substance abuse. Areas of study will include the drug scene, the maintenance of the habit or addiction, and the economic, social, and cultural factors influencing drug usage.3 credits [AS NEEDED] Three hours of lecture per week.

### **SOC 273+ - Ethics in Human Services Practicum**

Provides an opportunity for experiential learning that prepares students for practice in the various areas of specialization in human services. Students select a human services agency with faculty facilitation and supervision. The practicum will provide first-hand experience in the issues of providing services to clients, including an emphasis on the examination of legal and ethical standards, analysis of ethical dilemmas in practice, and consequences of ethical violations in the various areas of human services and addiction.3 credits [AS NEEDED] 1 hour lecture per week and 90 practicum hours per semester.

**Prerequisite(s):** SOC 171 and 6 credits in human services (SOC, PSC, MLH) courses.

### **SOC 274+ - Practicum in Human Services**

Provides a field experience in the various areas of specialization in human services. Students are assigned to a community human services facility under faculty supervision. The practicum will provide first-hand experience in the issues of providing services to clients.3 credits [As Needed] 1 hour lecture per week and 90 practicum hours per semester.

**Prerequisite(s):** SOC 273+ and six credits in human services (SOC, PSC, MLH) courses.

## ***Surgical Technology***

### **SGT 125+ - Introduction to Healthcare and Surgical Services**

An introduction to healthcare and surgical services. This course provides students with an introductory level understanding of health care delivery systems as they relate to Surgical Technology. Topics include roles and responsibilities, physical design needs, potential hazards and safety issues. Patient care issues including moral, legal, ethical, spiritual and psychological needs will be covered. Professional organizations and available credentialing options will be explored.3 credits [SPRING] Three hours lecture per week.

**Prereq/Corequisite:**

ENG 094 MAT 031+

### **SGT 126+ - Surgical Techniques**

A course providing an introduction to surgical techniques. Surgical techniques including aseptic technique and infection control, surgical instrumentation and equipment, instrument and equipment cleaning and sterilization methods, chemical disinfection and

environmental sanitation. The sequencing and principles of preoperative, intraoperative and postoperative care, highlighting the responsibilities of the surgical technologist, circulator and scrub roles will be introduced. Common illnesses and emergency situations will be discussed.3 credits [SUMMER] One hour of lecture and four hours of laboratory per week.

**Prerequisite(s):** SGT 125+ **Corequisite:** SGT 127+ SGT 128+

### **SGT 127+ - Surgical Pharmacology**

A course to introduce surgical pharmacology. General principles of pharmacology and anesthesia as they relate to the surgical technologist within the operative environment will be addressed. Topics include drug sources, abbreviations and medical terminology related to pharmacology and anesthesia, classifications and regulatory issues, indications and contraindications for use, complications, adverse reactions, drug interactions, routes of administration, relevant anatomy and physiology, dosage calculation and medication handling by the surgical technologist. Emphasis on the relationship of the drug to the surgical patient during the pre-, intra-, and postoperative phases will be highlighted. A basic understanding of anesthesia and anesthetic application will be included.2 credits [SUMMER] One hour of lecture and two hours of lab per week.

**Prerequisite(s):** SGT 125+ **Corequisite:** SGT 126+ SGT 128+

### **SGT 128+ - Surgical Specialties I**

A course to study surgical procedures. Students will be introduced to General, OB/GYN, Genitourinary, Orthopedic and Plastics/Reconstructive Surgery. Included in the presentations will be indications, outcomes, anatomy, physiology and pathophysiology.4 credits [SUMMER] Four hours lecture per week.

**Prerequisite(s):** SGT 125+ **Corequisite:** SGT 126+ SGT 127+

### **SGT 129+ - Surgical Practicum I**

A course to apply operating room procedures. Beginning-level practice of operating room procedures, including application of basic laboratory skills in an operating room setting. Applied skills include scrubbing, gowning, gloving, setting up, instrument handling and anticipation of needs with increased organization, speed and manual dexterity. Appropriate record keeping is the responsibility of the student.5 credits [FALL] Twenty five clinical contact hours per week, not to exceed 375 hours a semester.

**Prerequisite(s):** SGT 128+ or experiential criteria approved by the program director. **Corequisite:** SGT 226+ SGT 228+

### **SGT 225+ - Surgical Practicum II**

A course to continue practicing surgical procedures. Intermediate-level practice of operating room procedures, including continued application of basic laboratory skills in an operating room setting. Applied skills include scrubbing, gowning, gloving, setting up, instrument handling and anticipation of needs with increased organization, speed and manual dexterity. Appropriate record keeping is the responsibility of the student.1 credit [WINTERIM] 75 clinical contact hours per semester.

**Prerequisite(s):** SGT 230+ or experiential criteria as approved by the program director.

### **SGT 226+ - Surgical Techniques II**

A course to learn and practice surgical techniques. This course continues preparing the student to be an active member of the surgical team. Students will be introduced to general surgical techniques, including devices and surgical robotics. Topics relating to wounds include types of wounds and phases of healing. Other topics include sutures and needles, accessory devices and surgical staplers, preoperative diagnoses and opening and closing of surgical wounds.3 credits [FALL] One hours lecture, four hours lab per week.

**Prerequisite(s):** SGT 128+ **Corequisite:** SGT 129+ SGT 228+

### **SGT 228+ - Surgical Specialties II**



A course to continue to develop surgical skills. Students will be introduced to Cardiothoracic, Peripheral Vascular, Neurological, Otorhinolaryngology, Oral/Maxillary and Ophthalmic Surgery. Included in the presentations will be indications, outcomes, anatomy, physiology and pathophysiology.4 credits [FALL] Four hours lecture per week.

**Prerequisite(s):** SGT 128+ **Corequisite:** SGT 129+ SGT 226+

### **SGT 229+ - Surgical Practicum III**

A course to demonstrate surgical practice competency. Competent-level practice of operating room procedures, with skills performed with little to no assistance. Expectations include independent scrubbing for a variety of surgical cases, duties performed with increased speed and accuracy, increased awareness and anticipation of needs for the procedures and the needs of team members, and increased instrument handling skills. Appropriate record keeping is the responsibility of the student.5 credits [SPRING] Twenty five clinical contact hours per week, not to exceed 375 hours per semester.

**Prerequisite(s):** SGT 228+ **Corequisite:** SGT 230+

### **SGT 231+ - Strategies for Professional Advancement**

This course is to provide students with strategies for achieving certification and professional opportunities. Test-taking strategies, critical thinking for problem solving, resume and interview skills and exploration of options for career pathways.2 Credits [Spring] Two-hour lecture per week.

**Prerequisite(s):** Prerequisite(s): Completion of all other SGT requirements or for practitioners to prepare for CST certification.

**Prereq/Corequisite:**

SGT 229+

## ***Technology***

### **TEC 115 - Safety Management**

A study of the causes of accidents, methods of preventing accidents, personal protection, OSHA and MOSHA, industry and general shop safety.3 credits [AS NEEDED] Three hours lecture per week.

**Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## ***Theatre***

### **THE 110 - Design for Themed Entertainment**

A course that provides a survey of design skills required to produce immersive theatrical experiences. Students will explore set design, lighting, projection design, and costuming.

3 credits [SPRING] Three hours lecture per week.

### **THE 172 - Introduction to Theatre**

| Meets a General Education requirement. A survey of theatrical forms from ancient times to the present day. The course is designed to familiarize the student with the practices, philosophies, terminologies, and purposes of the theatre. It includes an analysis of the basic elements of the theatre: the play, playwright, player, director, and audience.3 credits [FALL/SPRING] Three hours per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## THE 173 - Theatre Workshop

An introduction to various aspects of the theatre. Activities of theatre will be studied on an individual basis and will include set design, scenery construction, publicity, theatre management, stage managing, and technical problems of acting, with each student selecting one area, or two related areas of interest. Hours arranged with the instructor. Some internships are offered in off-campus locations. May be taken for four semesters.1 credit [FALL/SPRING] One credit each semester.

### **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## THE 174 - Theatre Workshop

An introduction to various aspects of the theatre. Activities of theatre will be studied on an individual basis and will include set design, scenery construction, publicity, theatre management, stage managing, and technical problems of acting, with each student selecting one area, or two related areas of interest. Hours arranged with the instructor. Some internships are offered in off-campus locations. May be taken for four semesters.1 credit [FALL/SPRING] One credit each semester.

### **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## THE 175 - Introduction to Theatre Production

An introduction to all aspects of theatre production. Part I of the course is designed to offer students a formal introduction to the entire production process, from selecting the script through dismantling the completed production. Part II of the course involves training and participation in one of the following areas of production: acting, stage management, administration (front-of-house), marketing, or "tech" (backstage work, including lighting, sound, set, costumes and/or backstage crew). Involvement in a stage production is mandatory.3 credits [FALL/SPRING] One hour lecture, four hours independently scheduled studio time per week.

### **Prereq/Corequisite:**

Take ENG 094 and MAT 023 as pre or corequisites, or appropriate placement scores. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## THE 210 - Play and Tourism

A course that explores the social and cultural dimensions of play within the context of travel. Students will compare cultural to pleasure tourism, study how cultural tourism sites develop and function, explore the concept of dark tourism, and consider the ethical questions raised at both ethnographic and historical sites.

3 credits [SPRING] Three hours lecture per week.

## THE 250 - Western Culture and Performance

| Meets a General Education requirement. A survey of rituals, games, and live entertainment from ancient to modern times. This course will focus on the culture and literature of performance in the Western tradition.3 credits [FALL] Three hours per week.

**Prerequisite(s):** Complete ENG 094 as a prerequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## THE 271 - Introduction to Acting

| Meets a General Education requirement. An introduction to the theory and basic principles of acting with focus on scripted drama. Work in voice, body movement, characterization, and style is included.3 credits [FALL] Three hours lecture per week.

## **THE 273 - Theatre Workshop**

An introduction to various aspects of the theatre. Activities of theatre will be studied on an individual basis and will include set design, scenery construction, publicity, theatre management, stage managing, and technical problems of acting, with each student selecting one area, or two related areas of interest. Hours arranged with the instructor. Some internships are offered in off-campus locations. May be taken for four semesters.1 credit [FALL/SPRING] One credit each semester.

### **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **THE 274 - Theatre Workshop**

An introduction to various aspects of the theatre. Activities of theatre will be studied on an individual basis and will include set design, scenery construction, publicity, theatre management, stage managing, and technical problems of acting, with each student selecting one area, or two related areas of interest. Hours arranged with the instructor. Some internships are offered in off-campus locations. May be taken for four semesters.1 credit [FALL/SPRING] One credit each semester.

### **Prereq/Corequisite:**

Take ENG 094 as a pre or corequisite, or appropriate placement score. **Note:** All developmental courses must be completed with a grade of "C" or better in order to progress to the next developmental level or into college-level courses.

## **THE 275 - Acting and Improvisation**

Students will explore improvisation and devised performance as tools for character development, adept physical and vocal expressivity, and storytelling. Students will develop both solo and partner scene performances.3 credits [SPRING] Three hours per week.

## **THE 279 - World Culture and Performance**

Meets a General Education requirement A global survey of performance in non-Western contexts and across a wide chronological span from ancient times to the present. Students will study, analyze, and explore performance through interactive projects and activities.3 credits [SPRING] Three hours lecture per week.

## ***Welding***

### **WEL 108 - Fundamentals of Welding**

Course designed to provide introductory knowledge and skills for an entry-level welder. Topics include occupational and safety considerations, identification of suitable metals, electrodes and wires, performing various welding techniques, basic welding symbols and codes, welding inspection methods, and groove and fillet welds on carbon steel. Course provides an overview of oxy-fuel cutting, shielded metal arc welding (SMAW), gas metal arc welding (GMAW) gas tungsten arc welding (GTAW) and flux-cored arc welding (FCAW) processes.3 credits [SUMMER/FALL/SPRING] Course Fee. Two hours lecture, two hours laboratory per week.

### **WEL 109+ - Structural Welding and Cutting Processes**

Course designed to develop the student's skills in oxy-fuel and plasma cutting, shielded metal arc welding (Stick), gas metal arc welding (MIG), and flux-cored arc welding processes. Students will also establish a deeper understanding of drawing and welding symbol interpretation as they work towards the AWS Entry Level Welder Performance Qualification Tests. 3 credits [FALL/SPRING] Course fee. Two hours lecture, two hours laboratory per week.

### **Prereq/Corequisite:**

WEL 108

## **WEL 152+ - Metal Fabrication I**

Course is designed to provide students with the necessary knowledge and skills to perform basic metal fabrication in a welding shop. Topics include occupational and safety considerations, identification and application of types of metal and joints, fabrication processes, practical job-based math applications, and use of welding symbols and detail drawings.3 credits [FALL/SPRING] Course fee. Two hours lecture, two hours laboratory per week.

**Corequisite:** WEL 108

## **WEL 201+ - Intermediate MIG & TIG Welding**

Course designed to advance students' skills in the areas of gas metal arc (GMAW) and gas tungsten arc welding (GTAW). This course is ideal for students interested in career pathways involving structural and decorative metal fabrication using carbon steel, stainless steel, and aluminum. Students will be prepared to pass the AWS Entry Welders Performance Qualification Tests for GMAW and GTAW.3 credits [FALL/SPRING] Course fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** WEL 108 **Corequisite:** WEL 152+

## **WEL 211+ - Advanced MIG & TIG Welding**

Course designed to allow students to master skills in the areas of gas metal arc (GMAW) and gas tungsten arc welding (GTAW). This course is ideal for students interested in career pathways involving structural and decorative metal fabrication using carbon steel, stainless steel, and aluminum. Students will be prepared to pass the AWS Advanced Welder Performance Qualification Tests for GMAW and GTAW.3 credits [Spring] Course fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** WEL 201+

## **WEL 215+ - Marine Welding Processes**

Course designed to allow students to master skills in the areas of gas metal arc (GMAW) and gas tungsten arc welding (GTAW) specifically as applied to Non- Ferrous and Stainless steel applications. This course is ideal for students interested in career pathways involving metal fabrication in marine industries, using carbon steel, stainless steel, and aluminum. Students will be prepared to prep and make welds on tubular structures and castings using GMAW and GTAW. [SPRING] Course fee.

3 credits [SPRING] Course fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** WEL 108

## **WEL 221+ - Intermediate Stick & Flux-cored Welding**

Course designed to advance students' skills in the areas of shielded metal arc (SMAW) and flux-cored arc welding (FCAW). This course is ideal for students interested in pursuing career pathways in structural steel erection/fabrication, industrial utilities and pipeline construction and repair. Students will be prepared to pass the AWS Entry Level Welder Performance Qualification Tests for SMAW and FCAW.3 credits [FALL/SPRING] Course fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** WEL 108 **Corequisite:** WEL 152+

## **WEL 225+ - Pipe Welding**

Course designed to advance students' skills in the areas of Shielded Metal Arc (SMAW) and Flux-cored Arc Welding (FCAW) as applied to piping applications. This course is ideal for students interested in pursuing career pathways in tubular steel construction, industrial utilities and pipeline construction and repair. Students will be prepared to pass the Qualification Tests for SMAW and FCAW as applied to Pressure and Piping applications.3 credits [SPRING] Course fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** WEL 109+ or WEL 211+

## **WEL 231+ - Advanced Stick & Flux-cored Welding**

Course designed to advance students' skills in the areas of shielded metal arc (SMAW) and flux-cored arc welding (FCAW). This course is ideal for students interested in pursuing career pathways in structural steel erection/fabrication, industrial utilities and pipeline construction and repair. Students will be prepared to pass the AWS Advanced Welder Performance Qualification Tests for SMAW and FCAW.3 credits [Spring] Course fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** WEL 221+

## **WEL 252+ - Metal Fabrication II**

Course designed to advance students' knowledge and skills related to metal fabrication. Topics include occupational and safety considerations, metallurgy, preheating and post heating of metals, advanced fabrication processes, practical job-based math applications, fabrication from welding detail drawings.3 credits [FALL/SPRING] Course fee. Two hours lecture, two hours laboratory per week.

**Prerequisite(s):** WEL 152+

## **WEL 273 - Internship in Welding**

This course offers students course credit for internship or cooperative learning experiences in the Metal Fabrication workplace. By working with employers on academic goals, students will develop practical workplace skills to complement their academic knowledge. At the same time, students will report regularly to an academic faculty member who will supervise the student's progress, act as a liaison to the supervisor in the workplace, and evaluate the project to ensure that it meets said academic goals. Students will present a final project to the supervising faculty member; the course grade will be assigned based upon that project and a written evaluation from the workplace supervisor.3 credits [AS NEEDED] Fifteen hours lecture per semester and nine hours of work experience per week.

**Prerequisite(s):** Completion of 12 credit hours. **Note:**

It is highly recommended that substantial core coursework be completed prior to registering for the course. The more coursework completed, the more valuable the experience.

# Appendix 1: Student Transfer Policies

## Appendix 1. Student Transfer Policies

### Maryland Higher Education Commission Student Transfer Policies

#### Authorization

These Student Transfer Policies, as adopted by the Maryland Higher Education Commission, will supersede the transfer policies in effect since 1972, as modified and adopted in 1979. These policies shall be effective and applicable to students first enrolling in Maryland public post-secondary educational institutions in Fall 1990, and thereafter.

#### Applicability of Policies

These transfer policies and procedures apply to admission, credit transfer, program articulation, and related matters for undergraduate students who wish to transfer between Maryland public colleges and universities. The Maryland Higher Education Commission also recommends them to Maryland independent institutions.

#### Rationale

A major premise of the Maryland public higher education system is that a student should be able to progress from one segment of higher education to another without loss of time or unnecessary duplication of effort. The Maryland Higher Education Commission's objective is to ensure that a student who intends to complete a baccalaureate degree and who begins his or her work at a community college is able to move towards the completion of that degree by transferring to a baccalaureate degree-granting institution without loss of credit or unnecessary duplication of course content. At the same time, the Commission recognizes that some students change their educational objectives as they progress in their studies, indeed, sometimes because their studies expose them to new ideas and possibilities. These students should also be able to complete their general education courses and have them transfer without loss of credit.

One means of accomplishing this objective is through the development of recommended transfer programs between two- and four-year institutions. A recommended transfer program, developed by careful planning and agreement between specific two- and four-year institutions, is that recommended sequence of courses which a student takes at a community college which will constitute the first two years of a baccalaureate degree program at a Maryland public institution of higher education.

The Maryland Higher Education Commission recognizes that students select institutions of higher education for a variety of reasons. These policies also recognize that each Maryland public college or university has a separate and distinct mission, and that each has the responsibility to establish and maintain standards of expectations for courses, programs, certificates, and degrees consistent with that mission. Nevertheless, effective and efficient transfer of credits between and among these institutions must occur within the larger context of the statewide structure of baccalaureate and community college education.

Successful and harmonious articulation depends upon:

- Firm agreement that the needs of the student should be a primary concern in developing articulation procedures, while maintaining the integrity of educational programs;
- The establishment of clear and equitable policies to assure optimum accessibility for transfer students with minimal loss of credits and minimal duplication of course content;
- Mechanisms for evaluating and resolving difficulties students may encounter in moving from one school to another;
- Free and continuous communications among institutions;
- Mutual respect for institutions and their missions;

- Adaptability, within a context of understanding that changes affect not only the institution making changes but also the students and institutions impacted by the changes;
- Free exchange of data among institutions;
- Timely exchange of information relative to students' progress.

The intended principal benefactor is the student, whose uninterrupted progress towards a degree — based on successful academic performance — is best served by the open exchange of current information about programs, and is best protected by a clear transfer policy pertaining to the public segments of higher education in Maryland.

The State's interests are similarly served through such a policy, which results in the optimal use of its higher education resources by reducing the costly duplication that results in the needless waste of the valuable time and effort of Maryland students, faculty, and administration.

Institutional interests and missions are also protected by this systematic approach, which permits them to incorporate into their academic planning more accurate projections about the programmatic backgrounds of transferring students.

In more specific ways this document's purpose is to:

- Define broad areas of agreement among the public two-year and four-year institutions of higher education pertaining to facilitating the transfer of students within these segments;
- Provide a mechanism for continuous evaluation of programs, policies, procedures, and relationships affecting transfer of students;
- Provide such revisions as are needed to promote the academic success and general well-being of the transfer student;
- Provide a system of appeals beginning on the campus level to resolve difficulties that students experience in transfer.

While policies and procedures can be established which facilitate the transfer of students, it is the responsibility of the student, as the principal in the process, to know and follow the procedures defined.

## Transfer Policies

### I. Policies

The fair and equal treatment of "native" and "transfer" students is the fundamental principle of these policies.

#### A. Admission:

1. **Associate Degree Holders (or those with 56 or more credit hours):**
  - a. Students who have completed the Associate degree or students who have completed 56 semester hours of credit with a cumulative grade point average (GPA) of 2.0 or higher on a scale of 4.0 in college and university parallel courses, shall not be denied direct transfer to an institution. (Only the last grade received in a course repeated by the student shall be used in computing a cumulative grade point average.) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, or certain circumstances exist which limit the size of an upper division program or the total enrollment, admission decisions will be based on criteria developed and published by the receiving institution, providing fair and equal treatment for native and transfer students.
  - b. Courses taken at a Maryland community college as part of a recommended transfer program oriented toward a baccalaureate degree shall be applicable to related programs at a Maryland public institution granting the baccalaureate degree.
  - c. The determination of the major program requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the faculty of the institution awarding the degree. The receiving institution may set major requirements which may fulfill general education requirements simultaneously. However, in developing its lower division coursework, the degree-granting institution would be expected systematically to exchange information with the community college to ensure the transferability of credits into that program.
  - d. If the student has attended more than one institution, the cumulative GPA for admission purposes will be computed on grades received in courses at all institutions attended.

**B. Transfer of General Education:**

**TITLE 13B**

**MARYLAND HIGHER EDUCATION COMMISSION**

**Subtitle 06 GENERAL EDUCATION AND TRANSFER**

**Authority: Education Article, 11-201 - 11-206,**

**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 Associates of Fine Arts degree.
  5. "A.S. degree" means the Associate of Science degree.
  6. "A.S.E. degree" means the Associate of Science in Engineering degree.
  7. "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice.
  8. "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.
  9. "Cumulative grade point average" means the average of grades received for completed coursework at all institutions attended.
  10. "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
  11. "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
  12. "General education program" means a program that is designed to introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines, to encourage the pursuit of life-long learning, and to foster the development of educated members of the community and the world.
  13. "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life.
  14. "Mathematics" means courses that provide students with numerical, analytical, statistical and problem-solving skills.
  15. "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.
  16. "Parallel program" means the program of study (or courses) at one institution of higher education which has parallel courses and comparable objectives as those at another higher education institution, e.g. a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a four year institution of higher education.
  17. "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
  18. "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at the community college which is applicable to a baccalaureate program at a receiving institution; ordinarily the first half of the baccalaureate degree.
  19. "Reverse transfer agreement" means a statewide agreement whereby up to 45 credits that a student earns at any public four-year higher education institution in the State toward a bachelor's degree are transferrable to any community college in the State for credit toward an associate's degree.



20. "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
21. "Social and behavioral sciences" means courses that are concerned with the examination of society and the relationships among individuals within a society.
22. "Transfer student" means a student entering an institution for the first time having successfully completed at another institution a minimum of 12 semester hours 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 and Programs.**

1. A student attending a public institution who has completed an Associate's degree 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, provided there is space available and, where applicable, the student has met any additional program admission requirements. The receiving institution shall publish application and admission data from the most recent admission cycle on the institution's website.
  - a. If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:
    - i. Made to provide fair and equal treatment for native and transfer students.
    - ii. Based on criteria developed and published by the receiving public institution; and
  - b. A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:
    - i. Are developed and published by the receiving public institution; and,
    - ii. Maintain fair and equal treatment for native and transfer students.
  - c. If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:
    - i. Based on criteria developed and published by the receiving public institution; and
    - ii. Made to provide fair and equal treatment for native and transfer students.
2. A student attending a public institution who has not completed an Associate's degree or who has completed fewer than 56 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, and
  - c. Where applicable, the student has met any additional program admission requirements
3. A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.

**B. 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 that 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. 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.
  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 must be a laboratory course;
  4. One course in English composition, completed with a grade of 'C' or better; and
  5. 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).
- 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 coursework outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses.
  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 four-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 General Education Credit.**

- A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this Chapter.
- B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.
- C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
- D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this Chapter at a public institution for any general education courses successfully completed at the sending institution.
- E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 1018 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.
- F. A Maryland community college will accept 28 - 36 credits of general education as defined in COMAR 13b .06.01.03C 1-5 as completion of the general education requirements at the Community College, without further review or the need for a course-by-course match.
- G. All public institutions shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.
- H. A.A.S. Degrees.
  - 1. While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
  - 2. An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits as 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 §03M, the total general education credits for baccalaureate degree-granting public receiving institutions shall not exceed 46 semester hours.
- I. Student responsibilities. A student is held:
  - 1. Accountable for the loss of credits that:
    - a. Result from changes in the individual's selection of the major program of study;
    - b. Were earned for remedial coursework; or
    - c. Exceed the total course credits accepted in transfer as allowed by this Chapter.
  - 2. Responsible for meeting all requirements of the academic program of the receiving institution.

#### **.05 Transfer of Other Credit.**

- A. Transfer of Credit to Another Public Institution.
  - 1. 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.
  - 2. A student earning an A.A.S. degree will have their credits evaluated in a manner that maximizes the transfer of articulated and elective credit.
  - 3. 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.
  - 4. 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.

5. If the Community College has a request and signed waiver from the student for Reverse Transfer, the 4 year institution must provide an official electronic transcript to the Community College at the College's request with no charge to the student or institution.
- B. Unless otherwise specified in an articulation agreement, credit earned in or transferred from a community college is limited to:
1. 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and,
  2. The equivalent of the first half of the undergraduate education experience.
- C. Nontraditional Credit.
1. The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
  2. Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis 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, including course credit awarded by articulation with Maryland public secondary schools;
      - i. To facilitate the transfer of credits, articulation agreements should be developed in collaboration with all public institutions.
    - c. Credit awarded for clinical practice or cooperative education experiences; and
    - d. Credit awarded for life and work experiences.
    - e. Credit awarded for military training, coursework and education.
  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.

#### **.06 Academic Success and General Well-Being of Transfer Students.**

- A. Sending Institutions.
1. Community colleges shall encourage their students to complete the Associate degree or to complete 56 hours in a recommended transfer program 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 provided 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. The 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(s) 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.

**.07 Programmatic Currency.**

- A. Maryland Public Institutions shall collaborate to develop and provide to students current and accurate information on transferrable [*"transferrable" is suggested as alternative language for "parallel"*] 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 two and four-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to affect the change with minimum disruption. Transfer students are not required to repeat equivalent coursework successfully completed at the community college.

**.08 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 are to be representative of public four-year colleges and universities and 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 shall be considered binding on both parties.

**.09 Appeal Process.**

- A. Notice of Denial of Transfer Credit by the Receiving Institution.
  - 1. Except as provided in §A(2) of this Regulation, the 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 provided that 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 the 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 the appeal. The institution's reasons for denying an appeal must be consistent with these policies 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 the student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on his/her 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 (3 weeks) to resolve the issues involved in the appeal.
  2. As a result of this consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
  3. The receiving institution shall inform the student in writing of the result of the consultation.
  4. The decision arising out of this consultation shall constitute the final decision of the receiving institution and is not subject to appeal.

**.10 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.

# Chesapeake College Student Code of Conduct

- Student Rights and Responsibilities
- Code of Conduct
- Section 1: Introduction
- Section 2: Philosophy & Learning Outcomes
- Section 3: Application of the Code of Conduct
- Section 4: Discrimination, Sexual Harassment, and Sexual Violence
- Section 5: Definitions
- Section 6: Violations of the Law
- Section 7: Expectations of Behavior
- Section 8: Student Conduct Procedures
- Section 9: Formal Student Conduct Process
- Section 10: Student Conduct Authority
- Section 11 Nonacademic Student Grievance Procedure

## Student Rights and Responsibilities

Chesapeake College expects students to conduct themselves in a manner that is appropriate to a collegiate environment. Students are expected to assume responsibility for their own behavior and learning and to respect the learning environment of others. Chesapeake College strives to maintain a learning environment that enhances the academic, intellectual, cultural and social enrichment of its students, faculty, staff and the community at large. To ensure that no member of the College community is deprived of this collegiate environment, student rights and responsibilities are clearly stated and behavior and discipline codes have been established.

### Student Rights

1. The right to pursue their education and assistance in overcoming educational, cultural, emotional and economic disadvantages that create challenges to the educational process.
2. The right to fair and equal treatment without discrimination based on a student's race, color, religion, sex, sexual orientation, gender identity, age, disability, genetic information, maternity leave, military service and national origin.
3. The right to privacy and confidentiality under the Family Education Right and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99.
4. The right to procedural and substantive due process in disciplinary or grievance matters.

### Student Responsibilities

1. To be knowledgeable of and to comply with federal, state, and local laws, and ordinances.
2. To be knowledgeable of and to comply with all directives, policies, and procedures of Chesapeake College.
3. To choose behavior that does not interfere with the learning environment of others inside and outside of the classroom, including College events.
4. To review all information that is shared with students in official College communications.

## Code of Conduct

## **Section 1: Introduction**

The Code of Conduct was created with the goal of fostering an environment that ensures student learning and open access to higher education. All students are responsible for following the policies in the Code.

## **Section 2: Philosophy & Learning Outcomes**

The Code of Conduct process is intended to be an educational process that supports the mission of the College. The Code is intended to encourage personal responsibility, integrity and ethical decision-making.

Students who participate in this process should achieve the following learning outcomes:

1. Understand how the Code supports the goals and mission of the College;
2. Understand the possible impact of their choices on their academic and personal success;
3. Accept personal responsibility for the choices and decisions made and the impact of their behavior on the College community;
4. Reflect on their ethical obligations as a student in the College community;
5. Recognize the value of the student conduct process as an educational opportunity; and
6. Identify ways to address their behavior so it does not negatively impact their educational goals or the community in the future.

## **Section 3: Application of the Code of Conduct**

Students are provided a copy of the Student Code of Conduct annually in the form of a link on the College website. A link to the Code will also be included in all communications with any students involved in the conduct process, regardless of their role in the situation. Students are responsible for reading and following the policy.

The Code of Conduct shall be used to address student behavior as referenced in this policy. The Code of Conduct applies to the conduct of individual students and College-affiliated student organizations. For the purposes of student conduct, the Code defines a student as an individual who:

1. has been issued a student identification number; or
2. has received an offer of admission; or
3. is enrolled in courses, whether full-time or part-time, credit or non-credit; or
4. is participating in a non-degree, dual enrollment, or early College program; or
5. is not currently enrolled but has a continuing educational relationship with the College.

The College retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated for any misconduct that occurred prior to the leave, withdrawal, or graduation. If sanctioned, a hold may be placed on the student's ability to re-enroll, obtain official transcripts, and/or graduate and all sanctions must be completed prior to re-enrollment eligibility.

The Student Code of Conduct applies to behaviors that take place at the College; in any of its facilities; on any of its grounds, partner sites, or program centers; or at any College related activity regardless of location.

The College reserves the right to take action for off-campus student behavior when such behavior adversely affects the College community, poses a threat to the health or safety the College community; interferes with the College's pursuit of its objectives and mission, and/or if a student is charged with violating state or federal law. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings.

The Student Code of Conduct may be applied to behavior conducted online or electronically via email, social media, or other electronic format.

## **Section 4: Discrimination, Sexual Harassment, and Sexual Violence**



Claims of discrimination, sexual harassment and sexual violence, including Title IX offenses, such as rape, sexual assault, domestic and dating violence and stalking, shall be addressed under the College's Policy on Title IX by the Title IX Coordinator or Deputy Title IX Coordinator. For more information, please contact the College's Title IX Coordinator or Deputy Title IX Coordinator.

## Section 5: Definitions

A. Administrative Resolution – A resolution of a complaint, which is mutually agreed upon by the CCA or designee and the student. An Administrative Resolution shall be put in writing by the CCA or designee, signed by the CCA or designee and the student and maintained in a student's disciplinary file. An Administrative Resolution shall result in a student waiving their right to a Student Conduct Board hearing or Appeal.

B. Appeals Officer – The College's designated administrator responsible for reviewing appeals. In cases of academic dishonesty, the Appeals Officer shall be the College's senior academic officer or designee.

C. Code of Conduct Administrator (CCA) – The College official charged with the responsibility of administering the College's Student Code of Conduct.

D. College Official – Any person employed or contracted by the College to perform administrative, instructional, or professional duties.

E. College Property – Includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College, including adjacent streets and sidewalks.

F. Complaint – An allegation of a violation of the Code of Conduct, which is filed with or by the CCA or designee.

G. Day – Shall mean a calendar day. The number of days indicated at each level shall be considered as a maximum. All reasonable efforts shall be made to expedite the process, but the CCA or designee may extend the time limits at their discretion with notice to both parties in writing, including for inclement weather and/or College closures.

H. Outcome – The final determination of responsibility in the student conduct process. An outcome may either be "responsible" or "not responsible."

I. Sanctions – An obligation that a student or student organization must abide by or complete when found responsible for violating the Student Code of Conduct. Sanctions are not required to be imposed progressively, but are based on the severity and/or frequency of the violation.

Sanctions under this policy shall include, but are not limited to:

1. Written Warning – An official written notice to a student that their conduct is in violation of College rules or regulations.
2. Restrictions/Loss of Privileges – Restriction or loss of privileges as a student for a specified period of time, including but not limited to: attending College classes, events and/or activities; accessing College property or specifically designated areas; or participating in College organizations.
3. Educational Sanction – A project or developmental activity imposed with the goal of educating the student about personal responsibility and/or the impacts of their behavior.
4. Restitution - The assessment of financial charges or other forms of reimbursement for any damage or loss incurred by the College or any members of the College community.
5. Probation – A student's status at the College is in jeopardy due to one or more violations of the Code of Conduct. Probation is a more severe sanction than a written warning. Unless expressly authorized by the CCA or designee, a student on probation may not represent the College in any capacity. Examples include but are not limited to: running for or holding office in any student organizations; participating in intercollegiate athletic teams, intramural programs, any student clubs or organizations; representing the College in community service projects; participating in paid or unpaid internship programs or study abroad programs.

6. Suspension – Separation from the College or a program, without financial reimbursement, for a specified period of time not to exceed three academic years. Conditions for readmission may be specified, including a reinstatement review and meeting with the CCA or designee to demonstrate that the student is prepared to return to the College environment and abide by the expectations of behavior outlined in the Student Code of Conduct. During the suspension period, the student may not register or participate in classes, use College communication systems such as email, or enter College property and loses all privileges to participate in any College functions, events, or activities without prior written approval from the CCA or designee.
7. Expulsion – Permanent separation from the College or a program without financial reimbursement. An expelled student may not be readmitted to the College or a program and a notation of expulsion from the College shall be placed on the student's official College transcript.

J. Standard of Proof: Preponderance of Evidence – The standard used in resolving a complaint filed under this Code's Disciplinary Process. The standard is met if the proposition is more likely to be true than not true (i.e.; more probable than not).

Effectively, the standard is satisfied if there is greater than 50 percent chance that the proposition is true.

K. Student – The individual whose behavior may have violated the Code of Conduct including any individual who:

1. has been issued a student identification number; or
2. has received an offer of admission; or
3. is enrolled in courses, whether full-time or part-time, credit or non-credit; or
4. is participating in a non-degree, dual enrollment, or early College program; or
5. is not currently enrolled but has a continuing educational relationship with the College.

L. Student Conduct File – The printed/written/electronic file, which may include, but is not limited to, investigatory materials, incident report(s), correspondence, witness statements, and student conduct history.

M. Student Organization – An association or group of persons, including, but not limited to, any recognized student club, organization, or team.

N. Student Conduct Board – Members of the College community selected and trained by the CCA or designee to conduct a hearing when an Administrative Resolution cannot be agreed upon by the student and the CCA or designee or at the request of the student. Members of the Student Conduct Board shall not have any conflict of interest and are required to act in a fair and impartial manner.

## **Section 6: Violations of the Law**

Alleged violations of federal, state, and local laws may be reviewed and addressed under the Code. When an offense occurs over which the College has jurisdiction, the College conduct process will go forward regardless of any civil or criminal complaint or process that may arise from the same incident.

The College reserves the right to exercise its authority of interim suspension upon notification that a student is facing a criminal investigation (see Section 8D).

## **Section 7: Expectations of Behavior**

### **A. Behavioral Expectations**

As a public institution of higher education, which is committed to student access and success, the College maintains the following Behavioral Expectations of its students.

- Integrity: All students are expected to exemplify honesty, honor, and a respect for the truth in all of their dealings.
- Community: Students are expected to positively contribute to the educational community.

- **Responsible Behavior:** Students are expected to behave in a way that is conscious of the rights and safety of others and the community and the importance of maintaining a respectful and diverse academic environment.
- **Responsibility:** Students are expected to accept responsibility to themselves, to others, and to the community.

## **B. Code of Conduct Charges**

The College considers the following behaviors as inappropriate for the College community and in opposition to its core values and behavioral expectations. These expectations apply to all students. The College encourages community members to report all incidents of such behavior. Any student found to have committed or to have attempted to commit any of the following misconduct is subject to the sanctions outlined under this policy.

1. **Falsification.** Knowingly providing or possessing false, falsified, or forged materials, documents, accounts, records, identification, or financial instruments.
2. **Academic Dishonesty.** Acts of academic dishonesty, including but not limited to the following:
  - a. **Cheating.** Intentional use and/or attempted use of any unauthorized assistance in any academic exercise including dependence upon the aid of sources beyond those authorized by the instructor.
  - b. **Fabrication.** Intentional and unauthorized falsification and/or invention or any information or citation in any academic exercise.
  - c. **Unauthorized Collaboration.** Deliberately submitting work prepared collaboratively with someone else without explicit permission from the instructor.
  - d. **Facilitating dishonesty.** Knowingly helping or attempting to help another commit an act of academic dishonesty, including students who substitute for other persons in examinations or represent, as their own, papers, reports, projects, or the academic works of others.
  - e. **Plagiarism.** Knowingly representing the words, ideas, or artistic expression of another as one's own work in any academic exercise, including but not limited to submitting previously-submitted assignments for which the student has earned credit, copying or purchasing other's work, patch-working source material and representing the work as one's own, or arranging for others to do work under a false name.
  - f. **Submitting, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such material.**
  - g. **Theft of materials.** The acquisition, without permission, of tests or other academic material belonging to a member of the faculty or staff, or another student.
3. **Unauthorized Access and/or Entry.** Unauthorized access and/or entry to any College building (e.g., misuse of keys or access privileges), unauthorized possession, duplication or use of means of access to any College building, or unauthorized entry including trespassing.
4. **Election Tampering.** Tampering with the election of any College-recognized student organization.
5. **Taking of Property.** Intentional and unauthorized taking or possession of College property or the personal property of another, whether actual or attempted, including goods, services, and other valuables.
6. **Extortion.** Threat or the implicit threat of harm to a person's safety, reputation, or property in order to obtain property, including information, from someone else without their consent.
7. **Trademark.** Unauthorized use, including misuse, of College or organizational names and/or images.
8. **Interference with College Environment.** Substantial interference or disruption to the day-to-day functions of the academic or administrative environment.
9. **Damage and Destruction.** Damage, destruction, or defacement of College property or the personal property of others.
10. **IT and Acceptable Use.** Conduct resulting in a violation of the College's Computer/Technology Acceptable Use policies, Email and Social Media policies and/or related Information Technology Resource policies.

11. Gambling. Gambling as prohibited by the laws of the State of Maryland. Gambling may include lotteries, sports pools, and online betting activities.
12. Solicitation and Sales. Unauthorized solicitation and sales, requesting contributions, peddling or otherwise selling, purchasing or offering goods and services for sale or purchase, distributing advertising materials, circulars or product samples, or engaging in any other conduct relating to any outside business interest or for-profit or personal or professional economic benefit on College property or using College resources.
13. Weapons. Unauthorized use, possession, or storage of any weapon, dangerous chemical, or explosive element in violation of state or federal law, including Md. Criminal Law, Code Ann. Section 4-102(b).
14. False Reports of Danger. False reporting of fire, bombs, other dangerous devices, or emergency situations.
15. Smoking & Tobacco. Smoking or using any tobacco product or use of e-cigarettes, vaporizers or inhalers on College property.
16. Fire Safety. Violation of local, state, or federal laws, or campus fire policies including, but not limited, to:
  - a. Causing a fire on College property;
  - b. Failure to evacuate a College-controlled building during a fire alarm;
  - c. Improper use of College fire safety equipment; or
  - d. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on College property.
17. Rioting. Engaging in, or inciting others to engage in, harmful or destructive behavior that breaches the peace.
18. Harm to Others. Causing physical harm or endangering the health or safety of any person.
19. Threatening Behaviors.
  - a. Threat. Written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property.
  - b. Intimidation. Intimidation defined as implied threats or acts that cause a reasonable fear of harm in another.
20. Harassment. Severe or pervasive actions, including, but not limited to written, electronic, voice, physical, or through third party, directed toward a specific individual, group or entity with the purpose or effect of unreasonably interfering with another's work or education by creating an objectively hostile environment.
21. Hate Crimes. A hate crime as defined by state or federal laws, including but not limited to any criminal act to which a bias motive is evident as a contributing factor.
22. Hazing. Hazing as defined by state or federal laws, including but not limited to any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. For additional information, consult the Hazing Policy.
23. Unauthorized Recording and Dissemination. Use of electronic or other devices to create and/or disseminate an unauthorized audio or video recording of any person(s) without the person's prior knowledge or without the person's effective consent due to intoxication, drug use, mental impairment or other conditions that may impair a person's ability to convey effective consent. This includes, but is not limited to, surreptitiously taking pictures of another person in a locker room or restroom and recording classroom or administrative activities without the person's consent.
24. Public Exposure. Includes but is not limited to: deliberately and publicly exposing one's intimate body parts, public urination, defecation, masturbation, and/or other public sex acts.
25. Abuse of Conduct Process. Abuse, interference, and/or failure to comply with the College's conduct process, including but not limited to:
  - a. Falsification, distortion, or misrepresentation of information during the conduct process;
  - b. Failure to provide, destroying, or concealing information during an investigation of an alleged policy violation;

- c. Interference with the orderly conduct of the conduct process;
  - d. Attempting to discourage an individual's participation in, or use of, the conduct process;
  - e. Attempting to influence the decision of a member of a Conduct Board prior to, and/or during the course of, the Student Conduct proceeding;
  - f. Harassment (verbal or physical) and/or intimidation of a member of a Conduct Board, College official, party to a complaint or witness participating in the conduct process;
  - g. Failure to comply with the sanction(s) imposed under the Code of Conduct;
  - h. Influencing or attempting to influence another person to commit an abuse of the conduct process; or
  - i. Knowingly filing a false complaint under the Code of Conduct.
26. Alcohol. Use, possession, manufacture, or distribution of alcoholic beverages, on campus or as part of any college-sponsored program, including public intoxication or the operation of a motor vehicle while under the influence of alcohol, in violation of the College's Alcohol Policy and/or state or federal law.
27. Marijuana. Use, possession, manufacture, or distribution of marijuana and marijuana products or accessories on campus or as part of any college-sponsored program, including the operation of a motor vehicle while under the influence of marijuana in violation of the College's Marijuana Policy.
28. Controlled Substances. Use, possession, manufacture, or distribution of controlled substances as defined by state and federal law.
29. Prescription Medication. Abuse, misuse, sale, or distribution of prescription or over-the-counter medications.
30. Failure to Comply. Failure to comply with the reasonable directives of College officials and/or law enforcement during the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
31. Other Policies. Violation of any College policies, rules, or regulations published in written copy or available electronically on the College's website.
32. Violations of Law. Including arrest, pending criminal charges, or adjudication of any violation of state or federal laws not otherwise enumerated herein.

## **Section 8: Student Conduct Procedures**

### **A. Discipline for Conduct that Interferes with the College Environment**

Interfering in the educational process in a class (or clinical site), is prohibited under this policy. If a student engages in conduct that interferes with the College environment, a faculty member or other College employee may address and resolve the matter informally without filing a complaint under the Code, including temporarily removing the student from a class (or clinical site). On the first occasion when a student is removed, the faculty member or other College employee is strongly encouraged to notify the CCA or designee. In all subsequent cases of removing the same student from a class (or clinical site), the faculty member or other College employee shall notify the CCA or designee. A faculty member or other College employee may seek assistance from Public Safety if necessary to remove a student. A student may not be permanently removed from a class (or clinical site) for a conduct-related offense except upon referral to the CCA or designee of a complaint for administration under this policy. The CCA or designee can exercise their discretion to allow the accused student to attend class (or clinical site) during the disciplinary process upon consultation with the faculty member and the Chief Academic Officer or their designee.

### **B. Academic Misconduct**

#### Definition:

Academic dishonesty includes, but is not limited to, the following:

1. Cheating on examinations, be they online or proctored in person.
2. Plagiarism, the representing of another's ideas or writing as one's own, including but not limited to:

- a. Presenting all or part of another person's work as something one has written;
  - b. Paraphrasing or summarizing another's writing without proper acknowledgement;
  - c. Representing another's artistic or technical work or creation as one's own.
3. Willingly collaborating with others in any of the above action(s) which result(s) in work being submitted which is not the student's own.
  4. Stealing examinations, falsifying academic records, and other such offenses.
  5. Submitting work previously presented in another course without permission of the instructor.
  6. Unauthorized duplication of computer software.
  7. Unauthorized use of copyrighted or published material.

#### Academic Misconduct Disciplinary Action:

When faculty choose to report to the Office of the Vice President for Workforce and Academic Programs an incident of academic dishonesty in their class, the name of the student will be recorded, along with the nature of the offense and the course and semester in which it occurred.

The VP's office will then send a note to the student, the student's advisor and the student's instructor (who reported the offense) stating:

1. A first offense will result in an F or a zero for the assignment;
2. A second offense will result in an F for the course (regardless of whether the second offense occurred in a class different from the first offense); the student may not withdraw from the class to avoid the F grade;
3. A third offense will result in suspension from the College for a semester; the suspension will commence at the end of the semester in which the infraction occurred. Re-admission will be subject to approval by the Committee for Admissions and Academic Standing.
4. The College reserves the right to consider alternative sanction for academic dishonesty commensurate with the magnitude and seriousness of the alleged offense.

The normal appeals process remains in effect throughout this scenario: initial appeal by the student alone to the instructor, then to the Dean, and then finally to the VP.

#### Academic Misconduct Appeal Process:

##### Informal Appeal Process:

If a student wishes to discuss a disciplinary action that he/she/they have received for an alleged instance of academic dishonesty, the initial step is for the student to meet with the instructor to attempt to resolve the issue in an informal manner. This meeting should be scheduled at a mutually agreed upon time, outside of the instructional setting.

##### Formal Appeal Process:

To initiate a formal appeal, the student should first request a meeting with the instructor. If the issue cannot be resolved, the student must complete an Academic Grievance Form available from the office of the Vice President for Workforce and Academic Programs. The form should be submitted to the Dean for Faculty and Teaching. Appeals will be processed in accordance with the Academic Grievance Procedures outlined below.

#### **Academic Grievance Procedures**

Should a difficulty arise regarding a student-initiated academic grievance (academic dishonesty, grades, grading procedures, use of class time, etc.), the student should first seek to resolve the situation with the instructor at an agreed upon time outside of the instructional setting.

If, after dialogue with the instructor, the situation is not resolved, the student shall use the following procedures:

1. Complete a statement of the difficulty on an Academic Grievance Form available from the office of the Academic Dean. [Note: Academic Grievances must be made within one calendar year from the time the related course grade was posted to the academic record.]
2. Submit the completed form to the appropriate Academic Dean [Liberal Arts & Sciences or the Workforce Programs] who will review the facts, discuss the issues with all persons concerned, and attempt to resolve the difficulty to the satisfaction of all parties. Written copies of the findings will be provided to all persons concerned.
3. Within five (5) days of receiving a written decision from the Academic Dean, the student may file an appeal with the Vice President for Workforce and Academic Programs, or their designee. The Vice President will review the facts, discuss the issues with all persons concerned, and attempt to resolve the difficulty to the satisfaction of all parties. Written copies of the findings will be provided to all persons concerned.
4. Action taken by the Vice President for Workforce and Academic Programs shall, upon written notice to all parties concerned, become binding. Any confidential records involved in the grievance procedure will be maintained in the Office of the Vice President for Workforce and Academic Programs. The decision of the Vice President, or their designee, shall be final and binding on all parties.

### **C. Discipline for Off-Campus Behavior**

The College reserves the right to take disciplinary action against a student for off-campus conduct when such conduct adversely affects the College community, poses a threat to the health or safety to the College community; interferes with the College's pursuit of its objectives and mission, and/or if a student is charged with violating state or federal law.

Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings.

### **D. Interim Measures**

Under certain circumstances during the Code of Conduct process interim measures may be imposed by the CCA or designee including, but not limited to: no-contact orders, restriction/loss of privileges or interim suspension.

The College reserves the right to issue an interim suspension when it reasonably concludes that a student:

1. Poses a threat to others;
2. Poses a threat to College community, property or equipment;
3. Substantially disrupts or interferes with the normal operations of the College;
4. Engages in off-campus conduct that adversely affects the College community; and/or
5. Is arrested and/or charged with a crime in violation of state or federal law.

During an interim suspension, a student is prohibited from entering upon any College property and participating in any College activities until the complaint have been resolved through the Code of Conduct process. Where reasonably practical, within ten (10) days of the issuance of the interim suspension, the CCA or designee shall meet with the student to determine whether to continue or revoke the interim measure during the conduct process. A student shall be notified in writing of any determination made at that meeting.

### **E. Group Violations**

A student group or organization and its officers and membership may be held collectively and individually responsible for violations of the Code to the same extent as any individual would be.

Investigations involving student groups or organizations follow the same student conduct procedures. In any such action, individual determinations as to responsibility will be made and sanctions may be assigned collectively and individually and will be proportionate to the involvement of each individual.

### **F. Amnesty**

The health and safety of every student at the College is of the utmost importance. The College recognizes that students who have been drinking and/or using drugs may be hesitant to report violations of the Code due to fear of potential consequences for their own conduct. The College strongly encourages students to report violations to the CCA or designee. A reporting individual acting in good faith that reports a violation of the Code will not be subject to disciplinary action for violations of alcohol and/or drug use policies occurring at or near the time of the Code violation, provided that he/she/they did not harm or place the health or safety of any other person at risk. The College may require an educational conference and/or a behavioral plan for an individual who has engaged in the illegal or prohibited use of alcohol or drugs.

### **G. Complaint of Alleged Violation**

Any person may allege a policy violation by any student for misconduct under this code by completing the report available here: <https://www.chesapeake.edu/bit>.

The CCA or designee may act on a complaint of a potential violation whether a formal complaint form is completed or not. All allegations can be submitted by a victim or third party, and should be submitted as soon as possible, but no later than 30 days, after the offending event occurs. The CCA or designee may elect to pursue action under the Code for violations reported after thirty (30) days where the behavior posed or may continue to pose a danger to the health or safety of others. The College has the right to pursue an allegation or complaint of misconduct on its own behalf.

## **Section 9: Formal Student Conduct Process**

This policy is not intended to prevent members of the College community from attempting to resolve matters informally. Failure to cooperate with the College's investigation of an alleged Code of Conduct violation, including failing to appear for an Administrative Resolution meeting or a Student Conduct Board Hearing will result in discipline of the student by the CCA or designee and a forfeiture of their rights to a hearing or appeal.

### **A. Step 1: Initiation of Student Conduct Process**

The Student Conduct Process is initiated once a complaint of an alleged violation is received by the CCA or designee. A complaint is defined as an allegation of a violation of the Code of Conduct, which is filed with or by the CCA or designee. The CCA or designee may act on a complaint of a potential violation whether a formal complaint form is completed or not.

### **B. Step 2: Preliminary Inquiry**

When the CCA or designee files or receives a complaint alleging that a student has acted in a manner which may be in violation of the Code, the CCA or designee may conduct a preliminary inquiry into the nature of the complaint, the evidence available, and the parties involved. The preliminary inquiry may lead to:

- a. A determination that there is insufficient evidence to pursue the investigation because the behavior alleged, even if proven, would not violate the Code and therefore the process ends; or
- b. A determination that the alleged behavior constitutes a possible violation of the Code, resulting in a request to schedule an Administrative Resolution meeting with the CCA or designee within five (5) days; or
- c. Further investigation is needed to make a determination.

### **C. Step 3: Administrative Resolution**

After a Preliminary Inquiry, or when a Preliminary Inquiry is not necessary as determined by the CCA or designee, the CCA or designee will meet with the student to review the complaint, and provide the student an opportunity to respond to the allegations.

The student has the right to be accompanied by any advisor of their own choosing and at their own expense. The advisor may be another student, faculty member, administrator, or an attorney. An advisor's role is limited to advising the student directly and discretely. An advisor is not otherwise permitted to participate directly in the meeting.

The possible outcomes of an Administrative Resolution meeting include:



- a. A decision not to pursue the complaint based on insufficient information. The matter should be closed and the records should so indicate;
- b. The student and the CCA or designee reach a mutually agreed upon resolution to the complaint; or
- c. If no mutually agreed upon resolution is reached, the complaint is referral to a Student Conduct Board Hearing.

Under certain circumstances during the Code of Conduct process, interim measures may be imposed by the CCA or designee including, but not limited to: no-contact orders, restriction/loss of privileges, or interim suspension, in a manner consistent with this Code.

An Administrative Resolution is reached only upon the mutual agreement of the CCA or designee and the student. By accepting an Administrative Resolution, the student waives their right to a hearing before the Student Conduct Board or an appeal. An Administrative Resolution shall be put in writing by the CCA or designee, copied to the student and maintained in a student's disciplinary file. If the CCA or designee and the student cannot agree on an Administrative Resolution the matter proceeds to a Student Conduct Board hearing.

Failure by the student to appear for an Administrative Resolution meeting with the CCA or designee will result in discipline of the student by the CCA or designee and a forfeiture of their rights to a hearing or appeal.

#### **D. Step 4: Student Conduct Board Hearing**

##### **1. Overview**

A hearing with the Student Conduct Board shall be scheduled by the CCA or designee not later than thirty (30) days following a student's request for a hearing. If no hearing is requested, the hearing shall be scheduled by the CCA or designee no later than thirty (30) days from the date of the Administrative Resolution meeting.

A written Statement of Charges shall be presented to the student not less than five (5) days prior to the hearing. The Statement of Charges shall include a summary of the complaint, administrative or remedial steps taken, the Code of Conduct Charges, and the documentary evidence and witnesses to be presented in support of the Statement of Charges. A Student Conduct Board hearing is an administrative hearing. The rules of evidence do not apply.

In a matter involving more than one student, the Student Conduct Board may permit at its discretion individual hearings for each student.

The student has the right to be accompanied by any advisor of their own choosing and at their own expense. An advisor's role is limited to advising the student directly and discretely. An advisor is not otherwise permitted to participate directly in the hearing.

##### **2. Make-Up of the Conduct Board**

The Conduct Board shall consist of 3-5 members selected by the CCA or designee. The CCA or designee shall appoint from the members a Chair of the Conduct Board, who shall be responsible for administering the hearing.

##### **3. Student Conduct Board Hearing Procedure**

A hearing is normally conducted in private. There shall be a record created of all hearings. The record shall be the property of the College. All procedural questions are subject to the final decision of the Chair of the Student Conduct Board. Admission of any person(s) to the hearing shall be at the discretion of the Chair of the Student Conduct Board.

A hearing shall proceed as follows:

- a. The CCA or designee presents the Statement of Charges on behalf of the College. The CCA or designee may present documents, materials and/or witnesses in support of the Statement of Charges.
- b. Student responds to the Statement of Charges. The student may present documents, materials and/or witnesses in response to the Statement of Charges.
- c. Following the parties' presentations, the Student Conduct Board may question each party, their witnesses and/or review all information presented. The Student Conduct Board has the discretion to request additional documents, materials or information from either party.

- d. While direct cross-examination by the parties is not permitted, each party will be given the opportunity to question the other by presenting questions through the Chair of the Student Conduct Board. If the Chair determines a question is relevant, the other party will be asked to respond.
- e. The Student Conduct Board shall have a final opportunity to question the parties.
- f. After the hearing, the Student Conduct Board shall determine by majority vote whether the Statement of Charges has been proven.
- g. A Student Conduct Board's decision shall be based on a preponderance of evidence standard.
- h. Within fifteen (15) days of the conclusion of a hearing, the Student Conduct Board shall issue a written decision that includes a summary of the hearing, findings on each charge contained in the Statement of Charges, the evidence supporting each finding, and disciplinary action taken, if any.

#### **E. Step 5: Sanctions**

A student found in violation of the College's Code of Conduct shall be subject to sanctions as defined herein. A student who violates the Code of Conduct while serving an existing sanction shall be subject to further discipline, up to and including expulsion. The intent of the College is to impose sanctions in a progressive manner, beginning with the least punitive sanction. However, depending on factors, such as the nature and severity of a student's violation and/or prior disciplinary history, the College reserves the right to impose any sanction at any time.

#### **F. Step 6: Appeal**

Within five (5) days of receiving a written decision, the student may file an appeal with the College's Appeals Officer, Vice President for Student Success and Enrollment Management.

An appeal must be submitted in writing and be based on a credible claim that:

1. The hearing was not conducted in conformity with the Code of Conduct;
2. The decision was not supported by a preponderance of the evidence presented;
3. The sanction imposed was not appropriate in light of the Student Conduct Board's decision; or
4. New evidence exists, which was not presented at the hearing because it was not reasonably known to the student at that time, and which is sufficiently relevant such that it could alter the Student Conduct Board's decision. The Appeals Officer shall issue a written decision within ten (10) days of receiving the appeal. The Appeals Officer may accept, reject, or modify the Student Conduct Board's decision or sanction. The Appeals Officer's decision shall be final.

## **Section 10: Student Conduct Authority**

### **A. Authority**

The CCA or designee is vested with the authority over administering the Student Code of Conduct and the student conduct process. The CCA or designee may appoint administrative hearing officers and Student Conduct Board members as necessary to efficiently and effectively administer the student conduct process. The CCA or designee will assume responsibility for the investigation of an allegation of misconduct to determine if the complaint has merit.

### **B. Gatekeeping**

No complaint will be forwarded for administration under the Code unless there is reasonable cause to believe that a policy violation has occurred. Reasonable cause is defined as some credible information to support the allegation including a statement by a credible witness, police reports, or news articles. A complaint wholly unsupported by any credible information will not be forwarded for administration.

### **C. Administrative Hearing Officers**

Administrative Hearing Officers may be chosen from a pool of annually trained administrators or faculty selected by the CCA or designee.

## **Section 11: Nonacademic Student Grievance Procedure**

## **Policy Goal: Conflict Resolution**

Before invoking the Nonacademic Student Grievance Procedure, a reasonable effort shall be made by those involved in a dispute to resolve it amicably. A dispute is most effectively handled and resolved by those closest to the problem, having the best understanding of the issues, and having the ability to formulate a mutually acceptable resolution. Therefore, it is in the best interest of the student, the potential subject of a Grievance, and the College to resolve disputes through open and cooperative dialogue. Only when such efforts are unsuccessful should the Nonacademic Student Grievance Procedure be invoked. Throughout all phases of the Nonacademic Student Grievance Procedure, all reasonable efforts shall be made to maintain confidentiality in accordance with applicable law.

### **Definitions**

**COMPLAINT:** the informal, unwritten stage of an allegation of mistreatment.

**DAY:** as used in this policy, shall mean a calendar day.

**GRIEVANCE:** a written grievance filed by a student with the person designated by the President as the Student Grievance Officer specifically alleging an abridgment of his or her rights as a student.

**GRIEVANT:** the student filing the Grievance. The Grievant must have been a registered student of the College at the time of the alleged mistreatment.

**INSTRUCTIONAL PERIOD:** the academic semester, summer session or intersession when a grievable act or omission occurs. The Instructional Period shall end on the last day of final exams.

**RESPONDING PARTY:** the person against whom a complaint or Grievance is directed.

**SENIOR OFFICER:** senior level employee who reports to the President for the Responding Party's work area.

**STUDENT GRIEVANCE OFFICER:** a College employee assigned responsibility for administering the Nonacademic Student Grievance Procedure, including the maintenance of specified records. The Student Grievance Officer shall ordinarily be the Dean of Students. If this individual is the person against whom the Grievance is filed, the President shall designate another College official to act as the Student Grievance Officer.

**TIME:** the number of days indicated at each level shall be considered as a maximum. All reasonable efforts shall be made to expedite the process, but the President or their designee may extend the time limits in extenuating circumstances with notice to both parties in writing, or by mutual written agreement between the Grievant and the Responding Party.

### **Utilizing the Nonacademic Student Grievance Procedure**

The Student Grievance Procedure may be used by a student to address alleged abridgment of the student's rights, as stated in the College's Student Code of Conduct and/or Policy Guide. The student Grievant or the Responding Party may consult with the Student Grievance Officer at any time. The College's Nonacademic Student Grievance Officer is the Dean of Students, except for complaints or grievances related to academic misconduct, grades, grading procedures, use of class time, etc. Academic grievances are directed to the respective supervising Academic Dean to be handled under the College's academic grievance process.

The Nonacademic Student Grievance Procedure may not be used to address allegations of discrimination, including sexual harassment. When a student believes that he/she/they have been discriminated against due to their race, creed, religion, color, sex, sexual orientation, gender identity, age, disability, veteran status, genetic information or national origin, the College's Workplace Harassment/Discrimination Complaints policy is a mechanism for resolution. To file a complaint or get additional information, contact the Office of Human Resources ([HR@chesapeake.edu](mailto:HR@chesapeake.edu)) to obtain the complete Workplace Harassment/Discrimination Complaints policy. If a Grievance involves a grade dispute, a student shall process the Grievance in accordance with the Academic Grievance Procedure. However, if a grade dispute raises issues of discrimination or sexual harassment, the Grievance should be processed in accordance with the College's Workplace Harassment/Discrimination Complaints policy and the Office of

Human Resources shall conduct the process in collaboration with the Vice President of Workforce and Academic Programs or designee.

**Claims of physical or sexual assault shall not proceed under the Nonacademic Student Grievance Procedure.** A claim of physical assault alleged against a student shall be reported to the Code of Conduct Officer. A claim of physical assault alleged against an employee shall be reported to the Human Resources Office. A claim of sexual assault shall be reported to the College's Title IX Coordinator and shall proceed under the College's Title IX Policy. In matters involving physical or sexual assault, alleged victims are strongly encouraged to independently report the incident to the law enforcement authorities. The College's Public Safety Department can assist with the reporting process.

At any level of the Nonacademic Student Grievance Procedure, either party may request mediation by contacting the Student Grievance Officer. Mediation shall be mutually agreed upon, and not unreasonably refused by either party. The Student Grievance Officer shall select an impartial mediator who shall be mutually agreed upon and not unreasonably refused by either party, make the arrangements, determine the timetable for the mediation process, and inform the parties of the timetable in writing. Where practicable, a mediation session shall be conducted no later than thirty (30) days after requested and agreed to by the parties. The purpose of mediation is to resolve the dispute to the satisfaction of both parties. If a mediated resolution cannot be achieved, the Grievant may proceed with the Grievance Process. The Grievant has the right to be accompanied by any advisor of their own choosing and at their own expense throughout the grievance process. The advisor may be an attorney. An advisor's role is limited to personally advising the Grievant only. An advisor is not permitted to participate directly in any aspect of the grievance process.

Except for under extenuating circumstances, as determined by the President or their designee, failure by a party to comply with the Nonacademic Student Grievance Procedure during the course of a Grievance may result in the waiving of the noncompliant party's rights under the Procedure.

#### **Level One - Informal Procedure**

This is the informal stage where most complaints are resolved. The Grievant and the Responding Party should consult with the Student Grievance Officer at this time.

A Grievant initiates the informal phase of the Grievance process. The Grievant shall first present their complaint orally and informally to the Responding Party. This shall be done in a reasonable period of time, not exceeding thirty (30) calendar days following the instructional period when a grievable act or omission occurs.

The Responding Party must respond to the Grievant's complaint within ten (10) days. Though this phase of the process is informal, the parties may present their positions in writing. If the matter is not resolved informally within ten (10) calendar days from the date a response to the complaint was due, the Grievant may proceed to Level Two.

#### **Level Two - Formal Procedure**

Prior to filing a written Grievance at Level Two, a Grievant must consult with the Student Grievance Officer. The Responding Party should also consult with the Student Grievance Officer at this phase of the process.

#### **Level 2 - Step One**

The Student Grievance Officer shall notify the parties in writing when a complaint is not resolved informally at Level One.

The Grievant may, within ten (10) calendar days after receipt of the Student Grievance Officer's written notice, file with the Student Grievance Officer a Grievance. The Grievance shall contain the following information: the name and title of the person(s) against whom the Grievance is directed, a statement of all known facts, documents and materials supporting the grievance, a list of individuals who have information pertinent to the grievance, and the relief sought by the Grievant. All supporting documents, if any, shall be attached to the grievance as part of the Grievance. The Grievance shall also state the date it is filed and that it is being filed at "Level Two, Step One."

The Grievance may be filed with the Student Grievance Officer by email, regular mail, certified mail, or in hand. Thereafter, the Student Grievance Officer shall deliver the Grievance, and all supporting documents, if any, to the Responding Party within five

(5) calendar days. If the Responding Party is unavailable at the time the Grievance is filed, the Student Grievance Officer shall use reasonable means to deliver the Grievance within a reasonable period of time.

The Responding Party shall forward a written Level Two - Step One response to the Student Grievance Officer within ten (10) calendar days of their receipt of the Grievance. The Student Grievance Officer shall deliver the written response to the Grievant within five (5) calendar days of receipt.

### **Level 2 - Step Two (Supervisor Level)**

If the Grievance is not resolved to the satisfaction of the Grievant within ten (10) calendar days after their receipt of the Step One response, or if no written response is submitted, the Grievant may within ten (10) calendar days after the written response was received or due, request the Student Grievance Officer to forward the Grievance and response, if any, to the supervisor of the Responding Party, with a copy to the Senior Officer of the work area of the Responding Party.

The supervisor shall investigate the Grievance and confer with the Senior Officer. The supervisor shall forward their written decision to the Student Grievance Officer, within ten (10) calendar days after receipt of the Step Two Grievance. Thereafter, the Student Grievance Officer shall deliver the decision to the Grievant and the Responding Party within five (5) calendar days.

At any time before the issuance of the Supervisor's Step Two decision, the Senior Officer may request that the parties meet to discuss the issue and attempt to resolve it.

No new issues or allegations may be raised by either party after Step Two.

### **Level 2 - Step Three (Student Grievance Committee Level)**

If the Grievance is not resolved to the satisfaction of the Grievant within the period allowed at Level Two - Step Two, the Grievant may request a hearing before a Student Grievance Committee. Such a request must be in writing and presented to the Student Grievance Officer within ten (10) calendar days from the issuance of the Supervisor's Level Two - Step Two decision.

Within ten (10) calendar days of the Student Grievance Officer's receipt of the Grievant's request for a hearing, the Student Grievance Officer shall arrange a hearing before a Student Grievance Committee. The Student Grievance Officer shall use reasonable efforts to schedule the hearing at a time mutually convenient to the parties. At least twenty-four (24) hours prior to the hearing, the Student Grievance Officer shall provide each member of the Committee and all parties to the Grievance with copies of the Grievance, responses to the Grievance, decisions issued, and all relevant supporting documentation and materials. The Committee's make-up and hearing rules are discussed later in this policy.

The Committee shall deliver its findings and recommendations to the Student Grievance Officer within ten (10) calendar days following the hearing. A copy of the Committee's findings and recommendations shall be delivered to the President or their designee, within five (5) calendar days of receipt. Within ten (10) calendar days of the President's receipt of the Committee's findings and recommendations, the President or their designee shall issue a written statement accepting, modifying or rejecting the Committee's recommendations.

The decision of the President, or their designee, shall be final and binding on all parties.

### **Membership of the Student Grievance Committee**

The composition of the College's Student Grievance Committee shall consist of five members: one student, one faculty member, and college staff. The President or their designee shall appoint each member from among the recommendations submitted by the Student Grievance Officer. Service on the Committee shall be voluntary, provided that a member who has a personal interest in a particular Grievance shall be ineligible to serve on the Grievance Committee.

All Student Grievance Committee members, as well as all others in attendance at a student Grievance proceeding, shall maintain the confidentiality of the proceedings. The Student Grievance Officer shall attend all Committee hearings but shall not vote.

### **Student Grievance Committee Hearing and Decision Guidelines**

The following guidelines provide the framework for conducting a Student Grievance Committee Hearing:

- Prior to the hearing, the newly impaneled Committee shall meet to elect a Committee Chair. The Chair shall be selected by a simple majority vote.
- The Chair on the Committee shall be responsible for conducting the hearing and drafting the decision of the Committee, but shall vote only in the event of a tie.
- All hearings shall be closed and deliberations of the Committee shall be confidential and conducted in private.
- The Grievant and the Responding Party shall be in attendance at the hearing. Each party may be accompanied by an advisor at the hearing. The advisor, however, may not participate in the hearing or question witnesses. Either party may at any time during a hearing consult in private with their advisor.
- Witnesses may be asked by the Committee to remain outside of the hearing room until he/she/they are called to testify.
- The Grievant will address the Committee first. The Grievant will state the nature of their Grievance and may present relevant evidence and/or witnesses in support of the Grievance.
- The Responding Party may respond to the Grievant's allegations and present relevant evidence and/or witnesses in opposition to the Grievance.
- Once the parties have presented their respective positions, the Committee may question the parties and/or witnesses.
- After the Committee has questioned the parties, each party will be given the opportunity to question the other party and their respective witnesses. All questions must be directed through the Committee. If the Committee determines that a question is relevant to the Grievance, the party or witness to whom it is addressed will be asked to respond.
- Following the parties' questioning of each other, the Committee will have another opportunity to question the parties and witnesses.
- Hearings before the Committee shall not be subject to the formal rules of evidence. In all cases, the hearing shall be conducted in a fair and impartial manner.
- If a party to a Grievance fails to appear for a scheduled hearing, the Committee has the discretion to proceed with the hearing and issue its findings and recommendations in the party's absence.
- The decision of the Committee shall be based on the relevant evidence presented at the hearing. The decision shall be in writing and include: a list of all documentary evidence and witnesses presented; a summary of the testimony offered by both parties and their respective witnesses; and the findings of the Committee and its recommendations. Copies of the decision and recommendations of the Student Grievance Committee shall be forwarded by the Student Grievance Officer to the President or their designee for review and final disposition. The President or their designee shall accept, reject or modify the Committee's decision and/or recommendations and issue a final written decision.
- All findings and decisions reached under this Procedure shall be based on a "preponderance of evidence" standard (i.e., more likely than not). Any action taken hereunder shall be reasonable under the circumstances, in accordance with applicable College rules and procedures, and be grounded in fundamental fairness.

#### **Withdrawal**

A student may withdraw their complaint or Grievance at any time. Withdrawal must be accomplished in writing or by oral agreement confirmed in writing.

#### **Retaliation**

No member of the College community shall retaliate or threaten to retaliate against, interfere with, restrain, or coerce any student in the exercise of their rights under the Nonacademic Student Grievance Procedure or their participation in any Grievance proceedings.

#### **Collateral Rights of Person Grieved By Student**

If the recommendations made at any level of the Grievance procedure result in sanctions against a college employee, the sanctions shall be regarded as administrative actions subject to all conditions of applicable College policies.

#### **Alternative Forums**

Filing a Grievance in accordance with the Nonacademic Student Grievance Procedure in no way abrogates a student's right to file a complaint with an appropriate state or federal agency or in another forum.

### **Interpretation and Revision**

The CCA or designee will develop procedural rules for the administration of hearings that are consistent with provisions of the Student Code of Conduct. Material deviation from these rules will, generally, only be made as necessary and will include reasonable advance notice to the parties involved, either by posting online and/or in the form of written communication. The CCA or designee may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Code. The CCA or designee may recommend minor modifications to procedure that do not materially jeopardize the fairness owed to any party. Any question of interpretation of the Student Code of Conduct will be referred to the CCA or designee, whose interpretation is final. The Student Code of Conduct will be reviewed annually, with a comprehensive revision process being conducted every 5 years or as deemed appropriate by the Chief Student Affairs Officer.

# Appendix 3: Student Right-to-Know and Consumer Information

In compliance with federal regulations that require disclosure to current and prospective students<sup>1</sup>, Chesapeake College provides the following notice which lists and describes student consumer information available from the College's website ([www.chesapeake.edu](http://www.chesapeake.edu)) or upon request from the respective offices indicated below.

- Institutional Information
- Annual Notification to Students of Rights under FERPA
- Graduation and Transfer-Out Rates
- Financial Assistance Information
- Institutional Security Policies and Annual Report on Crime Statistics
- Student Right-to-Know Athlete Report

## Institutional Information

This College Catalog, <http://ecatalog.chesapeake.edu/index.php?catoid=13>. It contains information on academic programs (including degree and career offerings) faculty, staff, and administration, accreditations, student services including those for students with disabilities, withdrawal and refund policies, tuition and fees for full- and part-time students and much more. Further information about reviewing institutional accreditation documents can be obtained from the President's Office and program accreditations from the Office of the Vice President for Workforce and Academic Programs.

## Annual Notice to Students of Rights under FERPA

Cross-referenced: Student Records and Policies

Family Educational Rights and Privacy Act (FERPA) information is also online (<http://www.chesapeake.edu/students/registration/ferpa>), and further details can be obtained on request from the Registrar's Office.

The Family Educational Rights and Privacy Act (FERPA) affords the student rights with respect to education records. They are:

1. The right to inspect and review the educational records within 45 days of the day the college receives a request for access.

The student must submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and send notice of the time and place where the records may be inspected. If the Office of Registration and Records does not maintain the records, the Registrar will advise the student of the college official to whom the request should be addressed.

2. The right to request the amendment of education records believed to be inaccurate or misleading.

The student must write the college official responsible for the record, clearly identify the part of the record in question, and specify why it is accurate or misleading. If the college decides not to amend the record as requested, the college will send notice of the decision and advise the student of the right to a hearing regarding request for amendment. Within thirty (30) days from the date of the request, the Admissions, Academic Standing and Financial Aid committee will schedule and hold a hearing. The petitioning party will be given an opportunity to present reasons for concern to the committee, and the Committee will notify the student within fourteen (14) days thereafter of the results of its findings.



3. The right to consent to disclosure of non-directory, personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research or support staff position; a person or company with whom the college has contracted (such as an attorney, auditor or collection agency); a person serving on the Board of Trustees. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the College discloses educational records without consent to officials of another school in which a student seeks or intends to enroll. Directory information is information that may be released to a third party without your consent.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. Directory information includes, but is not limited to, name, address, telephone number, dates of attendance, degrees and date earned, awards earned, enrollment status, (full-time or part-time), campus e-mail address, and participation in student activities. While the college does not routinely release information to everyone who inquires, it may legally do so if the third party demonstrates a legitimate need to know such information. Student may refuse to permit such disclosure without written consent by notifying the Office of Registration and Records in writing of their wish to be excluded from such release of information.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## Graduation and Transfer Rates

Federal Student-Right-to-Know regulations call for colleges and universities to report the graduation and transfer rates of "full-time, first-time degree or certificate-seeking undergraduates entering the institution on or after September 1, 1996." These rates are based on degree completion or transfer-out within "150% of normal time," which for a two-year institution would be three years. These rates do not include those students who may have taken longer than three years to graduate or transfer.

In reviewing these rates, it should be noted that Chesapeake College is a two-year public community college which has adopted an open admissions policy in keeping with its philosophy of providing citizens with access to postsecondary education. Thus

students attend the College with a wide variety of goals including exploring transfer or career courses/programs and obtaining associate degrees and certificates.

The source for the following Chesapeake College graduation and transfer-out rates is the Graduation Rate Survey (GRS), a report submitted annually to the U.S. Department of Education. In the 2019 cohort of first-time, full-time degree or certificate-seeking students at Chesapeake, 28.4% graduated within 150% of normal time and another 22.7% transferred to another two- or four-year college or university. The combined graduation and transfer rate was 51.1%.

## **Financial Assistance Information**

Cross-referenced in this catalog: Student Financial Assistance

The information provided at [www.chesapeake.edu/finaid/](http://www.chesapeake.edu/finaid/) includes eligibility requirements, application forms and procedures, satisfactory progress standards, cost of attendance, types of financial aid programs, disbursement of funds and return of Title IV assistance. Further information is available from the Financial Aid Office.

## **Institutional Security Policies and Annual Report on Crime Statistics**

Cross-referenced in this catalog: Institutional Security Policies and Annual Report on Crime Statistics

This report includes institutional policies concerning campus security, such as policies covering alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. The report also includes statistics for the previous three years on federally prescribed reportable crimes.

## **Student Right-to-Know Athlete Report**

As a College offering athletically-related student aid, Chesapeake also maintains detailed information on enrollment, awards, and graduation and transfer-out rates for student athletes. This information is available in the Student Right-to-Know/Student Athlete Report ([https://letsgoskipjacks.com/information/Student\\_Concerns/index](https://letsgoskipjacks.com/information/Student_Concerns/index)).

In accordance to the Higher Education Opportunity Act of 2008, information on student activities offered by the College, support services offered to individuals with disabilities, career and placement services both before and after enrollment, and policies related to transfer of credits from other institutions, are provided under student services at <http://www.chesapeake.edu/students/>. Further details can be obtained upon request from the Office of the Dean for Students.

<sup>1</sup>1998 Higher Education Amendments.

## **Appendix 4: Curriculum Advisory Committees**

### **Criminal Justice**

#### *Caroline County*

Rob Bates, Teacher, Caroline County Technical

#### *Dorchester County*

W. Jerry Jones, Superintendent, Maryland State Police

Tony Thomas, Dorchester County Career and Technical Center

Lt. Todd, Cambridge Police Department

#### *Queen Anne's County*

Jim Williams (Ret. Major Queen Anne's County Sheriff's Office, Anne Arundel County Police Department)

#### *Talbot County*

Frank Creegan, Easton Police Department Crime Scene Technician

Ellen Grunden, Deputy State's Attorney, Talbot County State's Attorney's Office

Patrick Forest, retired, Federal Government

Ami L. Landon, Senior U.S. Probation Officer, District of Columbia

### **Early Childhood Development**

#### *Caroline County*

Vera Todd

#### *Queen Anne's County*

Dana Barnhart

Donna Berger

Elizabeth Miller

Peg Anawalt

Sandy Klunk

Flo Terrill

*UMES Representative: Dr. Donna Satterlee*

*Salisbury Representative: Dr. Elaine O'Neil*

### **Elementary and Secondary Education**

#### *Caroline County*

Jennifer Dvorak

Stephanie Verdery

#### *Dorchester County*

Anna Howie

Cherie Robinson

*Kent County*  
Caren Saunders

*Queen Anne's County*  
Brad Niesz  
Sherry Valenti

*Talbot County*  
Indra Bullock  
Anne Miller  
Gia Ristvey

*Eastern Shore Higher Education Center: Marci Leach*

*UMES Representative: Dr. Donna Satterlee*

*Salisbury University Representative: Dr. Shanetia Clark*

## **Emergency Medical Services**

*Caroline County*  
KJ Marvel  
David Timms

*Dorchester County*  
Debbie Wheedleton

*Kent County*  
Logan Quinn

*Queen Anne's County*  
Jon Longest  
Mary Alice Vanhoy  
Chip Verdery  
Zach Yerkie

*Talbot County*  
Bryan Ebling  
Tina Kintop

F/Sgt. Jon Larson  
Tony Patrick  
Jason Mullen  
Adrian Hrobar  
Justin Hoxter  
Marie Wielgosz

*Program Director: Jon Longest*

*Medical Director: Dr. Thomas Chiccone*

*MIEMSS: Bryan Ebling*

## Human Services

### *Caroline County*

Daniel Towers, CEU Student  
Jessica Tuel  
Ruth Plinke, LCPC

### *Dorchester County*

Domenick Grande

### *Queen Anne's County*

Holly Ireland, LGSW

### *Talbot County*

Beth Ann Langrell  
Andrea Kelley-Freeman, LCADC, LCPC

## Nursing

### *Anne Arundel*

Irma Holland, Director of Clinical Education  
Gena Kosmides, Program Manager

### *Caroline County*

Tracy Terry, Director of Nursing and Rehab Center  
Jennifer Yost, BSN, RN

### *Dorchester County*

Julia Alvis Murray, MSN, RN  
Addie Eckert, RN  
Maria Marshall, BSN, RN

### *Kent County*

Mary Bourbon, CRNP, RN  
Sandy Prochaska, MSN, RN  
Tara Simpkins, RN, BSN  
Brenda Sporates, RN  
Judith Stetson, PhD, RN

### *Queen Anne's County*

Olga Hoffman, RN

### *Talbot County*

Amanda Alto, Clinical Nurse Educator  
Jennifer Bowie, MBA, BSN, RN CNO-Vice President Patient Care Services  
Mary Collins, BSN, RN  
Ruth Ann Jones, EdB, MSN, RN, NEA, BC  
Stacey Malinowski, DNP, RN, CNE  
Kristine Olsen, RN  
Dawn Ruby, BSN, RN  
Jean Volz, MSN, RN, CCRN

*UMMS*

Casey Embert, Project Manager

Lisa Rowen, DNSc, RN, CENP, FAAN

## **Physical Therapist Assistant**

*Anne Arundel County*

Elizabeth Appel

Romina Astifidis, PT

Patricia Brady, PT

Loraine Frey, PT

Teresa Galligan, PT

Linda Johnson, PT

Ali Messinger, PT

Amanda Minnitte, PTA

Michele Uhler, PT

Tiffin Bumpass

*Caroline County*

Sean Blackwell, PTA

*Charles County*

Christina Craft, PT

Candi Hume

Chriag Kadakia, PT

Sarah Mooney, PTA

*St. Mary's County*

Star Cariño, PTA

Kris Ohler, PTA Program Graduate

*Talbot County*

Stacy Fox, PT

Cynthia Greaves, PTA

Jennifer Walter

Margaret Woods, PT

*Program Director: Patricia Brady, PT*

## **Radiologic Sciences**

*Caroline County*

Justin Malecki

*Dorchester County*

Lisa Deneau

*Kent County*

Kelly Bottomley

Susan Herr

*Queen Anne's County*

Lauren Ridge

*Talbot County*

Linda Blythe  
Amy Brittingham  
Maria Craver  
Megan Novak  
Angela Spishock

*Delaware*

Penny Olivi

## **Surgical Technology**

*Caroline County*

Lisa Brown  
Georgia Hayman

*Dorchester County*

Bonnie Johnson  
Malika King

*Queen Anne's County*

Somers Watson

*Talbot County*

Elizabeth Hostetter  
Mary Grace Hensell

*Wicomico County*

Jessica Baroniak  
Junior Boyer  
Dr. Christopher Pellegrino  
Dr. Jason Scopp

*Worcester County*

Dr. Vincent Perrotta

*Program Director*

Karen Jones

*College Administration|*

Joan Seitzer

## **Appendix 5: College Administration, Faculty & Staff**

- Board of Trustees
- Administration
- Staff
- Faculty
- Emeritus

## **BOARD OF TRUSTEES**

**Caroline County**

L. Nash McMahan (2010-2025)  
Milton Nagel, Vice Chair (2017-2027)

**Dorchester County**

Mary Dennard-Turner (2019-2028)  
Victoria Jackson-Stanley (2016-2024)

**Kent County**

Robert Grace (2016-2026)  
Brenda W. Shorter (2016-2025)

**Queen Anne's County**

Christopher Garvey (2016-2027)  
Michael J. Mulligan (2016-2024)

**Talbot County**

Blenda Armistead (2011-2026)  
Reza Jafari, Chair (2018-2028)

**Trustee Emeritus**

Dewey E. Blades

## ADMINISTRATION

**Clifford P. Coppersmith**, A.S., B.A., M.A., Ph.D.

President

**Kamari A. Collins**, B.S., M.S., Ph.D.

Vice President for Student Success and Enrollment Management

**David A. Harper**, B.A., M.A., Ph.D.

Vice President for Workforce and Academic Programs

**Karen S. Smith**, B.S., M.B.A.

Vice President for Administrative Services

**Amy J. Bonner**, B.S., M.S.

Associate Vice President of Human Resources

**Chandra L. Gigliotti**, B.S., M.A., M.L.S., Ph.D.

Associate Vice President for Innovation, Learning & Effectiveness

**James A. Davidson**, B.A., M.A.

Registrar

**Miriam V. Osborne Elliott**, B.A., M.Ed., Ph.D.

Dean of Students

**Christopher J. Hall**, B.A., Ed.S.

Director of Institutional Research

**Marcella L. Leach**, A.A., B.S., M.A.

Executive Director of Eastern Shore Higher Education and Director of Continuing Ed



**Amber L. McGinnis**, B.S., M.A.  
Director of Development & Executive Director of the Chesapeake College Foundation

**Michael K. Moore**, A.A., B.S., M.S.  
Chief Information Officer

**Jason S. Mullen**, B.S., M.B.A.  
Dean for Workforce and Skilled Trades

**Juliet A. Smith**, B.A., M.A., D.Ed.  
Dean for Faculty

**Joan M. Seitzer**, A.A., B.S., M.A.  
Dean for Enrollment & Advising

## **STAFF**

**Jo-Ann J. Adams**  
Cambridge Center Business & Registration Associate

**Leanne C. Allen**, A.A., B.A., M.B.A.  
Director of the Business Department

**Karla J. Altamirano**  
Admissions and Enrollment Specialist

**Maria T. Athey**  
Accounts Receivable Specialist

**Janine M. Banghart**, B.S.  
Eastern Shore Higher Ed Center Coordinator

**Marvin L. Beulah**  
Groundskeeper

**Lauri A. Bell**, B.S., M.Ed.  
Director of Dual Enrollment & Early College

**Kirsten E. Blake**, B.S., M.S.  
Assistant Athletic Director/Head Athletic Trainer

**Lynnette T. Blake**, B.S., M.Ed.  
Director of Accessibility Services

**Kevin M. Blankenship**  
General Technician #2

**David E. Boone**  
Electrical Technician

**Dana A. Bowser, B.A.**  
Director of Student Success & Retention

**William H. Bradford, B.A., A.A.**  
Help Desk Analyst II

**Kelly G. Brimmer, B.A.**  
Registration and Records Specialist

**Tracy A. Brinckerhoff, A.A., B.S., C.P.A., M.S.**  
Director of Finance & Budget

**Dorothy S. Carroll, A.A.**  
Senior Administrative Associate for Administrative Services

**Carolyn H. Causey**  
Administrative Associate to the Dean for Liberal Arts & Sciences

**Cheryl Cayer**  
Staff Accounting Specialist- Procurement

**Sandra Christian, B.S.**  
Director of Admissions and Recruitment

**Miriam C. Collins**  
Assistant Director of Facilities

**Maureen R. Conlon, B.S., M.Ed.**  
Associate Registrar

**Nathan F. Connatser, A.A.**  
IT Engineer I

**Deborah A. Conte**  
IT Help Desk Manager

**Milton Crump**  
CDL Program Coordinator

**Robert E. Curtin**  
HVAC Technician

**Danielle L. Darling, B.A.**  
Director of College Relations & Marketing

**Bryan E. Darling, B.A.**  
Advisor-Dual Enrollment/Early College

**Mark Darrah**  
CDL Program Instructor

**Charles N. Davis, A.A.**  
Construction Technology Instructor/Coordinator

**Guido DeLuca, B.A., M.Ed.**  
Counselor, Director of Job Development

**Sarah E. DeLuca**, B.A., M.A.  
Academic Advisor

**Kelly Dove**, A.A., B.A.  
Financial Aid Advisor

**Sharon D. Dove**, A.A.  
Staff Accounting Specialist Grants & Accounting

**Barbara L. Duncan**, J.D., B.S.  
Director of Public Safety

**Herbert S. Dyott**  
Director of Facilities

**Francis Thomas Eleuterio**, B.A., M.A., M.S.  
Senior Research Analyst

**Andrea Y. Evans**, A.A., B.A., M.S.  
Academic Support Writing Specialist

**Rebecca M. Fauver**, A.A.  
Administrative Assistant, Athletics

**Laura Fearins**, B.A.  
Business Office Accountant

**Angela M. Forgrave**, A.A.  
Technology Purchasing & Support Specialist

**Mary L. Freeman**  
Welcome Center Assistant

**Mary Furst**, B.A., M.S.  
Associate Director of Human Resources

**Lyndy C. Galan**, A.A., B.A.  
Director of Program Development

**Benjamin C. Garton**  
General Technician/Event Setup

**Pamela A. Garton**  
Adm Coordinator for Innovation, Learning & Effectiveness

**Kim L. Green**  
Coordinator of the Academic Commons

**LaSella L. Hall**, B.A., M.B.A., Ph.D.  
Director of Student Diversity, Equity & Inclusion

**R. Michelle Hall**, B.B.A.  
Director of Constituent Engagement & Events Management

**Ronald J. Hansen**, A.A.S., B.S., M.A., Ed.D.  
Director of Instructional Systems

**Cynthia Hardin, B.S.**  
Executive Coordinator to the VP for Workforce & Academic Programs

**Gloria J. Hawkins**  
Custodian

**William J. Heller**  
Marine & Mechanical Trades Instructor/Coordinator

**Heather A. Helmer, B.A.**  
Student Success & Retention Administrative Assistant

**Tyler C. Henry, B.A.**  
Academic Advisor

**Glen S. Hoback**  
HVAC Tech I

**Andrea F. Hrobar, A.A.**  
Administrative Associate to Dean for Workforce Programs

**David L. Irby, B.A., M.S.**  
Business and Industry Navigator

**Cynthia M. James, B.S.**  
Financial Aid Specialist

**George H. Jones**  
Custodian

**Shelly W. Kapitan, B.S., M.S.**  
Laboratory Assistant

**Dan Kearns**  
Programmer/Analyst

**Jessica L. Kilby, A.A.S**  
VA Military Compliance Specialist & Records/Registration Co

**Heather L. Kraus, B.A.**  
Accounting Manager

**Jonathan A. Kraus, A.A.S.**  
Help Desk Analyst III

**Jerry B. LaLone**  
Media Services Technician II

**Charles R. Lartey, B.A., M.A., Ph.D.**  
Director of Assessment and Planning

**Sandra K. Lindenberger**  
Custodial Supervisor

**Amy W. Lorenz, A.A.**  
IT Engineer II

**Theresa G. Markey**

Custodian

**Mark A. Marshall**

Groundskeeper

**Calvin N. Martin**

Non-Credit Healthcare Program Coordinator

**Jacquelin C. McArdle, A.A.S.**

Advising & Career Retention Specialist

**Susan M. McGeehan, B.S., M.S.**

Laboratory Supervisor

**Anne H. Miller, A.A.S., B.S., M.S.**

Academic Support Services Specialist

**Daniel Miller, A.A., B.A., M.A.**

Director of Academic Advising

**James R. Miller, B.S.**

Assistant Director of Cambridge Center

**Marcie A. Molloy, B.A.**

Director of Public Information

**Catherine E. Mullikin, A.A., A.A.**

Student Success Sr. Administrative Associate

**Kendra A. Morgan**

Course Scheduler and CE Process Coordinator

**Kimberely A. Myers**

Accounts Payable Specialist

**Stanley B. Noland**

Special Police Officer Supervisor

**Alice M. Nowicki**

Senior Programmer/Analyst

**Carrie Nuse, B.A., M.A.,**

CTE Career & Technical Navigator

**Debra L. Parsons, B.A.**

Director of Business Operations

**Jennifer J. Perkins, B.A.**

Web & Digital Communications Coordinator

**Lisa R. Phillips, A.A.**

Assistant Director of Public Safety

**Nancy P. Pippin, B.S.N., M.Ed.**

Certified Nursing Assistant & Health Careers Clinical Coordinator

**Chase D. Porter, B.S., M.S.**  
CTE Career & Technical Navigator

**Dawn M. Quinton, A.A.**  
Human Resources Generalist

**William E. Reese**  
Sr. Custodian

**Harrison E. Renshaw**  
Custodian

**B. Keith Richardson**  
Grounds/Equipment Supervisor

**Cheyenne A. Roache, AA., B.S., M.Ed.**  
Director of Student Engagement & Development

**Zane D. Romberger, A.A.S.**  
IT Systems Integration Engineer

**Katie C. Rosenberry, B.A.**  
Skilled Trades & Transportation Program Specialist

**Margaret P. Ruppert, A.A., B.A.**  
Development Coordinator

**Charles N. Schatz**  
CDL Instructor

**Deborah T. Schelhouse**  
Custodian

**Vanette T. Seals, B.S.**  
Administrative Assistant to SBDC & Professional Studies

**Laura L. Shahan, A.A., B.S.**  
Assistant Director of Financial Aid

**Beverly A. Shamer**  
Custodian

**Anne F. Shepard, B.S., M.A.**  
Grants Specialist

**Allison E. Silver, B.A.**  
Director of First Year Experience

**Judi Simpson**  
Custodian

**Matthew W. Simpson**  
Custodian

**Jason T. Smith**

IT Engineer II

**Terri K. Snow**

Payroll Specialist

**Latellya K. Stewart, A.A.S.**

Ex Associate to the President/Staff Associate to the Board of Trustees

**Frank T. Szymanski, B.S., M.Ed.**

Director of Athletics/Counselor

**Andrew Taylor, B.S., M.S.**

Enterprise Application Manager

**Danielle S. Thomas, A.A., B.S.**

Director of Professional Studies, Career Programs & Personal Enrichment

**Emily J. Tipton, B.S., M.Ed.**

Assessment and Planning Analyst

**Deanna Tobin, B.S.**

Director of Non-Credit Healthcare Programs

**Sonia Lorelly Solano Torres, B.A., M.S., Ph.D.**

Director of Cambridge Center

**Mary Lucia Towey, B.A., J.D.**

Academic Support Services Specialist

**Kenneth W. Trader**

Special Police Officer Supervisor

**Aaron L. Turner**

General Technician

**Jonathan L. Turner**

Custodian/Set-Up Technician

**Kimberly D. Vickers**

Special Police Officer Supervisor

**LuAnn Walker**

Coordinator for Continuing Education Processes

**Valerie A. Walzak, A.A.**

Human Resources Specialist

**Zachary T. Watson**

Custodian

**Leia M. Wefelmeyer, B.A.**

Graphic Designer

**Cindy L. Welzel, A.A., B.A.**

Assistant Registrar for Transfer Compliance

**Laura A. Wheatley**

Administrative Associate, Facilities

**Frank D. Williams, A.S., B.S., M.S.**

Advanced Manufacturing and Digital Fabrication Coordinator

**Princess F. Williams, B.S., M.S.**

Director of Financial Aid

**Jennifer A. Wilson, A.A.**

Business Office Specialist

**Bridget P. Wood, B.S.**

Academic Services Specialist

**Daniel R. Wright, A.A.**

Help Desk Analyst II

**Salman Zafurullah, B.A., M.B.A.**

Director of Testing Center

**Suzann S. Zdunowski, M.Ed., B.S., A.A.**

Computer & Technology Coordinator

**Cynthia A. Zuella**

Benefits Coordinator

## **GRANTS ADMINISTRATION AND STAFF**

### **Childcare Resource and Referral**

**Denise A. Taylor-Turner, B.S.**

Director of Infant and Early Childhood Mental Health Project

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WIOA Younger Youth Coordinator

**Alicia M. Ciprich**

WIOA Title I Training Resource Staff

**Carol A. Dunn**

WIOA Title I Training Services Follow-Up Resource Staff

**Patricia A. Garfield**

WIOA Title I Training Outreach Staff

**Shirley E. Lake, A.S., B.A., M.S.**

Workforce Scholarship Special Project Coordinator



**Ellen J. LaFrankie**, B.S., M.A.  
Assistant Executive Director of Workforce Investment Board

**Patricia J. Nash**  
WIOA Title I Training Resource Staff

**Jacqueline K. Nichols**  
Workforce Scholarship Office Coordinator

**Corey L. Ottaviani**  
WIOA Training Scholarship Specialist

**Daniel E. Schneckenburger**, B.S.  
Executive Director of the Workforce Investment Board

**Kellie Slattery**  
WIOA Title I Training Resource Staff

## **Adult Education and Family Literacy**

**Mary K. Blanchard**, B.S.  
Intake/Assessment Coordinator

**Janet F. Hilty**, B.S.  
WIOA Title II: Adult Education Transition Specialist

**Brenda S. Horrocks**, B.A.  
Director of Adult Education and Family Literacy

**Denise L. Kline**, B.A.  
Instructional Coordinator

**Rosa A. Pino Cruz**, B.S., M.B.A., M.Ed.  
Management Information Systems Coordinator

## **Student Support Services**

**Mark A. Berry, Jr.**, B.S., M.B.A.  
Director of TRIO Upward Bound

**Christle N. Foster**, B.S.  
Executive Director of TRIO Programs

**Arlene P. Carroll**, B.S.  
TRIO Programs Specialist

**Katrina S. Johnson**, A.A.S., B.A.  
Director, TRIO SSS Programs

**Brittany M. Jones**, B.S.  
Academic Coordinator, TRIO Upward Bound

**Lori Y. Kannegieter**, B.A.  
TRIO Program Specialist

**Gabrilla E. Moreland**, B.A.  
Academic Coordinator, TRIO Upward Bound

**Terry L. Perkins-Black**, B.A.  
Academic Coordinator, TRIO Student Support Services

**Kristin A. Shearon**, B.A., M.Ed.  
Academic Coordinator, TRIO Student Support Services

**Yana V. Willey**, B.A., M.Ed.  
Academic Coordinator, TRIO Student Support Services

## FACULTY

**Brandon M. Alexander**, Instructor of Mathematics  
B.S., University of Maryland, Baltimore County  
Ph.D., University of Maryland, College Park

**Mary Beth Bailey**, Associate Professor of Radiologic Sciences  
B.S., Columbia Union College

**Allison P. Barba**, Assistant Professor of Biological Science

Department Chair of STEM

B.S., Fairfield University  
M.S., University of Maryland

**Nicole M. Barth**, Assistant Professor of Agriculture/Environmental Science;  
Program Coordinator, Environmental Science  
Program Coordinator, Agriculture  
B.S., East Stroudsburg University of PA  
M.S., University of Maryland

**Christian Benefiel**, Professor of Welding and Fabrication  
B.F.A., East Carolina University  
M.F.A., University of Maryland, College Park  
Certified Welding Inspector - American Welding Society

**Gwen S. Buxbaum**, Associate Professor of Business;  
Program Coordinator, Business Management  
B.S., Syracuse University  
M.B.A., UCLA

**Laura H. Callaghan**, Clinical Instructor of Radiologic Sciences  
A.A., Chesapeake College

B.S., Saint Joseph's College of Maine

**A. Amy Childs**, Assistant Professor of Communications;  
B.S., Towson State University  
M.Ed., Salisbury State University  
Additional Studies: Marian University; Spring Arbor University

**Heather R. Cunningham**, Professor of Biological Science;  
Program Coordinator for Biological Science  
2020-2022 Stuart M. Bounds, Distinguished Teaching Chair  
B.S., University of Alabama  
Ph.D., University of Alabama

**Nevin Crouse**, Assistant Professor of Humanities  
B.A., Mount Vernon Nazarene College  
M.A., University of Missouri at Kansas City, Kansas City Art Institute  
Additional Studies: University of Nebraska at Kearney

**Vann R. Crucillo**, Instructor of Mathematics  
M.Ed., Averett University  
B.S., Averett University

**Linda F. Earls**, Associate Professor of English  
B.A., M.A., Salisbury State University  
Additional Studies: George Washington University

**Lanka E. Elson**, Professor of Computer Science Technology;  
Program Director Computer Science Technology  
B.S., Colorado State University  
M.S., D.CS-EM., Colorado Technical University

**Shannon S. Fleishman**, Professor of Sociology;  
Department Chair of Social Sciences  
B.S., University of Delaware  
M.P.P., Georgetown University  
Ph.D., Pennsylvania State University

**Kristy A. Floyd**, Assistant Professor of Library Sciences  
B.S., Drexel University  
M.S.L.S., Clarion University of Pennsylvania

**Sherri L. Foster**, Professor of English;  
Adjunct Support Director; Dept Chair of Art & Humanities  
B.A., Washington College  
M.St., University of Oxford  
Ph.D., University of Sussex  
Additional studies: University of Wisconsin

**Greshen G. Gaines**, Assistant Professor of Rhetoric & Composition  
B.A., St. Mary's College of Maryland  
M.A., St. John's College  
Additional Studies: Hampton University  
Graduate Certificate, Composition Studies: Indiana University

**John C. Haas**, Associate Professor of History  
B.S., M.A., Pennsylvania State University  
Additional Studies: University of South Carolina

**Jennifer L. Hawley**, Associate Professor of Psychology  
B.A., State University of New York at Oswego  
M.A., Eastern New Mexico University  
Additional Studies: UMass-Lowell

**Larry A. Hearn**, Associate Professor of Accounting;  
Program Coordinator, Accounting  
B.A., Salisbury State University  
M.B.A., Wilmington College

**Kamal P. Hennayake**, Professor of Mathematics;  
Director of Developmental Math  
B.S., University of Colombo  
M.S., Ph.D., West Virginia University

**Karen Jones**, Instructor of Surgical Technology;  
Director of Surgical Technology  
CST., Certified Surgical Technologist NBSTSA  
A.S., Gulf Coast State College

**Susan A. Leroy**, Assistant Professor of English  
B.A., Western Connecticut State University  
M.A., Western Connecticut State University  
Additional Studies: Northwestern State University of Louisiana

**Jonathan P. Longest**, Associate Professor of Emergency Medical Services;  
Director of Emergency Medical Services  
B.S., Washington College  
M.Ed., Ashford University

**Bridget M. Lowrie**, Professor of Criminal Justice and Legal Studies;  
Program Director Criminal Justice  
A.A., Prince George's Community College  
B.A., American University  
J.D., University of Maryland School of Law

**Justin M. Malecki**, Professor of Radiological Sciences;  
Director of Radiologic Sciences  
A.A., Chesapeake College  
B.S., Wilmington University  
M.B.A., Wilmington University

**Stacey L. Malinowski**, Associate Professor of Nursing; Nursing Simulation Coordinator  
A.D.N., Trident Technical College  
B.S.N., University of Maryland, School of Nursing  
M.S., University of Maryland, School of Nursing  
D.N.P., Salisbury University

**Elizabeth M. O'Connor**, Professor of Science  
B.Sc., Massachusetts Institute of Technology  
M.Sc., Brown University

Ph.D., Northern Arizona University  
Postdoctoral Studies: Center for Marine Biotechnology, University of Maryland Biotechnology Institute

**Nora P. Ortega**, Assistant Professor of Physics  
B.S., University Surcolombiana  
M.S., University of Puerto Rico  
Ph.D., University of Puerto Rico

**Ruth Kerns Plinke**, LCPC, Associate Professor of Psychology;  
Program Coordinator of Human Services/Behavioral Health  
B.A., Wilmington College  
M.Ed., University of Maryland Eastern Shore  
Additional Studies: Bowie State University, College of Notre Dame, Loyola College, Washington College

**Deanna L. Reinard**, Program Director and Professor for Elementary/Secondary Teacher Education;  
B.S., M.Ed., Clarion University of Pennsylvania  
Ed.D., Wilmington University

**Ann H. Reinecke**, Assistant Professor of Library Science and Technology  
Director of the Library & Academic Support  
B.A., Salisbury State University  
M.L.I.S.T., Drexel University

**Kathryn W. Reuwer**, Assistant Professor of Nursing  
A.A.N., Chesapeake College  
M.S.N., Walden University

**Lori T. Riley**, Associate Professor of English;  
Director of Developmental English  
B.S., University of Maryland, College Park  
M.S., Shenandoah University  
Ed.D., Shenandoah University  
Graduate Teaching Certificate, California State University

**Nicole M. Rioux**, Assistant Professor of Library Science, Public Services Librarian  
B.A., Earlham College  
M.L.I.S., Simmons College

**Sarah E. Ross**, Instructor of Early Childhood Education  
Program Director Early Childhood Education  
A.A., Chesapeake College  
B.S., Wilmington University  
M.S., Ashford University

**Catherine M. Rust**, Associate Professor of Business and Economics;  
Program Coordinator, Business Administration  
B.S., Indiana University of Pennsylvania  
M.B.A., University of Pittsburgh

**Robin G. Seal-Whitlock**, Professor of Nursing  
A.A., Anne Arundel Community College  
A.S., Wesley College  
B.S., University of Maryland University College

B.S.N., M.S.N, Wilmington College

Ph.D., Clayton College of Natural Health

C.N.E. Certified Nurse Educator, NLN

**Sarah N. Sewell**, Assistant Professor of Mathematics

A.A., Chesapeake College

B.S., Salisbury University

M.S., Salisbury University

**Gary K. Skirka**, Assistant Professor of Nursing

B.A., B.S.N., M.S.N., Salisbury University

CPC - Certified Professional Coder

**Juliet A. Smith**, Professor of Developmental Studies/English;

Dean for Faculty

B.A., University of Dallas

M.A., State University of New York at Binghamton

D.Ed., Pennsylvania State University

**Kimberly P. Smoloski**, Professor of Biological Science;

B.S., Tufts University

M.S., University of Maryland-Baltimore

M.D., St. George's University School of Medicine

**Jodi Baker Stein**, Professor of Nursing

A.A., Chesapeake College

A.S.N., Chesapeake College/Macquen Gibbs Willis Nursing Program

M.S.N., Wesley College

Post Master's Certification in Nursing Education, Wesley College

C.N.E. Certified Nurse Education, NLN

D.N.P., Wilmington University

**Marc H. Steinberg**, Professor of English

B.A., State University of New York at Binghamton

M.A., St. John's University

Ph.D., Kent State University

**Courtney A. Sykes**, Associate Professor of Mathematics;

B.S., Salisbury State University

M.S., Colorado State University

**William R. Thomas**, Associate Professor of Music

B.M., Morehead State University

M.M., Florida State University

**Robert C. Thompson**, Professor of Theatre;

Director of Arts

B.A., Susquehanna University

M.A., University of Maryland – College Park  
Ph.D., University of Maryland – College Park

**David C. Timms**, Associate Professor of Emergency Medical Services;  
Director of Simulation for Health Professions; Director of Health Professions  
B.S., Salisbury University  
M.DE., University of Maryland - Global Campus

**Rieves F. Verdery, III**, Associate Professor of Emergency Medical Services;  
EMS Clinical Coordinator  
B.S. University of Maryland Baltimore County

**Eleanor G. Welsh**, Professor of English  
B.A., James Madison University  
M.A., University of Maryland, College Park  
Ph.D., University of Maryland Baltimore County  
Certificate: ESOL, University of Maryland Baltimore County

**Heather V. Westerfield**, Professor of Nursing;  
Director of Nursing  
A.S.N., Chesapeake College  
M.S.N., Wesley College  
D.N.P., Salisbury University  
Post Master's Certificate in Nursing Education, Wesley College

**Carol L. Wilson-Robbins**, Professor of Kinesiology & Wellness;

Physical Therapist Assistant Program Coordinator

Exercise Science & Sport Management Program Director

A.A., Chesapeake College

B.S., West Chester University

M.A., University of Maryland, College Park

Ph.D., Capella University

**Herbert L. Ziegler**, Professor of Psychology/Sociology  
B.A., M.A., State University of New York at Stony Brook  
Ph.D., University of Maryland, College Park  
Additional Studies: Brooklyn College

## **ADJUNCT FACULTY**

Adjunct faculty are appointed on a semester-by-semester basis and teach courses part-time in both day and evening programs.

## **EMERITUS ADMINISTRATION, FACULTY AND TRUSTEE**

### **Administration Emeritus**

**Stuart M. Bounds**, President Emeritus  
B.A., M.A., University of Maryland  
Ed.D., College of William and Mary

**John R. Kotula**, President Emeritus  
B.S., Slippery Rock State College  
M.Ed., Indiana University of Pennsylvania  
Ed.D., Rutgers University  
Additional Studies: University of Pittsburgh, University of Maryland

**Robert C. Schleiger**, President Emeritus  
B.S., University of Nebraska at Lincoln  
M.S., University of Omaha  
Ed.D., University of Nebraska  
Additional Studies: Florida State University, Florida University, The Johns Hopkins University

**Maurice B. Hickey**, Vice President Emeritus  
B.S., Ithaca College  
M.S., West Chester State College  
Ph.D., University of Maryland

**William A. Seth**, Vice President Emeritus  
B.A., University of Mississippi  
M.Ed., University of Georgia  
C.A.S., The Johns Hopkins University  
Additional Studies: University of Delaware; Auburn University; Morgan State University

**Kay L. Brodie**, Dean Emeritus  
B.A., Dickinson College  
M.A., Rutgers University  
M.L.S., University of Maryland

**John J. Cistriano**, Dean Emeritus  
B.S., M.A., University of Southern Mississippi  
Ph.D., University of Maryland  
Additional Studies: George Washington University,  
The Johns Hopkins University

**Ruth Ann Walls**, Associate Dean Emeritus  
A.A., Chesapeake College  
B.S., Salisbury State University  
M.A., Central Michigan University

## **Faculty Emeritus**

**Donna L. Andrew**, Associate Professor Emeritus  
B.S., M.Ed., Salisbury State University  
Additional Studies: Salisbury State University; Portland State College

**Edward S. Baker**, Professor Emeritus  
B.S., West Virginia Wesleyan College  
M.Ed., Western Maryland College  
Ed.D., Virginia Polytechnic Institute and State University  
Additional Studies: University of Virginia; Central Michigan University; University of Northern Colorado



**James P. Barayasarra**, Professor Emeritus

B.S., M.Ed., College of Idaho

M.N.S., University of Idaho

Ph.D., St. Bonaventure University

**Brenda J. Bloomgarden**, Professor Emeritus

B.S., M.Ed., University of Maryland, College Park

Additional Studies: Salisbury State University; Loyola College; Wilmington College

**Linda B. Blythe**, Professor Emeritus

R.T., A.R.R.T., A.A., Chesapeake College

B.S.R.S., Midwestern State University

M.S.Ed., St. Joseph's College of Maine

**Gail H. Bounds**, Associate Professor Emeritus

B.A., Randolph-Macon Women's College

M.A., University of Maryland at College Park

Additional Studies: College of William and Mary

**Virginia B. Capute**, Assistant Professor Emeritus

B.A., Kenyon College

M.L.S., Indiana University

Additional Studies: University of Maryland

**Dean H. Eshelman**, Professor Emeritus

M.S., Kansas State University

Ph.D., Gonzaga University

Additional Studies: Pennsylvania State University

**Leta F. Fennell**, Associate Professor Emeritus

B.S., Delaware State College

M.A., Washington College

M.S., Wilmington College

**Cynthia L. France**, Professor Emeritus

B.S., University of Texas

M.Ed., Ph.D., University of North Carolina

**Roberta R. Gribbon**, Professor Emeritus

B.A., University of Maryland, College Park

M.A., Columbia University

Ph.D., University of Maryland

Additional Studies: Ohio State University

**Lillian B. Grieb**, Professor Emeritus

B.A., M.A., Washington College

**H. Jane Groves**, Professor Emeritus

B.S., M.Ed., University of Maryland

Ed.D., Nova University

**Tammy K. Field**, Professor Emeritus

B.S., Salisbury University

M.S., Ph.D., University of Arkansas

Additional Studies: George Mason University

**Lewis J. Healy, Jr.**, Associate Professor Emeritus  
A.A., Catonsville Community College  
B.S., University of Baltimore  
M.S.A., George Washington University  
Additional Studies: Nova University; Towson State University

**Joan C. Hennessey**, Professor Emeritus  
B.S., M.Ed., Ed.D., University of Maryland

**Laura J. Higgs**, Associate Professor Emeritus  
R.N., St. Francis Hospital School of Nursing  
B.A., The College of New Jersey  
B.S.N., M.Ed., M.S.N., Salisbury State University

**Lynn G. Hildenbrand**, Professor Emeritus  
B.A., Meredith College  
M.A., Wake Forest University

**Diana L. Hill**, Associate Professor Emeritus

B.A., Texas A & M University

M.B.A., Friends University

Ed.S., NOVA Southeastern University

**Nancy S. Hubbert**, Associate Professor Emeritus  
Diploma, Memorial Hospital School of Nursing  
A.A., Chesapeake College  
B.S.N., M.Ed., Salisbury State University  
M.S.N., University of Delaware

**Stan J. Kajs**, Professor Emeritus  
B.A., M.A., Ph.D., University of Dallas  
Additional Studies: North Texas State University

**Patricia M. Lambdin**, Professor Emeritus  
B.S., M.Ed., Salisbury State University

**Florence N. Lednum**, Professor Emeritus  
B.S., Washington College  
M.S., University of Delaware  
Ed.D., University of Maryland at College Park

**David L. Maase**, Professor Emeritus  
B.S., Texas Technological University  
M.S., University of Cincinnati  
Ph.D., Utah State University

**Shirley M. Maase**, Professor Emeritus  
B.A., M.A., Ohio State University  
Ph.D., University of Maryland, College Park

**Mary Lou Malone**, Assistant Professor Emeritus  
B.A., The Colorado College  
M.S., State University of New York at Stony Brook

Additional Studies: University of Hawaii;  
San Jose State University

**Jean-Louis G. Marchand**, Professor Emeritus  
B.A., Columbia Union College  
M.A., Ph.D., University of Maryland, College Park  
Graduate, Washington School of Psychiatry

**Dolores D. McConaughy**, Assistant Professor Emeritus  
B.A., Gordon College  
M.S., College of Saint Rose  
Additional Studies: Wilmington College

**James D. Plumb**, Professor Emeritus  
B.F.A., Philadelphia University of the Arts  
M.F.A., Brooklyn College

**Anne W. Ryan**, Associate Professor Emeritus  
B.S.N., Lenoir Rhyne College  
M.P.H., The Johns Hopkins University School of Hygiene and Public Health  
M.S.N., Wesley College

**Cathy W. Sewell**, Professor Emeritus  
B.S., M.S., Frostburg State University  
Additional Studies: Loyola College; Salisbury State University;  
Towson State University; Wilmington College

**John L. Shepherd**, Professor Emeritus  
B.S., M.S., Ed.D., Ball State University

**Judith E. Stetson**, Professor Emeritus  
R.N., Washington Hospital Center  
B.S.N., LaSalle University  
M.S.N., Villanova University  
Ph.D., Adelphi University

**William F. Wharton**, Professor Emeritus  
B.A., Trinity College  
M.M., Northwestern University  
D.M.A., Catholic University  
Additional Studies: Trinity College; Peabody Conservatory; Catholic University

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