

WOR-WIC
COMMUNITY COLLEGE

2018-2019 CATALOG



worwic.edu

Wor-Wic Community College
32000 Campus Drive
Salisbury, MD 21804
410-334-2800 • www.worwic.edu

Regular Office Hours:

Monday through Friday.....8 a.m. to 4:30 p.m.

Student Services Hours:

Monday through Thursday.....8 a.m. to 6 p.m.

Friday8 a.m. to 4:30 p.m.

College Information Desk Hours:

Monday through Thursday.....8 a.m. to 8 p.m.

Friday8 a.m. to 4:30 p.m.

Saturday8 a.m. to noon

Other Evening Hours:

By appointment

Wor-Wic offers credit programs in the following areas:

*Biology
Business
Chemical Dependency Counseling
Computer Studies
Criminal Justice
Education
Emergency Medical Services
General Studies
Hotel-Motel-Restaurant Management
Nursing
Occupational Therapy Assistant
Office Technology
Physical Therapist Assistant
Radiologic Technology*

A Message from the President



Welcome to Wor-Wic Community College, where your success is our greatest achievement.

Whether you are planning to earn a four-year degree or preparing for a rewarding career, there's no better place to begin than Wor-Wic.

Wor-Wic has all of the resources necessary for a quality education – our faculty and staff are committed to excellence in teaching and ensuring student success. With small class sizes that offer individual attention and a wealth of services such as career counseling and academic tutoring, our students enjoy a strong support system as they work to achieve their academic and professional goals.

Browse through this catalog to learn about Wor-Wic's programs of study, tuition rates, financial aid and scholarships, services for students, and clubs and activities. I also invite you to attend any or all of the many cultural events offered on campus throughout the year.

Welcome to Wor-Wic. You've taken the first step. Contact us today, and let us know how we can help you reach your goals. We welcome the opportunity to support you on your journey to success.

Sincerely,

A handwritten signature in black ink, appearing to read "Murray K. Hoy".

*Dr. Murray K. Hoy
President*

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

2018-2019 Academic Calendar

Fall 2018	A	B	C	D	E	F
	3 weeks	7 weeks	10 weeks	14 weeks	7 weeks	10 weeks
Early Registration Begins	March 26	March 26	March 26	March 26	March 26	March 26
Regular Registration Begins	April 2	April 2	April 2	April 2	April 2	April 2
Payment Due	Aug. 2	Aug. 2	Aug. 2	Aug. 2	Aug. 2	Aug. 2
Classes Begin	Sept. 6	Sept. 7	Sept. 5	Sept. 5	Oct. 26	Sept. 26
Last Day to Add	Sept. 10	Sept. 12	Sept. 11	Sept. 12	Oct. 31	Oct. 2
Last Day to Drop	Sept. 12	Sept. 19	Sept. 20	Sept. 26	Nov. 7	Oct. 11
Withdrawal Period Begins	Sept. 13	Sept. 20	Sept. 21	Sept. 27	Nov. 8	Oct. 12
Withdrawal Period Ends	Sept. 13	Oct. 3	Oct. 25	Nov. 8	Nov. 26	Nov. 15
Classes End	Sept. 20	Oct. 18	Nov. 13	Dec. 8	Dec. 13	Dec. 7
Final Exams Begin	Sept. 20	Oct. 19	Nov. 7	Dec. 10	Dec. 14	Dec. 10
Final Exams End	Sept. 20	Oct. 20	Nov. 13	Dec. 15	Dec. 15	Dec. 15

Spring 2019	A	B	C	D	E	F
	3 weeks	7 weeks	10 weeks	14 weeks	7 weeks	10 weeks
Early Registration Begins	Nov. 5	Nov. 5	Nov. 5	Nov. 5	Nov. 5	Nov. 5
Regular Registration Begins	Nov. 12	Nov. 12	Nov. 12	Nov. 12	Nov. 12	Nov. 12
Payment Due	Dec. 14	Dec. 14	Dec. 14	Dec. 14	Dec. 14	Dec. 14
Classes Begin	Jan. 15	Jan. 11	Jan. 11	Jan. 11	March 1	Feb. 5
Last Day to Add	Jan. 16	Jan. 16	Jan. 17	Jan. 22	March 13	Feb. 11
Last Day to Drop	Jan. 22	Jan. 24	Jan. 30	Feb. 5	March 20	Feb. 20
Withdrawal Period Begins	Jan. 23	Jan. 25	Jan. 31	Feb. 6	March 21	Feb. 21
Withdrawal Period Ends	Jan. 23	Feb. 7	March 13	March 27	April 3	April 3
Classes End	Jan. 29	Feb. 21	April 1	April 22	April 18	April 22
Final Exams Begin	Jan. 29	Feb. 22	March 22	April 23	April 26	April 23
Final Exams End	Jan. 29	Feb. 23	April 1	April 29	April 27	April 29
Commencement	May 8	May 8	May 8	May 8	May 8	May 8

Summer 2019	Summer I			Summer II	
	B	C	D	C	E
	7 weeks	10 weeks	14 weeks	10 weeks	7 weeks
Early Registration Begins	March 25	March 25	March 25	March 25	March 25
Regular Registration Begins	April 1	April 1	April 1	April 1	April 1
Payment Due	April 26	April 26	April 26	April 26	April 26
Classes Begin	May 13	May 13	May 13	May 28	July 2
Last Day to Add	May 15	May 16	May 20	June 3	July 8
Last Day to Drop	May 22	May 29	June 4	June 12	July 15
Withdrawal Period Begins	May 23	May 30	June 5	June 13	July 16
Withdrawal Period Ends	June 6	July 3	July 18	July 18	Aug. 1
Classes End	June 24	July 23	Aug. 13	Aug. 6	Aug. 13
Final Exams Begin	June 25	July 24	Aug. 14	Aug. 7	Aug. 14
Final Exams End	June 26	July 25	Aug. 15	Aug. 9	Aug. 15

College Holidays

July 4, 2018	College Closed	March 4-9, 2019	No Classes
Sept. 3, 2018	College Closed	April 19-21, 2019	College Closed
Nov. 21-25, 2018	College Closed	May 27, 2019	College Closed
Dec. 22, 2018 - Jan. 2, 2019	College Closed	July 4, 2019	College Closed
Jan. 21, 2019	College Closed		

2019-2020 Tentative Academic Calendar

Fall 2019

	A	B	C	D	E	F
	3 weeks	7 weeks	10 weeks	14 weeks	7 weeks	10 weeks
Early Registration Begins	March 25	March 25	March 25	March 25	March 25	March 25
Regular Registration Begins	April 1	April 1	April 1	April 1	April 1	April 1
Payment Due	Aug. 1	Aug. 1	Aug. 1	Aug. 1	Aug. 1	Aug. 1
Classes Begin	Sept. 5	Sept. 6	Sept. 4	Sept. 4	Oct. 25	Sept. 25
Last Day to Add	Sept. 9	Sept. 11	Sept. 10	Sept. 11	Oct. 30	Oct. 1
Last Day to Drop	Sept. 11	Sept. 18	Sept. 19	Sept. 25	Nov. 6	Oct. 10
Withdrawal Period Begins	Sept. 12	Sept. 19	Sept. 20	Sept. 26	Nov. 7	Oct. 11
Withdrawal Period Ends	Sept. 12	Oct. 2	Oct. 24	Nov. 7	Nov. 20	Nov. 14
Classes End	Sept. 19	Oct. 17	Nov. 12	Dec. 7	Dec. 12	Dec. 6
Final Exams Begin	Sept. 19	Oct. 18	Nov. 6	Dec. 9	Dec. 13	Dec. 9
Final Exams End	Sept. 19	Oct. 19	Nov. 12	Dec. 14	Dec. 14	Dec. 14

Spring 2020

	A	B	C	D	E	F
	3 weeks	7 weeks	10 weeks	14 weeks	7 weeks	10 weeks
Early Registration Begins	Nov. 4	Nov. 4	Nov. 4	Nov. 4	Nov. 4	Nov. 4
Regular Registration Begins	Nov. 11	Nov. 11	Nov. 11	Nov. 11	Nov. 11	Nov. 11
Payment Due	Dec. 12	Dec. 12	Dec. 12	Dec. 12	Dec. 12	Dec. 12
Classes Begin	Jan. 14	Jan. 10	Jan. 10	Jan. 10	Feb. 28	Feb. 4
Last Day to Add	Jan. 15	Jan. 15	Jan. 16	Jan. 21	March 11	Feb. 10
Last Day to Drop	Jan. 21	Jan. 23	Jan. 29	Feb. 4	March 18	Feb. 19
Withdrawal Period Begins	Jan. 22	Jan. 24	Jan. 30	Feb. 5	March 19	Feb. 20
Withdrawal Period Ends	Jan. 22	Feb. 6	March 11	March 25	April 1	April 1
Classes End	Jan. 28	Feb. 20	March 30	April 20	April 17	April 20
Final Exams Begin	Jan. 28	Feb. 21	March 20	April 21	April 24	April 21
Final Exams End	Jan. 28	Feb. 22	March 30	April 29	April 25	April 29
Commencement	May 6	May 6	May 6	May 6	May 6	May 6

Summer 2020

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

College Holidays

July 4, 2019	College Closed	March 2-7, 2020	No Classes
Sept. 2, 2019	College Closed	April 10-12, 2020	College Closed
Nov. 27-Dec. 1	College Closed	May 25, 2020	College Closed
Dec. 21, 2019 - Jan. 1, 2020	College Closed	July 3, 2020	College Closed
Jan. 20, 2020	College Closed		

General Information

Accreditation

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

History

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

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

Guerrieri Hall opened in the fall of 2001 to provide office and classroom space for the college's criminal justice department and the Eastern Shore Criminal Justice Academy. A new Student Center (subsequently named Hazel Center)

was opened in the summer of 2005, providing food service, assembly and additional activity and study space for Wor-Wic's growing student body. The Jordan Center was added in the fall of 2006, providing child care facilities and additional classrooms for students in the human services department. In 2007, the Workforce Development Center (subsequently named Fulton-Owen Hall) opened, providing a new home for the college's continuing education and workforce development division, the business department and the hotel-motel-restaurant management department. In 2011, the college purchased 12 additional acres of land adjoining the campus. Also in 2011, emergency medical services, nursing and radiologic technology were moved out of Henson Hall into a new Allied Health Building, which made room in Henson Hall for the expansion of science courses and allied health classes offered through the continuing education and workforce development division. In 2015, as a result of a significant bequest, the Academic and Administrative Building, one of the original buildings opened in 1994, was renamed Brunkhorst Hall.

Mission

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

Vision

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

Values

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

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

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

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

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

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

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

Goals

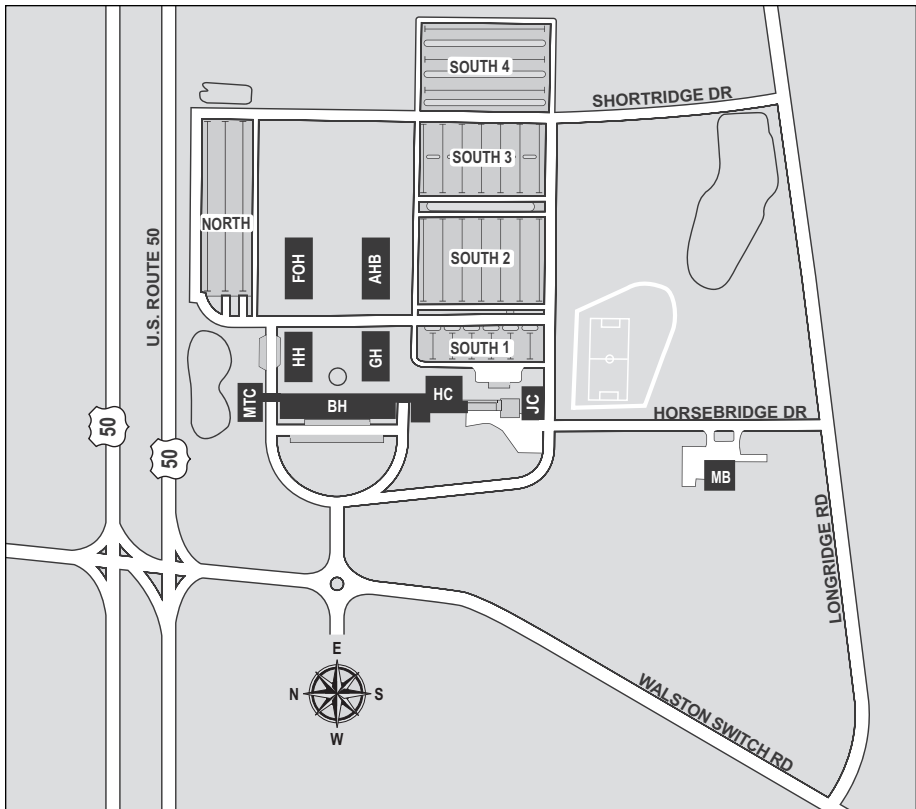
In support of its mission, vision and values, Wor-Wic has identified the following college goals:

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

Facilities

The college campus is located on the southeast corner of Route 50 and Walston Switch Road in Salisbury. The following map provides a general guide for the location of college facilities.

On Campus



AHB The *Allied Health Building* contains offices, classrooms and laboratories for the emergency medical services, nursing, occupational therapy assistant, physical therapist assistant and radiologic technology credit programs, as well as allied health courses offered by the continuing education and workforce development division and the college's information technology department.

BH *Brunkhorst Hall* houses core functions, such as the college information desk, admissions, registration, career services, financial aid and the

cashier, as well as the arts and humanities department, the testing center, mathematics laboratory, reading and writing center, human resources, payroll and purchasing.

FOH *Fulton-Owen Hall* contains classrooms, laboratories and offices for the continuing education and workforce development division, as well as the business and hotel-motel-restaurant management credit programs.

GH *Guerrieri Hall* contains an assembly area, criminal justice department offices and classrooms and Wor-Wic's Eastern Shore Criminal Justice Academy (ESCJA).

HC The *Hazel Center* includes the college bookstore, café, television and game rooms, a student lounge, student clubs and activities, a study area and lecture room, as well as offices for education and social science faculty members.

HH *Henson Hall* contains offices for the public safety department, as well as offices, classrooms and laboratories for the mathematics and science department.

JC The *Jordan Center* houses child care facilities, as well as classrooms for the human services department.

MB The *Maintenance Building* provides space for maintenance, mail, receiving and custodial services.

MTC The *Maner Technology Center* houses the technology department, as well as counseling and disabilities personnel, the boardroom and executive offices for the president and vice presidents.

Off Campus

ORGC The college holds continuing education courses at the *Ocean Resorts Golf Club*, which is located at 10655 Cathell Rd. in Berlin.

PHS In cooperation with the Wicomico County Board of Education, Wor-Wic operates a manufacturing technology laboratory at *Parkside High School*, located at 1015 Beaglin Park Dr. in Salisbury.

Student Services Information

Admission Policy

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

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

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

Limited Admission Programs

Emergency medical services, nursing, occupational therapy assistant, physical therapist assistant and radiologic technology are limited admission programs. Applicants interested in one of these limited admission programs must submit an official transcript from a U.S. state-accredited high school or program confirming receipt of a high school diploma or its recognized equivalent. Anyone interested in these programs should obtain an admission information packet from the admissions office or the college website.

Application Procedures

Anyone interested in enrolling in credit courses must complete an online admission application on the college website. Applicants who have a high

school diploma or its recognized equivalent and those who have completed college courses must also have official transcripts sent to Wor-Wic. Applicants are notified of the status of their applications within 10 business days after they are received.

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

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

Acceptance of Credits into Wor-Wic

From High School Articulation Agreements

High school students in Worcester, Wicomico, Somerset and Dorchester counties are eligible to receive college credit for certain courses they have completed in high school as a result of articulation agreements between Wor-Wic and the local boards of education. Students seeking articulation credit must have a copy of their high school transcript forwarded to the registrar's office for review prior to registering for course work. High school students who have acquired competencies in courses that are equivalent to college or university courses receive college credit after completing one term at the college, and the course does not need to be repeated. Articulation credits are transferable to other Maryland public postsecondary institutions. Information on eligibility can be obtained from the registrar's office or the college website.

From Standardized Testing Agencies

Wor-Wic accepts College-Level Examination Program (CLEP) and Advanced Placement (AP) course work completed with a score of "3" or higher. Students who have completed AP courses in high school should have an official score report sent to Wor-Wic's registrar's office from the College Board. Copies of high school transcripts are not acceptable.

From Other Colleges and Universities

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

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

Students who are on academic probation or suspension at other schools may be accepted at Wor-Wic. These students are automatically placed on probation. Students in this status are strongly encouraged to consult with their advisor.

From Foreign Institutions

Foreign students who want to be admitted as high school graduates or who want to transfer college credits into Wor-Wic must have their high school or college transcripts evaluated by an acceptable academic credential evaluation service, at their own expense. The registrar's office maintains a list of acceptable academic credential evaluation services. Credits transferred from foreign institutions are treated the same as transfer credits from U.S. institutions.

From the Military and Other Non-Traditional Ways

Military credits and credits for specialized training recognized by the American Council on Education are treated the same as transfer credits.

Disability Services

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

Career Services

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

In addition to these services, credit and continuing education students and alumni can receive assistance with resume and cover letter writing, interview preparation and other job search skills. Students in their last term and alumni can sign up for the one-on-one job referral and counseling program through the director of career services.

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

TRIO Student Support Services Program

First generation college students, students from low income backgrounds or students with disabilities are eligible for participation in the TRIO student support services program. The program provides students with opportunities for academic development, career and cultural exploration, and assistance with financial aid. By offering support and resources, the program motivates students toward the successful completion of their postsecondary education. Designed to increase academic success, retention, graduation and transfer, the program is grant funded and limited to 144 participants per year. Students interested in applying for the program can complete the interest questionnaire that can be accessed at www.worwic.edu/StudentServices/TRIOInterestQuestionnaire.aspx or by calling 410-334-6914.

Veterans Upward Bound Program

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

Academic Advisement

All students are assigned an academic advisor in their program of study. Students can find the name of their advisor under the "Self-Service Menu" on

the myWor-Wic portal. Advisors help students evaluate their career goals, develop an educational plan and register for courses. It is the student's responsibility, however, to know and follow the requirements for his or her program of study.

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

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

Registration

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

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

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

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

Students can register in person at the college campus. Current students who are eligible for online registration can go to <https://my.worwic.edu> to access the myWor-Wic portal.

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

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

Readmission

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

Change of Student Information

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

Change of Major

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

Crossover Courses

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

English as a Second Language

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

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

Placement Testing

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

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

Exemptions are granted for:

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

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

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

8. Students who register or start classes within two years after the student's date of high school graduation who earned at least a 3.0 cumulative unweighted high school GPA, with at least a 3.0 cumulative unweighted GPA in their four years of high school English and/or mathematics courses, as well as Algebra II grades of "C" or better for students who want to take MTH 102 or MTH 152 or a "B" or better for students who want to take MTH 103, MTH 154 or MTH 160.

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

Students who are not exempt must bring a completed testing referral form and a photo identification (ID) card to the testing session. Students can pick up referral forms at the college information desk. Testing hours can be obtained at the information desk or on the college website.

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

Developmental Education

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

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

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

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

Learning Assistance

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

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

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

Fundamentals of College Study (SDV 100)

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

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

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

Child Care Services

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

Counseling

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

Heroin and Opioid Addiction Training

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

Dropping and Adding Courses

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

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

Withdrawal

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

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

New Student Welcome

All new students are strongly encouraged to attend a welcome session prior to beginning their classes at Wor-Wic. These sessions give students the opportunity to meet with other students, faculty members and administrators and

to learn about student activities and resources offered by the college. Students should contact the admissions office to register for a welcome session.

Student Email

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

Identification Cards

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

Parking

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

Smoking/Tobacco Use

Smoking/tobacco use, including smokeless tobacco and electronic cigarettes, is permitted on campus only in designated tobacco use or parking lot areas that are at least 25 feet from any building. Smoking/tobacco use is not permitted in the lot in front of Brunkhorst Hall (BH). Verbal warnings can be delivered by public safety officers, as well as other employees at the college. Repeat offenders or those who refuse to comply with verbal warnings can be

issued a citation. Violations of the smoking/tobacco use policy carry a \$20 fine and are delivered on a public safety citation form. Students with unpaid fines cannot obtain grades or transcripts, register for classes or participate in commencement. Smoking/tobacco use in “no smoking/tobacco use” areas is also a violation of student conduct regulations and is subject to further disciplinary action. A copy of the smoking/tobacco use policy can be obtained at www.worwic.edu/Administration/PublicSafety.aspx or at the college information desk.

Bookstore

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

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

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

Café

The café in the Hazel Center sells a variety of hot and cold food for breakfast, lunch or dinner. Daily menu choices include bagels, muffins, soups, salads, wraps, pizza, hot and cold sandwiches and entrees, cookies, ice cream, and an assortment of hot and cold beverages. The dining area can seat more than 200 people.

Food Pantry and Community Garden

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

Library Services

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

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

Acceptable Use of Technology Resources

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

Personal Electronic Account Privacy Protection

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

Attendance

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

Course and Class Cancellations

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

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

For inclement weather and security announcements, Wor-Wic uses e2Campus, a Web-based universal notification system, to send alerts to individuals who sign up for this free service. Anyone who creates an e2Campus account can register to receive announcements via text message, email and/or phone call. Interested students can go to www.worwic.edu/e2campus to sign up. When classes are not canceled, students are responsible for making their own decisions based on their judgment of local road conditions.

Discrimination and Harassment

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

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

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

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

Complaints against students:

Dr. Deirdra G. Johnson
Senior Director of Student Development
Wor-Wic Community College
BH 109
32000 Campus Drive
Salisbury, MD 21804
410-334-2902
djohnson@worwic.edu

Complaints against employees:

Karen Berkheimer
Senior Director of Human Resources
Wor-Wic Community College
BH 107
32000 Campus Drive
Salisbury, MD 21804
410-334-2915
kberkheimer@worwic.edu

Definitions, examples and procedures for handling complaints can be found in the appendix.

Safety and Security

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

An annual security report, which contains policies and procedures regarding campus security, alcohol and drug use, safety and crime prevention tips, crime reporting procedures and crime statistics, is available to all students and employees and prospective students and employees. The report can be accessed on the college website at www.worwic.edu/AnnSecRpt.pdf, or a copy can be obtained by contacting the public safety department at 410-334-2937.

Student Conduct

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

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

1. Use electronic devices only for instructor-directed educational purposes or emergency situations in the classroom;
2. Arrive for class on time and avoid leaving early;
3. Remain attentive throughout the entire class session;
4. Listen actively and avoid side conversations while the instructor or another student is presenting information;
5. Demonstrate a respectful attitude toward the instructor and other students during discussion and debate;

6. See their instructor during office hours instead of during class time if they need clarification of course material missed due to absence;
7. Consume food in the classroom only with permission of the instructor; and
8. Leave a clean environment for the next class.

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

Mandatory Administrative Withdrawals

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

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

Student Records

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

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

However, notification of a student's current and expected enrollment status is mailed to specified parties upon the written request of the student. Access to other information is limited to those who have a legitimate need for such information, as designated by the registrar for credit students and by the dean of continuing education and workforce development for continuing education students. For example, a student's current address, telephone number and enrollment status may be provided to library personnel at Salisbury University or the University of Maryland Eastern Shore when this information is needed to assist Wor-Wic students. Any information in a

student's record may be released in an emergency if the knowledge of such information is needed to protect the health and safety of an individual. More information about access to student records by individual students, college employees and outside requesters is provided in the appendix.

Administrative Grievances

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

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

Messages for Students or Faculty Members

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

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

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

Lost and Found

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

Bulletin Boards

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

Student Organizations and Activities

Student Ambassador Program

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

Student Government Association

All credit students are members of the Student Government Association (SGA). The purpose of the SGA is to establish, promote and finance organizations and events directed toward the benefit of the students and to provide a

student representative on designated college committees. The SGA operates from SGA fees generated from students at the beginning of each fall and spring term. All organizations approved and recognized by the SGA are eligible to be considered to receive funds from the SGA. Procedures to obtain recognition include the submission of a constitution and bylaws, a list of officers, the signature of a proposed advisor and the signatures of at least five interested students. The SGA's executive board then makes a recommendation through the college administration to the college's board of trustees. The SGA also provides an opportunity for students to further pursue their special interests by coordinating and allocating funds for other activities, such as hosting guest lecturers and special presentations.

Alpha Nu Omicron

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

Anime Club

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

Arts Club

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

Black Student Association

The Black Student Association provides a support network for the black community at Wor-Wic and provides cultural enrichment and awareness to

the campus and the community at large. Membership is open to all students and employees interested in actively working to make a change for unity by encouraging the principles of scholarship, leadership and the uplifting of the culture.

Chemical Dependency Counseling Student Association

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

Computer Club

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

Criminal Justice Club

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

"Echoes & Visions" Editorial Board

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

Equestrian Club

The Equestrian Club promotes horse-related activities, fosters an interest in riding, enables students to learn about horses and provides opportunities for

students to compete in Intercollegiate Horse Show Association events. Membership is open to all credit students at the college. Students can participate as either competition team or recreation team members.

Eta Sigma Delta

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

Future Educators of America Club

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

The Gaming Association

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

Gay-Straight Alliance

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

Nursing Student Organization

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

Soccer Club

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

Student United Way

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

Veterans and Military Association

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

Wor-Wic Christian Community

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

Financial Information

Tuition Rates

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

In-County	\$110 per credit hour
Out-of-County	\$241 per credit hour
Out-of-State Bordering County	\$242 per credit hour
Out-of-State	\$302 per credit hour

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

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

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

Residency Requirements

At the time of admission or whenever a student reports a change in student information, he or she must confirm his or her domicile for tuition classification purposes. As used here, “domicile” is defined as “a student’s permanent place of abode, where physical presence and possessions are maintained with the intention of remaining indefinitely” or “the permanent place of abode of any person or persons contributing more than one-half of

the student's financial support during the most recently-completed year." To establish domicile, an individual must permanently reside in the state or in the county for three months prior to the beginning of the term. However, in some cases, this does not automatically guarantee domicile status and supporting evidence of residency may be required in the form of income tax papers, driver's license, vehicle registration, insurance policies, voter's registration, rent receipts and/or other requested information.

Tuition Waivers

Tuition (not including fees) is waived for Maryland residents who are 60 years old or older or who are retired as a result of a disability as defined by the Social Security or Railroad Retirement Act, who enroll in any credit class that has at least 10, or is being continued with less than 10, regularly-enrolled students. Members of the Maryland National Guard who have two or more years of service remaining are eligible for a 50 percent tuition waiver. Appropriate documentation for a Maryland National Guard waiver must be presented each term. In order to receive a tuition waiver based on retirement due to a disability, the student must provide appropriate documentation from the Social Security Administration. In order to receive a tuition waiver based on disability, students must submit documentation of the disability and apply for federal financial aid annually. The disability waiver is applied only when the financial aid awarded to the student does not fully cover tuition charges. The senior citizen tuition waivers are provided on a space-available basis. In order to qualify for a senior citizen tuition waiver, the student must provide proof that his or her 60th birthday has occurred prior to the first class session. Tuition waiver forms are available in student services or the counseling office.

Dual Enrollment

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

Students attending any Worcester, Wicomico or Somerset public high school, the Salisbury School, Salisbury Christian School or Holly Grove Christian School, as well as Delmar High School students who live in Maryland, can

provide certification by a high school official that they meet the school’s dual enrollment eligibility requirements to receive a discount on the regular tuition rate.

Fees

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

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

Payment Procedures

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

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

Students whose tuition is being paid by a third party, such as an employer, must provide a letter from the third party guaranteeing payment to the cashier by the payment deadline for each term or at the time of registration for those who register after the payment deadline. The letter must be written on company letterhead and include the student’s name, student ID number, course number and title, the total amount of the student’s tuition and fees, the company’s billing address and the signature of the person authorizing payment. Since Wor-Wic’s bookstore is an independent entity, a separate

letter is required if the third party is guaranteeing payment for the student's books and/or supplies. If the third party refuses to pay after receiving an invoice, the student is responsible for the payment.

Payment Plans

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

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

Delinquent Accounts

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

Refunds

Refunds are provided only to students who complete the drop process. Students who are eligible for online registration can complete the drop process online, while those who are not eligible for online registration must meet with their advisor. Refunds are calculated based on the days the college is open for business (Monday through Saturday, excluding holidays). All tuition and fees are refunded to students who complete the drop process within the following time frames:

Duration of Course (in weeks)	Refund Calculation (days following the start of the class section)
8-14	5
4-7	3
1-3	2

Veterans Benefits

In addition to the standard student services offered by the college, veterans and their eligible dependents can receive added assistance from the regional Veterans Administration (VA) office. The tuition and fees of veterans and their eligible dependents approved for the Post 9-11 GI-Bill® and veterans approved for vocational rehabilitation programs are paid directly to the college by the VA. Since educational benefits for other veteran programs are paid directly to the student, students are directly responsible to the college for the payment of their tuition and fees. Wor-Wic complies with the Veterans Access, Choice and Accountability Act of 2014 as amended by the Veterans Health Care and Benefits Improvement Act of 2016. The college recognizes and adheres to VA standards and strives to assist veterans as much as possible in resolving discrepancies that relate to educational programming. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs. More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

Education Tax Credits

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

Financial Aid

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

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

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

Federal Programs

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

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

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

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

LOANS -- The federal government offers a variety of low interest loans. These loans are available to students who are enrolled in six or more credit hours and who are making satisfactory academic progress. In addition to the FAFSA, interested students must complete a student loan borrower packet, promissory note and entrance counseling. New borrowers to Wor-Wic must attend a mandatory loan seminar. The loan program includes: 1) subsidized direct loans, which are based on financial need, whereby the federal government pays the interest on the loan during periods of enrollment or during authorized periods of deferment and the borrower is obligated to begin repayment of the loan within six months after graduation or when he or she drops below six credit hours; 2) unsubsidized direct loans, which are not awarded on the basis of need, whereby the federal government does not pay the interest while the student is enrolled, but the principal amount of the loan is deferred during periods of half-time enrollment status and the student is charged interest from the time the loan is disbursed until it is paid in full; and 3) direct PLUS (Parent Loans for Undergraduate Students) loans, which are available to parents of dependent students who are enrolled on a full- or half-time basis, whereby parents with good credit histories can borrow to pay the educational expenses of each child who is a dependent undergraduate, with repayment of the principal and interest beginning within 60 days of the final loan disbursement.

Repayment Obligation

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

State Scholarships & Grants

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

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

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

Local Merit Scholarships

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

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



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

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

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

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

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

CINDY COSTA -- Shelley Lynch of Salisbury created a scholarship of \$500 in memory of Cindy Costa, a second-year radiologic technology student who died of cancer in the fall of 2008, before she was able to obtain her degree. Applicants must be enrolled in the radiologic technology program. The schol-

arship is awarded in the spring term of the student's second year. Selection is based on scholastic achievement and an essay submitted to the radiologic technology department head.

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

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

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

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

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

BARBARA HALL -- The late Elizabeth S. Hall of Salisbury established an endowed scholarship fund at the Community Foundation of the Eastern Shore in memory of her daughter, Barbara Rogers Hall, who worked in

emergency medicine for most of her professional career. Applicants must be residents of Worcester, Wicomico or Somerset County and enrolled in emergency medical services at Wor-Wic. Selection is based on scholastic achievement.

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

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

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

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

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

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

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

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

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

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

Local Need-Based Scholarships

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

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

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

LAUREL ANDERSON -- The Snow Hill Rotary Club provides \$1,000 in scholarship funds each year for this scholarship, which is named for the late Laurel Anderson, a retired nurse and Snow Hill Rotary Club member. Applicants must be Worcester County students enrolled in the nursing program. Selection is based on financial need. First preference is given to residence of Snow Hill.

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

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

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

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

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

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

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

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

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

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

THOMAS HANLEY -- The Thomas G. Hanley Trust established an endowed scholarship in memory of Thomas G. Hanley, a businessman and philanthropist who lived in Ocean City. He was the owner and manager of the Ocean Lodge in Ocean City and the Coral Reef Apartments in Deerfield Beach, Florida. Recipients must be from Worcester, Wicomico or Somerset

County and enrolled in the hotel-motel-restaurant management program. Selection is based on financial need and scholastic achievement. Recipients must maintain a 2.5 grade point average.

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

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

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

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

LESLIE LYNCH -- Kim Lynch, a 1996 graduate of Wor-Wic, provides \$800 each year for this scholarship, which is named for her late husband, Leslie Howard Lynch. Applicants must be registered for six or more credit hours

and have declared a major. Selection is based on financial need and scholastic achievement. Recipients must maintain a 3.0 grade point average.

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

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

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

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

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

for the annual scholarships. Selection is based on financial need, and recipients must maintain a 2.5 grade point average.

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

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

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

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

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

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

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

POCOMOKE CITY AREA HEALTH CARE -- The Pocomoke City Area Health Care Scholarship Inc. provides \$1,000 in scholarship funds each year for students enrolled in Wor-Wic's health care (nursing, radiologic technology or emergency medical services) programs. Selection is based on financial need and scholastic achievement. Recipients must have at least 15 credit hours toward the completion of the program, and they must maintain a 3.0 grade point average. First preference is given to residents of Worcester, Somerset or Accomack County, with second priority to residents from Wicomico County. They must agree to work in one of the four counties on the Lower Eastern Shore for one year after their graduation. The scholarship funds are provided for a maximum of two years for full-time students and three years for part-time students.

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

FRANKLIN AND GERTRUDE PURNELL -- The L. Franklin and Gertrude H. Purnell Foundation provides \$4,000 in scholarship funds each year through

the Wor-Wic Community College Foundation for tuition and expenses for Wor-Wic nursing program applicants. Applicants must be residents of Worcester County with plans to practice nursing on the Lower Eastern Shore of Maryland. Selection is based on financial need and scholastic achievement. Preference is given to students who are enrolled on a full-time basis.

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

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

ROTARY CLUB OF SALISBURY -- The Rotary Club of Salisbury provides \$1,000 in scholarship funds each year for Wicomico County students who



exemplify the principles of the organization. The principles of Rotary are based on honesty, fairness, high ethical standards, and international and community service. Selection is based on financial need and scholastic achievement.

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

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

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

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

DOROTHY WARWICK SMITH -- Rick and Melody Nelson of Princess Anne established an endowed scholarship fund in memory of her mother, Dorothy Warwick Smith, a 1946 graduate of the Peninsula General Hospital School of Nursing who worked as a registered nurse for more than 40 years and retired

as a public health nurse in Somerset County in 1987. Income from the endowment is used for the annual scholarships. Applicants must be enrolled in the nursing program, and selection is based on financial need.

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

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

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

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

interested students must complete a "Calvin B. Taylor Memorial Scholarship Application," available in the financial aid office.

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

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

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

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

Academic Information

Academic Freedom Policy

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

Grading System

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

Grade	Definition	Points
A	Excellent -- An “A” denotes intellectual initiative as well as high academic achievement.	4
B	Good -- A “B” denotes above average completion of course requirements.	3
C	Average -- A “C” denotes a satisfactory understanding of course principles and techniques.	2
D	Poor -- A “D” denotes marginal understanding of course principles and techniques.	1
F	Unacceptable -- An “F” denotes that course requirements and standards were not met.	0

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

Credit Hours

A credit hour is the unit by which academic work is measured. The minimum requirements are 750 minutes of contact per credit hour for lecture, 1,500

minutes for a laboratory and 2,250 minutes for a practicum or field experience. A minimum of two hours of out-of-class student work is expected for each credit hour per week.

Self-Paced Courses

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

Proficiency Examinations

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

Auditing a Course

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

Course Substitutions

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

Distance Education

Distance education is an alternative method of taking credit courses whereby the majority of the instruction occurs when the student and the instructor are not in the same place at the same time. Information is distributed through learning technologies to students who have time constraints, work schedule conflicts or are otherwise unable to attend classes at a specific college location at a designated time. All first-time hybrid and online students are required to complete a one-time online orientation in Blackboard, Wor-Wic's learning management system. This self-paced orientation is available in Blackboard within 24 hours after a student registers for his or her first hybrid or online course and should be completed prior to the start of classes. First-time hybrid and online students can access their hybrid or online course in Blackboard only if the orientation has been successfully completed. Wor-Wic offers the following distance education options:

Hybrid Courses

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

Online Courses

Blackboard is used to facilitate learning in each online course. Active participation, although not simultaneous, includes interactive forums, assessments, research and/or video. In order to participate, students must have access to a

computer with an internet connection. Online courses require on-campus testing or testing at an approved off-campus testing center.

Virtual Courses

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

Requirements for Continuous Enrollment

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

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

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

Grade Point Average

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

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

Repeating a Course

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

Academic Performance

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

Academic Probation

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

Academic Suspension

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

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

Academic Grievances

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

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

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

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

Dean's List

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

General Education

Philosophy and Objectives

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

1. Writing -- Express ideas effectively through written text.

Content:

- a. Select appropriate topics.
- b. Identify a clear purpose and audience.
- c. Use sound reasoning to support a central claim.
- d. Use specific evidence.
- e. Integrate and correctly document reliable sources.

Organization:

- a. Organize content logically.
- b. Maintain focus.
- c. Demonstrate coherence.
- d. Adhere to the structural conventions of an individual discipline.

Style and Expression:

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

Grammar/Punctuation/Mechanics (GPM):

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

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

Accurate and Ethical

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

Audience-Centered

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

3. Reading -- Analyze and/or evaluate texts within and across disciplines.
 - a. Identify key textual features (e.g., headings, captions and illustrations).
 - b. Identify explicit and derive implicit meanings.
 - c. Examine textual and contextual relationships.
 - d. Summarize, generalize and/or predict from the text.
4. Critical Thinking -- Apply critical analysis and reasoning skills to evaluate evidence and draw conclusions.
 - a. Interpret information to investigate arguments, claims and beliefs and a point of view.
 - b. Use evidence to support a position (perspective/thesis/hypothesis).
 - c. Identify and analyze alternative outcomes to a problem or case.
 - d. Determine a solution(s) to a problem.
5. Information Literacy -- Access, evaluate and appropriately use information and technology to accomplish tasks and communicate ideas.
 - a. Acquire: Use multiple forms of media to identify, gather and synthesize information from a variety of sources.
 - b. Assess: Critically determine the credibility, accuracy and utility of source information.
 - c. Use: Effectively employ technological tools and vocabulary to manage projects and/or solve problems.
 - d. Cite: Responsibly use information according to legal and ethical standards.
 - e. Create: Incorporate information and technology into the design and development of quality products that successfully communicate ideas.
6. Quantitative Reasoning -- Use and apply quantitative concepts and methods to calculate and interpret numerical problems.
 - a. Interpret: Explain information presented in numerical forms.
 - b. Represent: Convert relevant information into various numerical forms.
 - c. Calculate: Solve numerical problems.
 - d. Apply/Analyze: Make judgments and draw appropriate conclusions based on numerical information.

7. Scientific Reasoning -- Apply the process of scientific inquiry and analysis.
 - a. Predict: Apply current scientific theories and models as unifying principles to comprehend natural phenomena and make predictions.
 - b. Interpret: Infer meaning from statistical data and graphical data presentations.
 - c. Distinguish: Recognize the current and historical interdependence of applied research, basic research and technology.
 - d. Formulate: Develop hypotheses, identify relevant variables and design experiments to test hypotheses.
 - e. Evaluate: Assess the credibility, use and misuse of scientific and mathematical information related to scientific and public policy issues.
8. Diversity -- Identify the influences of a variety of cultural contexts on social interactions and demonstrate civic engagement with the college and local community.
 - a. Explore: Describe how cultural diversity impacts human relations and its influence on historical events.
 - b. Engage: Increase inter- and intrapersonal skills through participation in:
 - i. A variety of academic, social and cultural events at the college and in the community; and
 - ii. Community-based activities.
 - c. Awareness: Compare and contrast differences in another person's beliefs, habits and behavior related to self.
9. Ethics -- Recognize ethical issues in a variety of settings and consider the consequences of alternative actions.
 - a. Assess personal core beliefs and their influence on personal decision-making.
 - b. Evaluate different ethical perspectives and their potential implications.
 - c. Apply ethical theories to the resolution of ethical dilemmas or social and professional issues.

General Education Requirements

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

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

ENG 101 Fundamentals of English I (3 credits)

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

ART	101/H	Introduction to Art History (3 credits)
ENG	151/H	Fundamentals of English II (3 credits)
FRN	101	Fundamentals of French I (3 credits)
FRN	102	Fundamentals of French II (3 credits)
HUM	101*	Introduction to the Arts (3 credits)
MUS	101	Music Appreciation (3 credits)
PHL	101	Introduction to Philosophy (3 credits)
SPH	101/H	Fundamentals of Oral Communication (3 credits)
SPH	200	Interpersonal Communication (3 credits)
SPH	201	Instructional Communication (3 credits)
SPN	101	Fundamentals of Spanish I (3 credits)
SPN	102	Fundamentals of Spanish II (3 credits)

* This course satisfies the general education arts and humanities requirement only for students enrolled in associate of arts in teaching programs.

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

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

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

BIO	101	Fundamentals of Biology (4 credits)
BIO	115	Introduction to Human Structure and Function (3 credits)
BIO	120	Nutrition (3 credits)
BIO	202	Anatomy and Physiology I (4 credits)
BIO	203	Anatomy and Physiology II (4 credits)
BIO	210	Biology: Concepts and Methods (4 credits)
BIO	220	Microbiology (4 credits)
CHM	101	General Chemistry I (4 credits)
ENV	101	Environmental Science (4 credits)
GEO	101	Earth and Space Science (4 credits)
IDS	200H	Scientific Thought and Data Analysis (3 credits)
PHY	104	Physical Science (4 credits)
PHY	121	General Physics I (4 credits)

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

MTH	102	Applications in College Mathematics (3 credits)
MTH	103*	Fundamental Concepts I (4 credits)
MTH	104	Fundamental Concepts II (4 credits)
MTH	152/H	Elementary Statistics (3 credits)
MTH	154	College Algebra and Trigonometry (4 credits)
MTH	160	Applied Calculus (3 credits)
MTH	201	Calculus I (4 credits)

* This course satisfies the general education mathematics requirement only for students enrolled in the early childhood education associate of applied science degree program.

Honors Program

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

Entrance Criteria

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

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

Honors Designation

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

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

Graduation Requirements

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

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

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

Associate Degree

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

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

Certificate

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

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

General Education Assessment (GEA)

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

Awards and Honors

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

Diplomas

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

Participation in Commencement

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

Transfer

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

Transcripts

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

Continuing Education

Non-Credit Courses

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

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

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

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

Customized Training for Business & Industry

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



Credit Programs of Study

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

Students enrolled in credit programs at Wor-Wic can earn an associate of applied science (A.A.S.) degree, associate of science (A.S.) degree, associate of arts (A.A.) degree, associate of arts in teaching (A.A.T.) degree or certificate. Current credit programs (with program codes in parenthesis) include:

Biology

Biology Transfer, A.S. (BIO.AS.BTR)

Business

Business Management, A.A.S. (BMT.AAS.BMT)

Business Transfer, A.A. (BMT.AA.BTT)

Business Management, Certificate

General Business (BMT.CERT.BMC)

Chemical Dependency Counseling

Chemical Dependency Counseling, A.A.S. (CDC.AAS.CDC)

Chemical Dependency Counseling, Certificate (CDC.CERT.CCD)

Computer Studies

Computer Studies Transfer, A.A.

Game Development Concentration (CMP.AA.GDT)

Information Systems Concentration (CMP.AA.IST)

Computer Technology, A.A.S.

Computer & Network Support Technology Concentration (CMP.AAS.CNS)

Web Development Concentration (CMP.AAS.CWD)

Computer Technology, Certificate

Computer Information Security (CMP.CERT.CIS)

Web Development (CMP.CERT.CWT)

Criminal Justice

Criminal Justice, A.A.S.

Corrections Concentration (CMJ.AAS.COR)

Forensic Science Technology Concentration (CMJ.AAS.FOR)

Law Enforcement Concentration (CMJ.AAS.LEF)

Criminal Justice, Certificate

Corrections (CMJ.CERT.CRC)

Investigative Forensics Technology (CMJ.CERT.IFO)

Law Enforcement (CMJ.CERT.LEC)

Law Enforcement Technology (CMJ.CERT.LET)



Education

Early Childhood Education, A.A.S. (EDU.AAS.ECE)
Early Childhood Education, Certificate (EDU.CERT.ECC)
Early Childhood Education Transfer, A.A.T. (EDU.AAT.TEC)
Elementary Education/Generic Special Education PreK-12
Transfer, A.A.T. (EDU.AAT.TEG)
Secondary Education Transfer, A.A. (EDU.AA.TES)

Emergency Medical Services

Emergency Medical Services, Certificate
EMT-I (EMS.CERT.EMC or GNS.AA.EMS for applicants)
EMT-P (EMS.CERT.EMT or GNS.AA.EMS for applicants)
Emergency Medical Services, A.A.S. (EMS.AAS.EMS or GNS.AA.EMS
for applicants)

General Studies

General Studies Transfer, A.A. (GNS.AA.GNS)

Hotel-Motel-Restaurant Management

Hotel-Motel-Restaurant Management, A.A.S.
Culinary Arts Concentration (HMR.AAS.CAA)
Hotel-Motel-Restaurant Management Concentration (HMR.AAS.HMR)
Hotel-Motel-Restaurant Management, Certificate
Culinary Arts (HMR.CERT.CAC)
Hotel-Motel Management (HMR.CERT.HMC)
Restaurant Management (HMR.CERT.HRC)

Nursing

Practical Nursing, Certificate (NUR.CERT.LPN or GNS.AA.LPN for applicants)
Nursing, A.S. (NUR.AS.ADN or GNS.AA.LPN for applicants)

Occupational Therapy Assistant

Occupational Therapy Assistant, A.A.S. (OTA.AAS.OTA or
GNS.AA.OTA for applicants)

Office Technology

Office Technology, A.A.S.
Medical Office Assistant (OFT.AAS.MOA)
Office Technology, Certificate
Office Assistant (OFT.CERT.OAC)

Physical Therapist Assistant

Physical Therapist Assistant, A.A.S. (PTA.AAS.PTA or
GNS.AA.PTA for applicants)

Radiologic Technology

Radiologic Technology, A.A.S. (RDT.AAS.RDT or GNS.AA.RDT for applicants)

Students who do not declare a program of study are assigned a program code of AAA.ND.SPS.

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

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

Assessment of Academic Programs and Student Services

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



Biology

B I O L O G Y

The biology transfer program is designed to prepare students to transfer to a four-year degree program in biology or a pre-professional program, such as pre-medicine, pre-dentistry, pre-pharmacy, pre-veterinary or pre-mortuary. This transfer program includes the science, mathematics and general education courses required in the first two years of a baccalaureate degree program in science. Science course options offer flexibility to focus on areas of interest. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

Graduates of this program should be able to:

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

Biology Transfer

Associate of Science Degree

<u>First Year</u>			
<u>Summer II</u>			<u>Credit Hours</u>
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
* BIO	210	Biology: Concepts and Methods	4
* CHM	101	General Chemistry I	4
* ENG	101	Fundamentals of English I	3
* MTH	152	Elementary Statistics	<u>3</u>
			14
<u>Spring</u>			
* BIO	221	Zoology	4
* CHM	102	General Chemistry II	4
* ENG	151	Fundamentals of English II	3
* MTH	154	College Algebra and Trigonometry	4
❖ GEN	ED	Social/Behavioral Science Requirement	<u>3</u>
			18
<u>Second Year</u>			
<u>Fall</u>			
* BIO	220	Microbiology	4
* CHM	201	Organic Chemistry I	4
SPH	101	Fundamentals of Oral Communication	3
Elective		Arts and Humanities Elective (ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN 102)	<u>3</u>
			14
<u>Spring</u>			
PHE	106	Integrated Health and Fitness	3
* PHY	121	General Physics I	4
Elective		History Elective	3
Elective		Science Elective (BIO 202, BIO 203, CHM 202 or PHY 211)	<u>4</u>
			14

* This course has a prerequisite.

❖ Any PSY or SOC course, or ECO 151, ECO 201, GEO 102 or POL 101, meets this requirement.

Business

Wor-Wic's business programs are designed to prepare individuals for employment in a variety of positions through an associate of applied science degree program in business management and an associate of arts business transfer program. A certificate program is also available, in general business.

The business management degree program is designed to prepare graduates for employment in the field of business. Organizations need supervisors and middle managers who are knowledgeable about organizational structure. These individuals could be self-employed entrepreneurs establishing their own businesses or employed in positions where they are responsible for staff or function groups within operating organizations. This program addresses these general and career needs with a variety of specialized courses. Some students enroll in courses to upgrade their current job skills while others enter this program seeking skills to obtain employment in business occupations.

The general business certificate program is designed for students seeking entry-level positions in commercial, non-profit or governmental organizations that require a broad understanding of business operations. The foundation of business knowledge is supplemented to include studies in communication skills and an orientation to microcomputers. This program is also valuable for people who have an interest in self-employment.

Graduates of the business management programs should be able to:

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

The business transfer degree program is designed for students who want to transfer to Salisbury University, the University of Maryland

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

Graduates of the business transfer program should be able to:

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

In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to the certificate program on the college website (www.worwic.edu/bmt).

Business Management Associate of Applied Science Degree

<u>First Year</u>			<u>Credit Hours</u>
<u>Summer II</u>			
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
* BMT	101	Introduction to Business	
or			
BMT	115	International Business	3
* ENG	101	Fundamentals of English I	3
OFT	155	Word Processing	3
SPH	101	Fundamentals of Oral Communication	3
* GEN	ED	Mathematics Requirement	<u>3-4</u>
			15-16
<u>Spring</u>			
BMT	125	Finance	3
* ACT	101	Principles of Accounting I	3
* ENG	151	Fundamentals of English II	3
OFT	160	Introduction to Spreadsheets	3
GEN	ED	Biological/Physical Science Requirement	<u>3-4</u>
			15-16

Business Management
Associate of Applied Science Degree

Second Year

<u>Fall</u>			<u>Credit Hours</u>
BMT	102	Marketing	
or			
* ACT	223	Income Tax	3
BMT	203	Organizational Communications	3
BMT	205	Business Law	3
* ACT	153	Microcomputer Accounting	3
* ECO	151	Principles of Macroeconomics	3
SDV	101	Career Development	<u>1</u>
			16
<u>Spring</u>			
* BMT	204	Supervisory Development	
or			
* ACT	250	Payroll and Accounting Applications	2
* BMT	220	Professional Practices	3
* BMT	260	Business Management Field Experience	2
ECO	201	Principles of Microeconomics	3
OFT	162	Introduction to Database Design	<u>3</u>
			13

Business Transfer
Associate of Arts Degree

First Year

<u>Summer II</u>			<u>Credit Hours</u>
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
* BMT	101	Introduction to Business	3
* ENG	101	Fundamentals of English I	3
* MTH	152	Elementary Statistics	3
× GEN	ED	Biological/Physical Science Requirement	4
Elective		History Elective	<u>3</u>
			16
<u>Spring</u>			
BMT	115	International Business	3
BMT	203	Organizational Communications	3
* ENG	151	Fundamentals of English II	3
SPH	101	Fundamentals of Oral Communication	3
× GEN	ED	Biological/Physical Science Requirement	<u>4</u>
			16

Business Transfer
Associate of Arts Degree

<u>Second Year</u>			<u>Credit Hours</u>
<u>Fall</u>			
BMT	205	Business Law	3
* ACT	101	Principles of Accounting I	3
* ECO	151	Principles of Macroeconomics	3
* MTH	160	Applied Calculus	3
Elective		Arts and Humanities Elective (ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN 102)	
or			
Elective		Social/Behavioral Science Elective (GEO 102, POL 101, PSY 101, PSY 201 or SOC 101)	3
			15
<u>Spring</u>			
* ACT	151	Principles of Accounting II	3
ECO	201	Principles of Microeconomics	3
PHE	106	Integrated Health and Fitness	3
Elective		History Elective	3
			12

Business Management
Certificate
General Business

			<u>Credit Hours</u>
* BMT	101	Introduction to Business	
or			
BMT	115	International Business	3
BMT	102	Marketing	3
BMT	125	Finance	3
* ACT	101	Principles of Accounting I	3
* ENG	101	Fundamentals of English I	3
* OFT	160	Introduction to Spreadsheets	3
SDV	100	Fundamentals of College Study	1
SPH	101	Fundamentals of Oral Communication	3
* Elective		Mathematics Elective	<u>3-4</u>
			25-26

* This course has a prerequisite.

× Each course must be from a different discipline.

Chemical Dependency Counseling

Designed to prepare graduates to work as chemical dependency counselors, these programs meet the educational requirements of the Maryland Board of Professional Counselors and Therapists.

The associate degree program allows students to enter the job market or transfer to a four-year college or university and work toward a bachelor's degree in social work or psychology.

The certificate program is designed to provide students who have earned an associate degree or higher in a health or human services counseling field from a regionally-accredited college or university with specialized training in chemical dependency counseling.

In order to graduate with an associate of applied science degree or certificate, students must obtain a grade of "C" or better in all chemical dependency counseling, psychology and sociology courses.

Graduates of these programs should be able to:

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

In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to the certificate program on the college website (www.worwic.edu/cdc).

Chemical Dependency Counseling
Associate of Applied Science Degree

<u>First Year</u>			<u>Credit Hours</u>
<u>Summer II</u>			
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
CDC	101	Introduction to Chemical Dependency	3
BIO	101	Fundamentals of Biology	4
* ENG	101	Fundamentals of English I	3
* MTH	152	Elementary Statistics	3
PSY	101	Introduction to Psychology	<u>3</u>
			16
<u>Spring</u>			
* CDC	151	Drug Classification and Pharmacology	3
* CDC	155	Counseling Ethics	3
* ENG	151	Fundamentals of English II	3
* PSY	152	Case Management	3
* PSY	202	Principles of Interviewing and Counseling	3
SDV	101	Career Development	<u>1</u>
			16
<u>Second Year</u>			
<u>Fall</u>			
* CDC	248	Group Therapy and Practice	3
☆☆ CDC	260	Practicum I	3
* PSY	251	Human Growth and Development	3
* PSY	253	Family Counseling: Theory and Techniques	<u>3</u>
			12
<u>Spring</u>			
* CDC	261	Practicum II	3
PSY	201	Human Relations	3
* PSY	252	Abnormal Psychology	3
SOC	101	Introduction to Sociology	3
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			15



Chemical Dependency Counseling
Certificate

			<u>Credit Hours</u>
CDC	101	Introduction to Chemical Dependency	3
* CDC	151	Drug Classification and Pharmacology	3
* CDC	155	Counseling Ethics	3
* CDC	248	Group Therapy and Practice	3
* CDC	260	Practicum I	3
* CDC	261	Practicum II	3
PSY	101	Introduction to Psychology	3
* PSY	152	Case Management	3
* PSY	202	Principles of Interviewing and Counseling	3
* PSY	251	Human Growth and Development	3
* PSY	252	Abnormal Psychology	3
SDV	101	Career Development	<u>1</u>
			34

* This course has a prerequisite.

☆ This course has a corequisite.

Computer Studies

Wor-Wic's computer studies programs are designed to provide students with the knowledge and skills needed to provide technical support in the computer field. Students who excel in these programs can take various industry-recognized certification examinations.

The computer studies transfer degree program has two areas of concentration: game development and information systems. These transfer programs are designed for students who want to transfer to a four-year college or university and work toward a bachelor's degree in these areas. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

Courses in the computer and network support technology degree concentration focus on hardware and software configurations as they relate to computer network installation, configuration and security. Students learn how to design and implement computer networks, taking into account issues of cybersecurity and information security. The web development degree concentration is designed to prepare students for employment in software- and internet-related jobs. It emphasizes programming, maintenance of the internet and webpage development.

The computer information security and web development certificate programs provide basic hardware, software and internet knowledge to support users. The course work for the web development certificate can be completed online.

Graduates of the game development transfer degree program should be able to:

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

Graduates of the information systems transfer degree program should be able to:

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

Graduates of the network and support and web development programs should be able to:

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

In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to certificate programs on the college website (www.worwic.edu/cmp).

Computer Studies Transfer
Associate of Arts Degree
Game Development Concentration

<u>First Year</u>			<u>Credit Hours</u>
<u>Summer II</u>			
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
CMP	104	Introduction to Programming	3
CMP	141	Introduction to Game Development	3
ART	101	Introduction to Art History	3
* ENG	101	Fundamentals of English I	3
Elective		History Elective	<u>3</u>
			15

Spring

* CMP	120	Operating Systems	2
* CMP	142	Game Engines I	3
* ENG	151	Fundamentals of English II	3
* MTH	154	College Algebra and Trigonometry	4
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			15

Second Year

Fall

* CMP	210	Programming Structures and Applications	4
* CMP	241	Game Engines II	4
* PHY	121	General Physics I	4
Elective		English Elective (ENG 202, ENG 203 or ENG 204)	<u>3</u>
			15

Spring

* CMP	242	Game Development Capstone	4
GEN	ED	Arts and Humanities Requirement	3
GEN	ED	Biological/Physical Science Requirement	4
GEN	ED	Social/Behavioral Science Requirement	<u>3</u>
			14

Computer Studies Transfer

Associate of Arts Degree

Information Systems Concentration

First Year

Summer II

SDV	100	Fundamentals of College Study	<u>Credit Hours</u> 1
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Fall

CMP	104	Introduction to Programming	3
CMP	107	Windows Operations	2
CMP	115	Fundamentals of Computer Architecture	3
* ENG	101	Fundamentals of English I	3
GEN	ED	Biological/Physical Science Requirement	<u>4</u>
			15

Spring

* CMP	120	Operating Systems	2
CMP	130	Introduction to Web Development	3
* CMP	150	Introduction to Networking	3
* ENG	151	Fundamentals of English II	3
* MTH	154	College Algebra and Trigonometry	<u>4</u>
			15

Second YearFall

* CMP	210	Programming Structures and Applications	4
SPH	101	Fundamentals of Oral Communication	3
GEN	ED	Arts and Humanities Requirement	3
Elective		English Elective (ENG 202, ENG 203 or ENG 204)	3
Elective		History Elective	<u>3</u>
			16

Spring

GEN	ED	Arts and Humanities Requirement	3
GEN	ED	Biological/Physical Science Requirement	4
GEN	ED	Social/Behavioral Science Requirement	3
Elective		History Elective	<u>3</u>
			13

Computer Technology

Associate of Applied Science Degree

*Computer & Network Support Technology Concentration*First YearSummer IICredit Hours

SDV	100	Fundamentals of College Study	1
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Fall

CMP	104	Introduction to Programming	3
CMP	107	Windows Operations	2
CMP	115	Fundamentals of Computer Architecture	3
* ENG	101	Fundamentals of English I	3
* GEN	ED	Mathematics Requirement	<u>3-4</u>
			14-15

Spring

* CMP	120	Operating Systems	2
CMP	130	Introduction to Web Development	3
* CMP	150	Introduction to Networking	3
* ENG	151	Fundamentals of English II	3
GEN	ED	Biological/Physical Science Requirement	<u>3-4</u>
			14-15

Second YearFall

* CMP	225	Data Communications and Networking	4
* CMP	245	Computer and Network Security	3
* CMP	255	Database Design and Management	4
SDV	101	Career Development	1
GEN	ED	Social/Behavioral Science Requirement	<u>3</u>
			15

Spring

* CMP	246	Web-Based Management	3
* CMP	247	Advanced Topics in Information Technology	4
* CMP	259	Computer and Network Support Capstone	4
* CMP	260	Computer Technology Field Experience	2
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			16

Computer Technology

Associate of Applied Science Degree

*Web Development Concentration*First Year

<u>Summer II</u>			<u>Credit Hours</u>
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
CMP	104	Introduction to Programming	3
CMP	107	Windows Operations	2
CMP	115	Fundamentals of Computer Architecture	3
* ENG	101	Fundamentals of English I	3
* GEN	ED	Mathematics Requirement	<u>3-4</u>
			14-15

Spring

CMP	130	Introduction to Web Development	3
* CMP	120	Operating Systems	2
* CMP	150	Introduction to Networking	3
* ENG	151	Fundamentals of English II	3
GEN	ED	Biological/Physical Science Requirement	<u>3-4</u>
			14-15

Second YearFall

* CMP	210	Programming Structures and Applications	4
* CMP	215	Website Design and Development	4
* CMP	245	Computer and Network Security	3
* CMP	255	Database Design and Management	4
SDV	101	Career Development	<u>1</u>
			16

Spring

* CMP	230	Advanced Web Solutions	4
* CMP	246	Web-Based Management	3
* CMP	260	Computer Technology Field Experience	2
PSY	101	Introduction to Psychology	
or			
SOC	101	Introduction to Sociology	3
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			15

Computer Technology
Certificate
Computer Information Security

			<u>Credit Hours</u>
CMP	104	Introduction to Programming	3
CMP	107	Windows Operations	2
CMP	115	Fundamentals of Computer Architecture	3
* CMP	120	Operating Systems	2
* CMP	150	Introduction to Networking	3
* CMP	225	Data Communications and Networking	4
* CMP	245	Computer and Network Security	3
* CMP	247	Advanced Topics in Information Technology	4
* CMP	259	Computer and Network Support Capstone	4
* CMP	260	Computer Technology Field Experience	2
SDV	100	Fundamentals of College Study	1
SDV	101	Career Development	<u>1</u>
			32

Computer Technology
Certificate
Web Development

			<u>Credit Hours</u>
CMP	104	Introduction to Programming	3
* CMP	120	Operating Systems	2
CMP	130	Introduction to Web Development	3
* CMP	210	Programming Structures and Applications	4
* CMP	215	Website Design and Development	4
* CMP	230	Advanced Web Solutions	4
* CMP	246	Web-Based Management	3
* CMP	255	Database Design and Management	4
* CMP	260	Computer Technology Field Experience	2
SDV	100	Fundamentals of College Study	1
SDV	101	Career Development	<u>1</u>
			31

* This course has a prerequisite.

Criminal Justice

Wor-Wic's criminal justice programs are designed to provide students with the basic skills needed for entry-level positions in either corrections, forensic science or law enforcement, as well as an opportunity for practitioners to further their education. Associate degree and certificate programs are offered.

Graduates of the corrections programs should be able to:

1. Manage and administer the proper care, supervision and rehabilitation of diverse offender populations within a variety of correctional settings, including probation and parole;
2. Evaluate and apply legal procedures for the security, custody and control of diverse offender populations in a variety of correctional settings, including probation and parole;
3. Employ written and verbal communication skills in the corrections environment through the induction, documentation, supervision and counseling processes with offender populations and working with coworkers; and
4. Critically analyze the theories and principles of criminology and criminal investigation for adults, juveniles and diverse populations and apply them to current practice.

Graduates of the forensic science programs should be able to:

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

Graduates of the law enforcement programs should be able to:

1. Differentiate the institutions, laws and theories that comprise the U.S. legal system;
2. Apply investigative principles and techniques used in the field of criminal investigation;

3. Explain the nature and causes of crime and victimization;
4. Demonstrate effective oral and written communication skills that are used with a range of client populations, colleagues and members of the community;
5. Explain the importance of practicing safe and ethical behavior while managing police operations, investigations and public safety; and
6. Demonstrate competence with objectives of the Maryland Police Training Commission (ESCJA graduates).

The associate degree programs are also designed for students who want to transfer to the University of Maryland Eastern Shore, Wilmington University, the University of Baltimore, Troy University, the University of Maryland University College or another four-year college or university and work toward a bachelor's degree in criminal justice or forensic science. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

Wor-Wic's criminal justice department also operates the Eastern Shore Criminal Justice Academy (ESCJA), which is certified by the Maryland Police and Correctional Training Commissions to conduct mandatory training for law enforcement and correctional officers. Individuals interested in entering the ESCJA or working in a criminal justice agency are subject to a thorough background investigation, and they must meet minimum physical and mental requirements. Students who are admitted into the ESCJA's entrance-level training program for law enforcement officers are also enrolled in the law enforcement technology certificate program. Students who are admitted into the ESCJA's entrance-level training program for jail and correctional officers also earn college credit.

In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to the certificate programs on the college website (www.worwic.edu/cmj).

Criminal Justice
Associate of Applied Science Degree
Corrections Concentration

First Year

<u>Fall</u>			<u>Credit Hours</u>
CMJ	102	Introduction to Criminal Justice	3
CMJ	161	Correctional Operations	3
CMJ	165	Introduction to Correctional Law	3
* ENG	101	Fundamentals of English I	3
SDV	100	Fundamentals of College Study	1
SOC	101	Introduction to Sociology	<u>3</u>
			16
<u>Spring</u>			
CMJ	155	Ethics in Criminal Justice	3
CMJ	166	Probation and Parole	3
* ENG	151	Fundamentals of English II	3
PSY	101	Introduction to Psychology	3
* GEN	ED	Mathematics Requirement	<u>3-4</u>
			15-16

Second Year

<u>Fall</u>			
* CMJ	202	Preliminary Investigation, Interviewing and Report Preparation	3
CMJ	211	Correctional Administration	3
PHE	106	Integrated Health and Fitness	3
* SOC	252	Criminology	3
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			15
<u>Spring</u>			
CMJ	201	Evidence and Procedure	3
CMJ	251	Criminal Investigation	3
* CMJ	260	Criminal Justice Field Experience	2
* SOC	201	Juvenile Delinquency	3
GEN	ED	Biological/Physical Science Requirement	<u>3-4</u>
			14-15

Criminal Justice

Associate of Applied Science Degree
Forensic Science Technology Concentration

First Year

<u>Fall</u>			<u>Credit Hours</u>
CMJ	105	Introduction to Forensic Science	3
BIO	101	Fundamentals of Biology	4
* CHM	101	General Chemistry I	4
SDV	100	Fundamentals of College Study	1
* GEN	ED	Mathematics Requirement	<u>3-4</u>
			15-16
<u>Spring</u>			
CMJ	102	Introduction to Criminal Justice	3
CMJ	155	Ethics in Criminal Justice	3
CMJ	251	Criminal Investigation	3
* CHM	102	General Chemistry II	4
* ENG	101	Fundamentals of English I	<u>3</u>
			16

Second Year

<u>Fall</u>			
CMJ	104	Criminal Law	3
* CHM	201	Organic Chemistry I	4
* ENG	151	Fundamentals of English II	3
SOC	101	Introduction to Sociology	<u>3</u>
			13
<u>Spring</u>			
CMJ	201	Evidence and Procedure	3
* CMJ	256	Crime Scene Investigation	3
* CHM	202	Organic Chemistry II	4
PSY	101	Introduction to Psychology	3
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			16

Criminal Justice
Associate of Applied Science Degree
Law Enforcement Concentration

First Year

<u>Fall</u>			<u>Credit Hours</u>
CMJ	102	Introduction to Criminal Justice	3
CMJ	103	Police Operations	3
CMJ	104	Criminal Law	3
* ENG	101	Fundamentals of English I	3
SDV	100	Fundamentals of College Study	1
SOC	101	Introduction to Sociology	<u>3</u>
			16
<u>Spring</u>			
CMJ	152	Law Enforcement and the Community	3
CMJ	155	Ethics in Criminal Justice	3
* ENG	151	Fundamentals of English II	3
PSY	101	Introduction to Psychology	3
* GEN	ED	Mathematics Requirement	<u>3-4</u>
			15-16

Second Year

<u>Fall</u>			
CMJ	151	Police Administration	3
* CMJ	202	Preliminary Investigation, Interviewing and Report Preparation	3
PHE	106	Integrated Health and Fitness	3
* SOC	252	Criminology	3
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			15
<u>Spring</u>			
CMJ	201	Evidence and Procedure	3
CMJ	251	Criminal Investigation	3
CMJ	252	Traffic and Public Safety	3
* CMJ	260	Criminal Justice Field Experience	2
GEN	ED	Biological/Physical Science Requirement	<u>3-4</u>
			14-15

Criminal Justice

Certificate

Corrections

			<u>Credit Hours</u>
CMJ	102	Introduction to Criminal Justice	3
CMJ	161	Correctional Operations	3
CMJ	165	Introduction to Correctional Law	3
CMJ	166	Probation and Parole	3
* ENG	101	Fundamentals of English I	3
SDV	100	Fundamentals of College Study	<u>1</u>
			16

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

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

Criminal Justice

Certificate

Investigative Forensics Technology

			<u>Credit Hours</u>
CMJ	102	Introduction to Criminal Justice	3
CMJ	105	Introduction to Forensic Science	3
CMJ	104	Criminal Law	3
CMJ	201	Evidence and Procedure	3
CMJ	251	Criminal Investigation	3
* CMJ	256	Crime Scene Investigation	3
BIO	101	Fundamentals of Biology	4
* ENG	101	Fundamentals of English I	3
SDV	100	Fundamentals of College Study	<u>1</u>
			26

Criminal Justice
Certificate
Law Enforcement

			<u>Credit Hours</u>
CMJ	102	Introduction to Criminal Justice	3
CMJ	103	Police Operations	3
CMJ	104	Criminal Law	3
CMJ	201	Evidence and Procedure	3
* CMJ	202	Preliminary Investigation, Interviewing and Report Preparation	3
* ENG	101	Fundamentals of English I	3
SDV	100	Fundamentals of College Study	1
			19

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

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

Criminal Justice
Certificate
Law Enforcement Technology

This program is limited to students who are admitted into the ESCJA's entrance-level training program for law enforcement officers.

			<u>Credit Hours</u>
CMJ	103	Police Operations	3
CMJ	104	Criminal Law	3
CMJ	152	Law Enforcement and the Community	3
* CMJ	202	Preliminary Investigation, Interviewing and Report Preparation	3
CMJ	251	Criminal Investigation	3
CMJ	252	Traffic and Public Safety	3
* CMJ	260	Criminal Justice Field Experience	2
PHE	106	Integrated Health and Fitness	3
SDV	100	Fundamentals of College Study	1
			24

* This course has a prerequisite.

Education

Wor-Wic offers associate degree and certificate programs in early childhood education and associate degree transfer programs in early childhood, elementary and secondary education.

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

Graduates of these early childhood education programs should be able to:

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

The early childhood education associate of arts in teaching transfer program prepares students to transfer to a four-year college or university and work toward a bachelor's degree to teach pre-kindergarten through third grade. The elementary education/generic special education PreK-12 associate of arts in teaching transfer program enables graduates to transfer to a four-year institution to major in elementary education and teach first through sixth grade including middle school or to major in special education and teach students



with mild to moderate disabilities from Pre-K through 12th grade. The secondary education transfer associate of arts degree program prepares students to teach seventh through 12th grade. Students should familiarize themselves with the program requirements of the institution to which they plan to transfer. In order to obtain an associate degree in the education transfer programs, students must achieve a grade point average of 2.75 or better and receive a grade of “C” or better in all required courses. They must also obtain the following minimum scores in one of the following standardized tests: Praxis Core individual scores of 156 in reading, 162 in writing and 150 in mathematics; SAT (Scholastic Aptitude Test) combined reading and mathematics score of 1,100; ACT (American College Testing) composite score of 24; or GRE (Graduate Record Examination) combined verbal and quantitative score of 297.

Graduates of the early childhood education transfer program should be able to:

1. Identify and describe the principles of early childhood development and learning, through research, study and observation of children of different ages, cultural and linguistic backgrounds and exceptionalities;
2. Identify a variety of developmentally-appropriate learning strategies and curriculum models that demonstrate different approaches to early childhood pedagogy and accommodate chil-

dren of different ages, cultural and linguistic backgrounds, and exceptionalities; and

3. Create curriculum using a variety of instructional strategies that create meaningful and challenging learning experiences and alternative models and methodologies.

Graduates of the elementary education/generic special education PreK-12 transfer program should be able to:

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

Graduates of the secondary education transfer program should be able to:

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

In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to the certificate program on the college website (www.worwic.edu/edu).

Early Childhood Education
Associate of Applied Science Degree

<u>First Year</u>			<u>Credit Hours</u>
<u>Summer II</u>			
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
EDU	101	Introduction to Early Childhood Education	3
EDU	102	Child Development	3
* ENG	101	Fundamentals of English I	3
* MTH	103	Fundamental Concepts I	4
PSY	101	Introduction to Psychology	<u>3</u>
			16
<u>Spring</u>			
* EDU	103	Preschool Child Care	3
* EDU	151	Infant and Toddler Care	3
* EDU	152	School-Age Group Child Care	3
* EDU	153	Child Health, Safety and Nutrition	3
* ENG	151	Fundamentals of English II	<u>3</u>
			15
<u>Second Year</u>			
<u>Fall</u>			
* EDU	201	Foundations of Reading	3
* EDU	205	Children's Literature	3
BIO	101	Fundamentals of Biology	4
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			13
<u>Spring</u>			
* EDU	204	Center Management	3
* EDU	210	Effective Teaching Methodology	3
* EDU	251	Introduction to Special Education	3
* EDU	252	Family and Community Relations	3
* EDU	260	Early Childhood Education Field Experience	<u>3</u>
			15

Early Childhood Education Transfer
Associate of Arts in Teaching Degree

First Year

<u>Summer II</u>			<u>Credit Hours</u>
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
EDU	101	Introduction to Early Childhood Education	3
EDU	102	Child Development	3
* ENG	101	Fundamentals of English I	3
* GEO	101	Earth and Space Science	4
* MTH	103	Fundamental Concepts I	<u>4</u>
			17
<u>Spring</u>			
* EDU	103	Preschool Child Care	3
BIO	101	Fundamentals of Biology	4
* ENG	151	Fundamentals of English II	3
* MTH	104	Fundamental Concepts II	4
PSY	101	Introduction to Psychology	<u>3</u>
			17

Second Year

<u>Fall</u>			
* EDU	201	Foundations of Reading	3
HIS	201	American History I	3
* MTH	152	Elementary Statistics	3
SPH	201	Instructional Communication	<u>3</u>
			12
<u>Spring</u>			
* EDU	251	Introduction to Special Education	3
GEO	102	Human Geography	3
HUM	101	Introduction to the Arts	3
* PHY	104	Physical Science	4
POL	101	American Government	<u>3</u>
			16

*Elementary Education/
Generic Special Education PreK-12 Transfer*
Associate of Arts in Teaching Degree

<u>First Year</u>			<u>Credit Hours</u>
<u>Summer II</u>			
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
* ENG	101	Fundamentals of English I	3
* GEO	101	Earth and Space Science	4
* MTH	103	Fundamental Concepts I	4
PSY	101	Introduction to Psychology	<u>3</u>
			14
<u>Spring</u>			
EDU	102	Child Development	
or			
◆* PSY	251	Human Growth and Development	3
EDU	155	Foundations of Education	3
BIO	101	Fundamentals of Biology	4
* ENG	151	Fundamentals of English II	3
* MTH	104	Fundamental Concepts II	<u>4</u>
			17
<u>Second Year</u>			
<u>Fall</u>			
* EDU	156	Educational Psychology	3
* EDU	201	Foundations of Reading	3
HIS	201	American History I	3
* MTH	152	Elementary Statistics	3
SPH	201	Instructional Communication	<u>3</u>
			15
<u>Spring</u>			
* EDU	251	Introduction to Special Education	3
HUM	101	Introduction to the Arts	3
PHE	106	Integrated Health and Fitness	3
* PHY	104	Physical Science	4
POL	101	American Government	<u>3</u>
			16

Secondary Education Transfer
Associate of Arts Degree

<u>Summer II</u>		<u>First Year</u>	<u>Credit Hours</u>
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
* ENG	101	Fundamentals of English I	3
PHE	106	Integrated Health and Fitness	3
PSY	101	Introduction to Psychology	3
× GEN	ED	Biological/Physical Science Requirement	4
Elective		History Elective	<u>3</u>
			16
<u>Spring</u>			
EDU	155	Foundations of Education	3
* ENG	151	Fundamentals of English II	3
* MTH	152	Elementary Statistics	3
* PSY	251	Human Growth and Development	3
× GEN	ED	Biological/Physical Science Requirement	<u>4</u>
			16
		<u>Second Year</u>	
<u>Fall</u>			
* EDU	156	Educational Psychology	3
SPH	201	Instructional Communication	3
Elective		Arts and Humanities Elective (ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN 102)	
or			
Elective		Social/Behavioral Science Elective (ECO 151, ECO 201, GEO 102, POL 101 or SOC 101)	3
Elective		General Elective	<u>3</u>
			12
<u>Spring</u>			
* EDU	210	Effective Teaching Methodology	3
Elective		History Elective	3
Elective		General Electives	<u>2</u>
			15



Early Childhood Education
Certificate

			<u>Credit Hours</u>
EDU	101	Introduction to Early Childhood Education	3
EDU	102	Child Development	3
* EDU	103	Preschool Child Care	3
* EDU	151	Infant and Toddler Care	3
* EDU	152	School-Age Group Child Care	3
* EDU	153	Child Health, Safety and Nutrition	3
* EDU	252	Family and Community Relations	3
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			24

- * This course has a prerequisite.
- × Each course must be from a different discipline.
- ◆ This course is required for students who plan to major in special education at the University of Maryland Eastern Shore.

Emergency Medical Services

Wor-Wic's emergency medical services program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Ste. 158, Clearwater, Fla., 33763, 727-210-2350, www.caahep.org, upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), 8301 Lakeview Parkway, Suites 111-312, Rowlett, Texas, 75088, 214-703-8445, www.coaemsp.org.

Designed to provide students with the knowledge and competencies required to administer emergency pre-hospital care, this program follows national and state protocol standards that allow graduates to take national and state certification examinations. Additional affiliation requirements with a Maryland fire or EMS agency are required for Maryland certification as an emergency medical technician, cardiac rescue technician or paramedic.

The emergency medical technician -- intermediate (EMT-I) certificate program is designed to prepare graduates to work as cardiac rescue technicians (CRTs) at the intermediate level. The emergency medical technician -- paramedic (EMT-P) certificate program is for those with a CRT certification. This program is designed to prepare graduates to work as paramedics, to assume leadership positions in the field and to transfer to a four-year institution to complete a bachelor's degree.

Due to the limited number of spaces available in these programs, selection is on a competitive basis. Interested individuals must follow the procedures in the emergency medical services admission information packet, which is available in the emergency medical services department, in the admissions office or on the college website. In order to be considered for admission into the EMT-I program that begins in the summer, or the EMT-P program or the associate of applied science degree program that begins in the fall, prospective students must complete the admission requirements by the last Friday in May. Students who want to register for EMS 101 and/or EMS 151 are not required to complete these requirements. In order to graduate with a certificate or associate degree, students must obtain a grade of "C" or better in all emergency medical services courses.

Graduates of this program should be able to:

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

In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to the certificate programs on the college website (www.worwic.edu/ems).

Emergency Medical Services
Certificate
EMT-I

Pre-Intermediate Courses

			<u>Credit Hours</u>
* EMS	101	Emergency Medical Technician I	4
* EMS	151	Emergency Medical Technician II	4
SDV	100	Fundamentals of College Study	<u>1</u>
			9

Remaining Courses

Summer

* EMS	201	Introduction to Advanced EMS Practice	3
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Fall

* EMS	207	Patient Assessment and Trauma Emergencies I	3
* EMS	208	Emergency Cardiology	<u>3</u>
			6

Spring

* EMS	212	Medical Emergencies I	3
* EMS	213	Special Populations I	3
* EMS	215	Preparation for EMT-I Certification	<u>1</u>
			7

Summer

* EMS	261	EMT-I Field Experience	2
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Emergency Medical Services
Certificate
EMT-P

<u>Fall</u>			<u>Credit Hours</u>
* EMS	240	Crisis Operations	2
* EMS	241	Trauma Emergencies II	2
◆ BIO	115	Introduction to Human Structure and Function	
or			
◆* BIO	202	Anatomy and Physiology I	<u>3-4</u> 7-8
<u>Spring</u>			
* EMS	242	Medical Emergencies II	3
* EMS	243	Special Populations II	1
* EMS	255	Preparation for EMT-P Certification	<u>2</u> 6
<u>Summer</u>			
* EMS	262	EMT-P Field Experience	2

Emergency Medical Services

Associate of Applied Science Degree

Pre-Emergency Medical Services Courses

			<u>Credit Hours</u>
◆* EMS	101	Emergency Medical Technician I	4
◆* EMS	151	Emergency Medical Technician II	4
◆ SDV	100	Fundamentals of College Study	1
			9

Remaining Courses

Summer

* EMS	201	Introduction to Advanced EMS Practice	3
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Fall

* EMS	207	Patient Assessment and Trauma Emergencies I	3
* EMS	208	Emergency Cardiology	3
◆* ENG	101	Fundamentals of English I	3
GEN	ED	Mathematics Requirement	<u>3-4</u>
			12-13

Spring

* EMS	212	Medical Emergencies I	3
* EMS	213	Special Populations I	3
* EMS	215	Preparation for EMT-I Certification	1
◆* ENG	151	Fundamentals of English II	<u>3</u>
			10

Summer

* EMS	261	EMT-I Field Experience	2
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Fall

* EMS	240	Crisis Operations	2
* EMS	241	Trauma Emergencies II	2
◆ BIO	115	Introduction to Human Structure and Function	
or			
◆* BIO	202	Anatomy and Physiology I	3-4
◆ PSY	101	Introduction to Psychology	3
GEN	ED	Arts and Humanities Requirement	<u>3</u>
			13-14

Spring

* EMS	242	Medical Emergencies II	3
* EMS	243	Special Populations II	1
* EMS	255	Preparation for EMT-P Certification	2
◆ SOC	101	Introduction to Sociology	<u>3</u>
			9

Summer

* EMS	262	EMT-P Field Experience	2
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* This course has a prerequisite.

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

General Studies

The general studies transfer program prepares students to transfer to a four-year college or university as juniors. While pursuing a liberal arts background, general studies students also have the opportunity to explore an occupational area through their electives. At least 60 credit hours are needed to obtain an associate of arts degree. To ensure maximum transferability, students should familiarize themselves with the program requirements of the institution to which they plan to transfer.

Graduates of this program should be able to:

1. Express ideas effectively through written text;
2. Demonstrate a command of oral communication that is accurate, ethical and audience-centered;
3. Analyze and/or evaluate texts within and across disciplines;
4. Apply critical analysis and reasoning skills to evaluate evidence and draw conclusions;
5. Access, evaluate and appropriately use information and technology to accomplish tasks and communicate ideas;
6. Use and apply quantitative concepts and methods to calculate and interpret numerical problems;
7. Apply the process of scientific inquiry and analysis;
8. Identify the influences of a variety of cultural contexts on social interactions and demonstrate civic engagement with the college and local community; and
9. Recognize ethical issues in a variety of settings and consider the consequences of alternative actions.

General Studies Transfer
Associate of Arts Degree

		<u>First Year</u>	<u>Credit Hours</u>
<u>Summer II</u>			
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
* ENG	101	Fundamentals of English I	3
× GEN	ED	Biological/Physical Science Requirement	4
* GEN	ED	Mathematics Requirement	3-4
❖ GEN	ED	Social/Behavioral Science Requirement	3
Elective		History Elective	<u>3</u>
			16-17
<u>Spring</u>			
* ENG	151	Fundamentals of English II	3
SPH	101	Fundamentals of Oral Communication	3
☆ GEN	ED	Arts and Humanities Requirement	3
Elective		History Elective	3
Elective		General Elective	<u>3</u>
			15
		<u>Second Year</u>	
<u>Fall</u>			
PHE	106	Integrated Health and Fitness	3
Elective		English Elective (ENG 202, ENG 203 or ENG 204)	3
☆ GEN	ED	Arts and Humanities Requirement	3
Elective		General Electives	<u>6</u>
			15
<u>Spring</u>			
× GEN	ED	Biological/Physical Science Requirement	4
Elective		General Electives	<u>8-9</u>
			12-13

- * This course has a prerequisite.
- × Each course must be from a different discipline.
- ❖ ECO 151, ECO 201, GEO 102, POL 101, PSY 101, PSY 201 or SOC 101 meets this requirement.
- ☆ ART 101, FRN 101, MUS 101, PHL 101, SPN 101 or SPN 102 meets this requirement.

Hotel-Motel-Restaurant Management

Wor-Wic's hotel-motel-restaurant management programs are designed to provide students with entry-level skills for positions in the hospitality industry and to receive on-the-job training. Students can enroll in associate degree or certificate programs in culinary arts or hotel-motel-restaurant management.

The culinary arts programs provide students with the knowledge and skills needed for an entry-level position in the culinary industry or to upgrade their skills. Students work in a modern teaching kitchen with commercial equipment preparing foods typically found in area restaurants. The hotel-motel-restaurant management culinary arts programs are accredited by the American Culinary Federation Education Foundation's Accrediting Commission.

Graduates of the culinary programs should be able to:

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

The hotel-motel-restaurant management programs provide students with knowledge in supervisory management, facilities management, accounting and law, as they relate to hospitality management.

Graduates of the hotel-motel-restaurant management programs should be able to:

1. Identify and utilize proper food and beverage preparation and service practices to operate a hospitality facility that also meets industry standards for safety, cleanliness and sanitation;
2. Describe and employ appropriate management and legal practices to operate all facets of a hospitality business;



3. Develop a comprehensive marketing plan for a hospitality business; and
4. Apply accounting and procurement/inventory procedures and controls to the operation of a hospitality business.

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

Wor-Wic's hotel-motel-restaurant management department is a member of the National Restaurant Association, Council on Hotel, Restaurant and Institutional Education, the Ocean City Hotel-Motel-Restaurant Association and the Delmarva chapter of the American Culinary Federation.

In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to the certificate programs on the college website (www.worwic.edu/hmr).

Hotel-Motel-Restaurant Management

Associate of Applied Science Degree

*Culinary Arts Concentration*First Year

<u>Summer II</u>			<u>Credit Hours</u>
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
HMR	101	Introduction to the Hospitality Industry	3
HMR	115	Sanitation and Safety Systems	1
☆ HMR	120	Principles of Food Preparation	3
* ENG	101	Fundamentals of English I	3
* GEN	ED	Mathematics Requirement	3-4
GEN	ED	Social/Behavioral Science Requirement	3
			16-17
<u>Spring</u>			
* HMR	140	International Cuisine -- Continental	3
HMR	160	Customer Service	3
HMR	170	Healthy Menu Management	2
* BMT	101	Introduction to Business	3
* ENG	151	Fundamentals of English II	3
			14

Second Year

<u>Fall</u>			
* HMR	150	Baking and Pastry Production	3
HMR	205	Purchasing and Cost Control	3
* HMR	225	American Regional Cuisine	3
* HMR	240	International Cuisine -- Latin America	2
SDV	101	Career Development	1
SPH	101	Fundamentals of Oral Communication	3
			15
<u>Spring</u>			
* HMR	245	International Cuisine -- Asia	3
* HMR	254	Garde Manger	3
HMR	256	Food and Beverage Management	3
* HMR	260	Hotel-Motel-Restaurant Field Experience	2
BIO	120	Nutrition	3
			14

Hotel-Motel-Restaurant Management
Associate of Applied Science Degree
Hotel-Motel-Restaurant Management Concentration

<u>First Year</u>			<u>Credit Hours</u>
<u>Summer II</u>			
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
HMR	101	Introduction to the Hospitality Industry	3
HMR	115	Sanitation and Safety Systems	1
☆ HMR	120	Principles of Food Preparation	3
HMR	135	Introduction to Lodging Operations	3
* ENG	101	Fundamentals of English I	3
			13
<u>Spring</u>			
HMR	160	Customer Service	3
* BMT	101	Introduction to Business	3
* ENG	151	Fundamentals of English II	3
GEN	ED	Biological/Physical Science Requirement	3-4
* GEN	ED	Mathematics Requirement	<u>3-4</u>
			15-17
<u>Second Year</u>			
<u>Fall</u>			
HMR	154	Food Service Management	3
HMR	235	Travel and Tourism	3
* ACT	101	Principles of Accounting I	3
BMT	102	Marketing	3
SDV	101	Career Development	1
GEN	ED	Social/Behavioral Science Requirement	<u>3</u>
			16
<u>Spring</u>			
* HMR	250	Events and Meeting Management	4
HMR	256	Food and Beverage Management	3
* HMR	260	Hotel-Motel-Restaurant Field Experience	2
* HMR	265	HMR Seminar	3
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			15

Hotel-Motel-Restaurant Management

Certificate

Culinary Arts

			<u>Credit Hours</u>
HMR	115	Sanitation and Safety Systems	1
☆ HMR	120	Principles of Food Preparation	3
* HMR	140	International Cuisine -- Continental	3
* HMR	150	Baking and Pastry Production	3
HMR	160	Customer Service	3
HMR	205	Purchasing and Cost Control	3
* HMR	240	International Cuisine -- Latin America	2
or			
* HMR	245	International Cuisine -- Asia	3
SDV	100	Fundamentals of College Study	1
			19-20

Hotel-Motel-Restaurant Management

Certificate

Hotel-Motel Management

			<u>Credit Hours</u>
HMR	101	Introduction to the Hospitality Industry	3
HMR	135	Introduction to Lodging Operations	3
HMR	160	Customer Service	3
HMR	235	Travel and Tourism	3
* ACT	101	Principles of Accounting I	3
BMT	102	Marketing	3
* HMR	265	HMR Seminar	3
SDV	100	Fundamentals of College Study	1
			22

Hotel-Motel-Restaurant Management

Certificate

Restaurant Management

			<u>Credit Hours</u>
HMR	101	Introduction to the Hospitality Industry	3
HMR	115	Sanitation and Safety Systems	1
☆ HMR	120	Principles of Food Preparation	3
HMR	154	Food Service Management	3
HMR	160	Customer Service	3
HMR	250	Events and Meeting Management	3
HMR	256	Food and Beverage Management	3
BMT	102	Marketing	3
SDV	100	Fundamentals of College Study	1
			23

* This course has a prerequisite.

☆ This course has a corequisite.

Nursing

Wor-Wic's certificate and associate degree nursing programs are approved by the Maryland Board of Nursing. Students complete clinical experiences, in addition to studying nursing theory and general education subjects. High school or college courses in biology and chemistry are strongly recommended.

The certificate program in practical nursing is designed to prepare graduates for jobs as licensed practical nurses (LPNs). Graduates who pass the examination in Maryland for licensure as LPNs can give nursing care under the direction of other health care providers in a variety of settings, such as hospitals and nursing homes. This program is approved as part of Maryland's statewide LPN to ADN articulation agreement. The certificate program is based on concepts from the physical, biological and social sciences.

Graduates of the certificate program should be able to:

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

The associate of science degree program is a registered nursing education program for those with a practical nursing education. This program is designed to prepare graduates for jobs as registered nurses (RNs). Graduates who pass the examination in Maryland for licensure as RNs can give nursing care in a variety of settings, where they may also provide direction to others in the technical aspects of nursing.

There are two pathways into the associate degree program: 1) the direct progression pathway that builds upon the foundation of the college's practical nursing program for students who complete Wor-

Wic's practical nursing program; and 2) the LPN to ADN pathway for LPNs who have an active unencumbered Maryland or compact state LPN license. Students in the LPN to ADN pathway receive 16 credits for their prior nursing education course work.

This program is approved as part of Maryland's statewide RN to B.S.N. articulation agreement. Graduates are granted up to 70 credit hours of direct transfer credit for their Wor-Wic course work when they enroll in one of the B.S.N. programs in the University of Maryland system. Students who complete Wor-Wic's associate degree program also have the option of completing 16 additional credits in specified course work at Wor-Wic and transferring to Wilmington University, where they can take 34 additional specified credits to earn a B.S.N.

Graduates of the associate degree program should be able to:

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

Due to the limited number of spaces available in these programs, selection is on a competitive basis. Interested individuals must follow the procedures in the nursing admission information packet, which is available in the nursing department, in the admissions office or on the college website. In order to be considered for admission in the fall, prospective students must complete the admission requirements by the first Friday in June. Those interested in admission in the spring must complete the admission requirements by the first Friday in October.

In order to graduate with a certificate or associate of science degree, students must obtain a grade of "C" or better in all nursing, biology and mathematics courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in clinical nursing courses.



In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to the certificate program on the college website (www.worwic.edu/nur).

*Practical Nursing
Certificate
ACT Admission Track
(Fall and Spring Admission Cohorts)*

<u>Fall (Fall Cohort) & Spring (Spring Cohort)</u>			<u>Credit Hours</u>
* NUR	101	Nursing Fundamentals	6
* NUR	115	Introduction to Nursing Pharmacology	1.5
◆* BIO	202	Anatomy and Physiology I	4
◆* MTH	152	Elementary Statistics	3
◆ SDV	100	Fundamentals of College Study	<u>1</u>
			15.5
<u>Spring (Fall Cohort) and Summer (Spring Cohort)</u>			
* NUR	110	Nursing in Society	.5
* NUR	111	Adult and Mental Health Nursing	6
◆* BIO	203	Anatomy and Physiology II	4
◆* ENG	101	Fundamentals of English I	3
◆ PSY	101	Introduction to Psychology	<u>3</u>
			16.5
<u>Summer (Fall Cohort) and Fall (Spring Cohort)</u>			
* NUR	121	Maternal-Child Nursing	6
◆* PSY	251	Human Growth and Development	<u>3</u>
			9

Practical Nursing
Certificate
GPA Admission Track
(Fall and Spring Admission Cohorts)

Pre-Nursing Courses

			<u>Credit Hours</u>
♦♦ BIO	202	Anatomy and Physiology I	4
♦♦ BIO	203	Anatomy and Physiology II	4
♦♦ ENG	101	Fundamentals of English I	3
♦♦ MTH	152	Elementary Statistics	3
♦ PSY	101	Introduction to Psychology	3
♦ SDV	100	Fundamentals of College Study	1
			18

Remaining Courses

Fall (Fall Cohort) & Spring (Spring Cohort)

* NUR	101	Nursing Fundamentals	6
* NUR	115	Introduction to Nursing Pharmacology	1.5
			7.5

Spring (Fall Cohort) & Summer (Spring Cohort)

* NUR	110	Nursing in Society	.5
* NUR	111	Adult and Mental Health Nursing	6
			6.5

Summer (Fall Cohort) & Fall (Spring Cohort)

* NUR	121	Maternal-Child Nursing	6
♦♦ PSY	251	Human Growth and Development	3
			9

Nursing

Associate of Science Degree
Direct Progression Pathway
(Fall and Spring ACT and GPA Admission Cohorts)

Fall (Fall Cohort) & Spring (Spring Cohort)

* NUR	216	Advanced Nursing Pharmacology	1.5
* NUR	222	Advanced Nursing I and Community Health	7
* NUR	255	Issues in Nursing	.5
♦♦ BIO	220	Microbiology	4
♦♦ ENG	151	Fundamentals of English II	3
			16

Spring (Fall Cohort) & Summer (Spring Cohort)

☆* NUR	223	Advanced Nursing II and Leadership/Management	7
♦ SOC	101	Introduction to Sociology	3
♦ SPH	101	Fundamentals of Oral Communication	
		or	
♦♦ SPH	200	Interpersonal Communication	3
			13

Nursing
Associate of Science Degree
LPN to ADN Pathway
(Fall and Spring Admission Cohorts)

Pre-ADN Courses

			<u>Credit Hours</u>
◆* BIO	202	Anatomy and Physiology I	4
◆* BIO	203	Anatomy and Physiology II	4
◆* ENG	101	Fundamentals of English I	3
◆* MTH	152	Elementary Statistics	3
◆* NUR	221	LPN to ADN Transition	4
◆ PSY	101	Introduction to Psychology	3
◆* PSY	251	Human Growth and Development	3
◆ SDV	100	Fundamentals of College Study	1
			25

Remaining Courses

Fall (Fall Cohort) & Spring (Spring Cohort)

* NUR	216	Advanced Nursing Pharmacology	1.5
* NUR	222	Advanced Nursing I and Community Health	7
* NUR	255	Issues in Nursing	.5
◆* BIO	220	Microbiology	4
◆* ENG	151	Fundamentals of English II	3
			16

Spring (Fall Cohort) & Summer (Spring Cohort)

☆* NUR	223	Advanced Nursing II and Leadership/Management	7
◆ SOC	101	Introduction to Sociology	3
◆ SPH	101	Fundamentals of Oral Communication	
	or		
◆* SPH	200	Interpersonal Communication	3
			13

* This course has a prerequisite.

☆ This course has a corequisite.

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

Occupational Therapy Assistant

Wor-Wic's occupational therapy assistant (OTA) program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Ln., Ste. 200, Bethesda, MD 20814-3449, 301-652-AOTA, (www.acoteonline.org). Graduates can take the national occupational therapy assistant certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the examination, graduates are certified as occupational therapy assistants (COTAs) and are eligible to apply for state licensure. Students interested in this program should be aware that being convicted of a felony could affect a graduate's ability to take the certification exam or obtain state licensure.

This associate of applied science degree program is designed to prepare graduates for jobs as occupational therapy assistants. OTAs help patients develop, recover and improve the skills needed for daily living and working. They are directly involved in providing therapy to patients under the direction of occupational therapists.

Students enrolled in this program obtain clinical experiences at a variety of local institutions, such as acute care hospitals, rehabilitation hospitals, long-term care facilities, day care centers, nursing facilities, mental health facilities, pediatric centers and school systems.

Due to the limited number of spaces available in this program, selection is on a competitive basis. Interested individuals must follow the procedures in the occupational therapy assistant admission information packet, which is available in the occupational therapy assistant department, in the admissions office or on the college website. In order to be considered for admission in the fall, prospective students must complete the admission requirements by the third Friday in June. In order to graduate with an associate of applied science degree, students must obtain a grade of "C" or better in all OTA and psychology courses.

Graduates of this program should be able to:

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

Occupational Therapy Assistant

Associate of Applied Science Degree

Pre-Occupational Therapy Assistant Courses

			<u>Credit Hours</u>
♦♦ BIO	202	Anatomy and Physiology I	4
♦♦ BIO	203	Anatomy and Physiology II	4
♦♦ ENG	101	Fundamentals of English I	3
♦♦ MTH	152	Elementary Statistics	3
♦ PSY	101	Introduction to Psychology	3
♦ SDV	100	Fundamentals of College Study	1
			18

Remaining Courses

<u>Fall</u>			
* OTA	101	Fundamentals of Occupational Therapy	3
* OTA	120	Analysis of Human Motion and Performance Across the Lifespan	3
* OTA	140	Medical Terminology and Documentation for OT	2
♦♦ PSY	251	Human Growth and Development	3
♦♦ PSY	252	Abnormal Psychology	3
			14

<u>Spring</u>			
* OTA	150	Pediatric Occupations	3
* OTA	160	OT Intervention for Pediatrics	3
* OTA	170	Assistive Technology: Across the Lifespan	2
* OTA	180	Activity Analysis: Occupational Performance Across the Lifespan	2
♦♦ ENG	151	Fundamentals of English II	3
			13

<u>Summer</u>			
* OTA	200	Adult and Geriatric Occupations	3
* OTA	210	OT Intervention for Physical Health Across the Lifespan	3
			6

<u>Fall</u>			
* OTA	220	Psychosocial Occupations	3
* OTA	230	OT Intervention for Psychosocial Health Across the Lifespan	3
* OTA	250	Professionalism, Ethics and Research Issues for OT	3
			9

<u>Spring</u>			
* OTA	260	Level II Internship I	4
* OTA	270	Level II Internship II	4
			8

* This course has a prerequisite.

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

Office Technology

Wor-Wic offers one associate of applied science degree and one certificate program.

The medical office assistant degree program is designed to prepare graduates for a wide variety of administrative positions. It prepares students for employment in the health care or medical insurance industry. In addition to general office skills, students are taught computer applications particular to the medical field, as well as medical terminology, records management and health information.

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

Graduates of the medical office assistant degree program should be able to:

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

In compliance with federal gainful employment disclosure requirements, Wor-Wic provides prospective students with on-time completion rates, median loan debt and other information related to the certificate programs on the college website (www.worwic.edu/oft).

Office Technology
Associate of Applied Science Degree
Medical Office Assistant

<u>First Year</u>			<u>Credit Hours</u>
<u>Summer II</u>			
SDV	100	Fundamentals of College Study	1
<u>Fall</u>			
○ OFT	104	Formatting and Typing	3
OFT	130	Introduction to Health Information Technology	3
* BMT	101	Introduction to Business	3
* ENG	101	Fundamentals of English I	3
* GEN	ED	Mathematics Requirement	<u>3-4</u>
			15-16
<u>Spring</u>			
* OFT	140	Medical Terminology	3
OFT	155	Word Processing	3
BIO	115	Introduction to Human Structure and Function	3
* ENG	151	Fundamentals of English II	3
SPH	101	Fundamentals of Oral Communication	<u>3</u>
			15
<u>Second Year</u>			
<u>Fall</u>			<u>Credit Hours</u>
* OFT	131	Basic Procedural Coding	3
* OFT	160	Introduction to Spreadsheets	3
OFT	162	Introduction to Database Design	3
○ OFT	165	Records Management	2
* BMT	220	Professional Practices	3
SDV	101	Career Development	<u>1</u>
			15
<u>Spring</u>			
* OFT	132	Basic Diagnostic Coding	3
*○ OFT	211	Medical Typing	3
* OFT	270	Medical Office Field Experience	2
GEN	ED	General Education Elective	3
GEN	ED	Social/Behavioral Science Requirement	<u>3</u>
			14



Office Technology
 Certificate
Office Assistant

			<u>Credit Hours</u>
○ OFT	104	Formatting and Typing	3
* OFT	155	Word Processing	3
* OFT	160	Introduction to Spreadsheets	3
○ OFT	162	Introduction to Database Design	3
* OFT	165	Records Management	2
* OFT	203	Administrative Processes	3
* ACT	100	Basic Accounting	3
SDV	100	Fundamentals of College Study	1
			21

○ This is a self-paced course.

* This course has a prerequisite.

Physical Therapist Assistant

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

This associate of applied science degree program provides students with the technical education required for graduates to work as PTAs, as well as the core principles, including self-responsibility and professionalism, that will allow them to work in physical therapy practice, administration or education. The curriculum is built upon the minimum required skills of physical therapist assistant graduates at entry-level, the normative model of physical therapist assistant education and documents on professionalism and ethical behavior of the American Physical Therapy Association (APTA), as well as the CAPTE requirements for physical therapist assistant program accreditation.

Due to the limited number of spaces available in this program, selection is on a competitive basis. Interested individuals must follow the procedures in the physical therapist assistant admission information packet, which is available in the physical therapist assistant department, in the admissions office or on the college website. In order to be considered for admission into the program that begins in the fall, prospective students must complete the admission requirements by the third Friday in June. In order to graduate with an associate of applied science degree, students must obtain a grade of "C" or better in all PTA courses.



Graduates of this program should be able to:

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

Physical Therapist Assistant
Associate of Applied Science Degree

Pre-Physical Therapist Assistant Courses

			<u>Credit Hours</u>
♦♦ BIO	202	Anatomy and Physiology I	4
♦♦ ENG	101	Fundamentals of English I	3
♦♦ MTH	152	Elementary Statistics	3
♦ PSY	101	Introduction to Psychology	3
♦ SDV	100	Fundamentals of College Study	<u>1</u>
			14

Remaining Courses

<u>Fall</u>			
* PTA	101	Introduction to Physical Therapist Assisting	2
* PTA	110	Therapeutic Procedures I	5
* PTA	120	Functional Anatomy and Biomechanics	3
♦♦ BIO	203	Anatomy and Physiology II	<u>4</u>
			14

<u>Spring</u>			
* PTA	130	Cardiopulmonary and Integumentary Issues	3
* PTA	140	Physical Agents	4
* PTA	150	Therapeutic Procedures II	4
* PTA	160	Foundations of Therapeutic Exercise	<u>2</u>
			13

<u>Summer</u>			
* PTA	180	Pathology for the PTA	2
* PTA	200	Ethics and Professional Issues	1
* PTA	210	Neurology for the PTA	4
* PTA	220	Clinical Practice I	<u>2</u>
			9

<u>Fall</u>			
* PTA	230	Special Populations	3
* PTA	240	Orthopedics for the PTA	4
* PTA	250	Advanced Issues	2
♦♦ ENG	151	Fundamentals of English II	<u>3</u>
			12

<u>Spring</u>			
* PTA	260	Clinical Practice II	4
* PTA	270	Clinical Practice III	<u>4</u>
			8

* This course has a prerequisite.

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

Radiologic Technology

Wor-Wic's radiologic technology program is nationally accredited by the Joint Review Committee on Education in Radiologic Technology. This associate of applied science degree program is designed to prepare graduates for jobs as radiologic technologists. Radiologic technologists use radiation to provide detailed images of the tissues, organs, bones and vessels of the human body, producing quality diagnostic examinations while providing essential patient care services. Radiologic technologists are employed in hospitals, clinics, private offices, industry, civil service, public health facilities and educational institutions. They can pursue careers in computed tomography, angiography, ultrasonography, nuclear medicine, radiation therapy, magnetic resonance imaging, mammography, cardiac catheterization, management or education.

Students enrolled in this program obtain clinical experiences at Peninsula Regional Medical Center, Peninsula Imaging, Peninsula Orthopaedic Associates and Your Doc's In in Salisbury, as well as at Atlantic General Hospital in Berlin and McCready Health in Crisfield. Individuals who successfully complete the program can take a certification and licensure examination in radiography administered by the American Registry of Radiologic Technologists (ARRT). State certification as a medical radiation technologist is required for employment in Maryland.

Wor-Wic also offers an opportunity for a hospital-trained registered radiologic technologist to obtain an associate of applied science degree by successfully completing 35 credit hours of course work and a simulated ARRT examination.

Due to the limited number of spaces available in this program, selection is on a competitive basis. Interested individuals must follow the procedures in the radiologic technology admission information packet, which is available in the radiologic technology department, in the admissions office or on the college website. In order to be considered for admission into the program that begins in the summer, prospective students must complete the admission requirements by the second Friday in May.



In order to graduate with an associate of applied science degree, students must obtain a grade of “C” or better in all radiologic technology, biology and mathematics courses. Students must also meet all clinical objectives and maintain current cardiopulmonary resuscitation certification while enrolled in the program.

Graduates of this program should be able to:

1. Demonstrate clinical competence;
2. Demonstrate critical thinking and problem solving skill proficiency in a variety of patient care contexts;
3. Demonstrate adherence to the standards of written and verbal English communication skills; and
4. Demonstrate professionalism and ethical behavior.

Radiologic Technology
Associate of Applied Science Degree
ACT Admission Track

<u>First Year</u>			<u>Credit Hours</u>
<u>Summer II</u>			
* RDT	101	Introduction to Radiologic Technology	2
* RDT	105	Introduction to Radiographic Positioning	3
◆* SDV	100	Fundamentals of College Study	<u>1</u>
			6
<u>Fall</u>			
* RDT	104	Principles of Exposure I	3
* RDT	109	Radiologic Nursing Procedures	4
* RDT	155	Radiographic Positioning and Clinical Practicum I	4
◆* ENG	101	Fundamentals of English I	3
◆* MTH	152	Elementary Statistics	<u>3</u>
			17
<u>Spring</u>			
* RDT	154	Principles of Exposure II	2
* RDT	205	Radiographic Positioning and Clinical Practicum II	4
* RDT	210	Radiographic Pathology	2
* RDT	211	Image Analysis	2
◆* BIO	202	Anatomy and Physiology I	<u>4</u>
			14
<u>Summer</u>			
* RDT	215	Clinical Practicum III	2
<u>Second Year</u>			
<u>Fall</u>			
* RDT	201	Radiation Protection and Radiobiology	2
* RDT	204	Principles of Exposure III	2
* RDT	255	Radiographic Positioning and Clinical Practicum IV	4.5
◆* BIO	203	Anatomy and Physiology II	4
◆* ENG	151	Fundamentals of English II	<u>3</u>
			15.5
<u>Spring</u>			
* RDT	256	Imaging Equipment and Operation	2
* RDT	257	Introduction to Sectional Anatomy and Computed Tomography	2
* RDT	275	Seminar in Radiography and Clinical Practicum V	4.5
◆* PSY	101	Introduction to Psychology	<u>3</u>
			11.5

Radiologic Technology
Associate of Applied Science Degree
GPA Admission Track

Pre-Radiologic Technology Courses

			<u>Credit Hours</u>
◆* BIO	202	Anatomy and Physiology I	4
◆* BIO	203	Anatomy and Physiology II	4
◆* ENG	101	Fundamentals of English I	3
◆* MTH	152	Elementary Statistics	3
◆ PSY	101	Introduction to Psychology	3
◆ SDV	100	Fundamentals of College Study	1
			18

Remaining Courses

Summer II

* RDT	101	Introduction to Radiologic Technology	2
* RDT	105	Introduction to Radiographic Positioning	3
			5

Fall

* RDT	104	Principles of Exposure I	3
* RDT	109	Radiologic Nursing Procedures	4
* RDT	155	Radiographic Positioning and Clinical Practicum I	4
			11

Spring

* RDT	154	Principles of Exposure II	2
* RDT	205	Radiographic Positioning and Clinical Practicum II	4
* RDT	210	Radiographic Pathology	2
* RDT	211	Image Analysis	2
◆* ENG	151	Fundamentals of English II	3
			13

Summer

* RDT	215	Clinical Practicum III	2
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Fall

* RDT	201	Radiation Protection and Radiobiology	2
* RDT	204	Principles of Exposure III	2
* RDT	255	Radiographic Positioning and Clinical Practicum IV	4.5
			8.5

Spring

* RDT	256	Imaging Equipment and Operation	2
* RDT	257	Introduction to Sectional Anatomy and Computed Tomography	2
* RDT	275	Seminar in Radiography and Clinical Practicum V	4.5
			8.5

* This course has a prerequisite.

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

Course Descriptions

Accounting

- ACT 101 Principles of Accounting I** (3 credits)
 This course offers a comprehensive study of basic accounting principles and procedures. Students record accounting transactions, prepare financial statements, apply internal controls, account for assets and liabilities, and utilize ratio analysis. *Hours: 39 lecture. Prerequisites: ENG 095 or ENG 097 and MTH 091 with grades of "C" or better, acceptable reading and mathematics placement test scores or permission of the department head. Usually offered in the fall and spring.*
- ACT 151 Principles of Accounting II** (3 credits)
 The focus of this course is on identifying the characteristics of corporations and recording transactions for the preparation, analysis and interpretation of financial statements. Included are elements of management accounting for planning, control, long-term strategy and decision making. Students identify characteristics of corporations and partnerships and complete accounting transactions related to the preparation and analysis of corporate financial statements. Students also apply management accounting techniques in the accounting control and decision-making process. *Hours: 39 lecture. Prerequisite: ACT 101 with a grade of "C" or better or permission of the department head. Usually offered in the fall and spring.*
- ACT 153 Microcomputer Accounting** (3 credits)
 This course covers set up, maintenance and recording accounting information using an accounting software package. The accounting cycle is completed by adjusting ledger accounts and performing year-end closing. Financial reports are created and modified. *Hours: 39 lecture. Prerequisites: ACT 100 or ACT 101 and OFT 160 with grades of "C" or better or permission of the department head. Materials fee: \$15. Usually offered in the fall.*
- ACT 223 Income Tax** (3 credits)
 This course offers an introduction to federal taxation. It provides an overview of the federal tax system, the determination of taxable income and the payment of taxes for the individual taxpayer. This course also provides an overview of the tax characteristics of business entities. Students determine the tax status, gross income, taxable income and tax liability of an individual taxpayer. Students also prepare an income tax return for a typical individual taxpayer. *Hours: 39 lecture. Prerequisite: ACT 101 with a grade of "C" or better or permission of the department head. Usually offered in the fall.*
- ACT 250 Payroll and Accounting Applications** (2 credits)
 This course provides students with an understanding of federal and state laws, including the Fair Labor Standards Act, Federal Insurance Contributions Act (FICA), income tax withholding laws, and federal and state unemployment acts that relate to the payment of wages and salaries in a business. *Hours: 26 lecture. Prerequisite: ACT 101 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

Art

ART 101 Introduction to Art History (3 credits)

This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present, focusing on Western civilization. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time. *Hours: 39 lecture and 1 field trip. Materials fee: \$40. Usually offered in the fall, spring and summer.*

ART 101H Introduction to Art History, Honors (3 credits)

This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present, focusing on Western civilization. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time. Additionally, students gain a heightened understanding of aesthetic evaluation by learning how symbolism, allusion and intertextuality play significant roles in the visual arts. This course frequently utilizes an interdisciplinary approach that incorporates geography, anthropology and literary analysis. Not only do students gain a deeper understanding of the major epochs of human expression, they develop the necessary skills to thoughtfully discuss, explicate and comprehend painting, sculpture and other forms of visual media. *Hours: 39 lecture and 1 field trip. Materials fee: \$40. Usually offered in the spring.*

Biology

BIO 099 Biology for Allied Health (1 credit)

This course can be taken concurrently with BIO 202. It offers learning opportunities that complement those in the BIO 202 lecture and lab. Students are introduced



to specific success strategies that they apply to the concepts of BIO 202 in a supportive, hands-on small lab group setting. Participation in this course is designed to improve learning skills, strengthen mastery of anatomy and physiology concepts and develop critical thinking skills. This course does not meet general education science requirements. *Hours: 15 lecture. Prerequisite: MTH 091 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall, spring and summer.*

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| BIO 101 | <p>Fundamentals of Biology (4 credits)</p> <p>This course is designed to acquaint students with the basic concepts of living organisms, including cell structure and function, metabolism, human and plant systems, genetics, evolution, adaptation and ecology. <i>Hours: 39 lecture and 26 laboratory. Laboratory fee: \$30. Usually offered in the fall, spring and summer.</i></p> |
| BIO 115 | <p>Introduction to Human Structure and Function (3 credits)</p> <p>This course provides an overview of the structure and function of the various systems of the human body. Emphasis is placed on how the structure of body organs and tissues complement their functions. The relationship between body systems is explored, as is their contribution to the functioning of the body as a complete unit. <i>Hours: 39 lecture. Usually offered in the fall and spring.</i></p> |
| BIO 120 | <p>Nutrition (3 credits)</p> <p>The biochemical and physiological aspects of the science of nutrition are explored. Basic principles of normal nutrition and the relationship of nutrition and health throughout the life cycle are studied. This course also covers therapeutic nutrition to meet the needs of individuals who require changes in dietary intake because of disease, stress, trauma, metabolic alterations or allergies. <i>Hours: 39 lecture. Usually offered in the fall, spring and summer.</i></p> |
| BIO 202 | <p>Anatomy and Physiology I (4 credits)</p> <p>This course offers an introduction to the structure and function of the human body, including cellular biology and histology. Systematic study involves homeostatic mechanisms of the integumentary, skeletal, muscular and nervous systems, including special senses. Laboratory study encompasses gross and microscopic anatomy of these systems, with dissection and selected experiments in physiology. <i>Hours: 39 lecture and 26 laboratory. Prerequisite: An acceptable biology placement test score or BIO 099 (can be taken concurrently with BIO 202). Laboratory fee: \$30. Usually offered in the fall, spring and summer.</i></p> |
| BIO 203 | <p>Anatomy and Physiology II (4 credits)</p> <p>This course is a continuation of BIO 202. The cardiovascular, respiratory, digestive, urinary and reproductive systems are studied. Endocrine relationships and homeostasis are stressed. Laboratory study involves gross and microscopic anatomy of these systems, with selected experiments in physiology. <i>Hours: 39 lecture and 26 laboratory. Prerequisite: BIO 202 with a grade of "C" or better. Laboratory fee: \$30. Usually offered in the fall, spring and summer.</i></p> |
| BIO 210 | <p>Biology: Concepts and Methods (4 credits)</p> <p>This course, which is intended for science majors, offers an introduction to the study of biology, focusing on how biologists know things and study the world of</p> |

life, with emphasis on cell biology, genetics, ecology and evolution. *Hours: 52 lecture and 26 laboratory. Prerequisite: MTH 099 with a grade of "C" or better, an acceptable mathematics placement test score or permission of the department head. Laboratory fee: \$30. Usually offered in the fall and spring.*

BIO 220 Microbiology (4 credits)
This course offers an introduction to the biology of microorganisms with emphasis on bacteria. General principles of microbial classification, morphology, physiology and genetics are covered, including the role of microorganisms in natural and disease processes of man. Current trends and topics are discussed. Laboratory study includes the basic use of the microscope and aseptic techniques in the observation, isolation, identification and control of selected bacteria. *Hours: 39 lecture and 39 laboratory. Prerequisite: BIO 101, BIO 202 or BIO 210 with a grade of "C" or better or permission of the department head. Laboratory fee: \$55. Usually offered in the fall, spring and summer.*

BIO 221 Zoology (4 credits)
This course, which is intended for science majors, offers an introduction to the study of biodiversity, structure and function of animals and animal-like protists, with an emphasis on evolutionary relationships. *Hours: 52 lecture and 26 laboratory. Prerequisite: BIO 210 with a grade of "C" or better or permission of the department head. Laboratory fee: \$30. Usually offered in the spring.*

Business

BMT 101 Introduction to Business (3 credits)
This course covers the role and function of the business enterprise within the U.S. economic framework. Students explore the internal and external environments that impact business organizations and the various forms of business ownership. Students study the responsibilities of functional groups that work together to achieve business success and evaluate real-life business situations. *Hours: 39 lecture. Prerequisite: ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

BMT 102 Marketing (3 credits)
This course covers the various activities that are required for businesses to successfully develop their products and services, bring them to the consumer, encourage sales and secure earnings. Students analyze marketing situations and recommend an appropriate marketing strategy. *Hours: 39 lecture. Usually offered in the fall and spring.*

BMT 115 International Business (3 credits)
This course examines the impact of international business on countries, small and large businesses, and individuals. The theoretical foundations of international business, culture and customs of various regions and countries, and the international business environment are explored. Students learn how business opportunities are analyzed, how market entrance approaches are determined and how the

global enterprise is managed. Examples of international cooperation and controversy are integrated throughout the course. *Hours: 39 lecture. Usually offered in the fall and spring.*

- BMT 125 Finance** (3 credits)
This course introduces students to finance and the management of financial resources. Capital investment techniques are used to make financial projections and business financing decisions. Students study the U.S. financial system and use financial techniques in the decision-making process to predict and analyze the results of different financial decisions. *Hours: 39 lecture. Usually offered in the fall and spring.*
- BMT 203 Organizational Communications** (3 credits)
This course enables students to apply the theories and processes of successful communications. The focus is on the use of effective communications for correspondence, presentations and interviews. Students plan and execute strategies for solving communication problems within organizations. *Hours: 39 lecture. Usually offered in the fall and spring.*
- BMT 204 Supervisory Development** (2 credits)
Students apply relevant theories and practices related to the effective management of people in organizations. *Hours: 26 lecture. Prerequisite: Permission of the department head. Usually offered in the spring.*
- BMT 205 Business Law** (3 credits)
This course presents the basic framework of commercial and administrative law. Students explore law as it relates to contracts, agency and employment, business torts and crimes, the organization of business ownership, product safety and liability, warranties, antitrust regulations, and real and personal property. *Hours: 39 lecture. Usually offered in the fall and spring.*
- BMT 220 Professional Practices** (3 credits)
This course is designed to develop the student's ability to integrate the technical and human relations skills necessary to succeed in today's business environment. The focus is on project management, maintaining a professional online presence, business ethics and professional communications, as well as effective team interactions and advanced presentation skills. *Hours: 39 lecture hours. Prerequisites: OFT 155 with a grade of "C" or better or permission of the department head. Usually offered in the fall and spring.*
- BMT 260 Business Management Field Experience** (2 credits)
In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 100 as an intern. Prerequisites: SDV 101 and permission of the department head. Usually offered in the fall and spring.*

Chemical Dependency Counseling

- CDC 101 Introduction to Chemical Dependency (3 credits)**
This course provides an introduction to human services and addictions, including the types of clients served, the duties of human service personnel, philosophy and dynamics of addictions treatment and an overview of state and community resources. Case studies are used to examine the development, identification, dynamics and recovery of addicts. *Hours: 39 lecture. Usually offered in the fall and spring.*
- CDC 151 Drug Classification and Pharmacology (3 credits)**
This course focuses on the classification of alcohol and other drugs, pharmacological effects of drugs, comorbidity of alcohol and other disorders, assessment and diagnostic techniques, and treatment settings and modalities. *Hours: 39 lecture. Prerequisite: CDC 101 with a grade of "C" or better. Usually offered in the fall and spring.*
- CDC 155 Counseling Ethics (3 credits)**
This course is designed to help students develop a personal framework for ethical action and become more effective in addressing ethical issues in the field of alcohol and drug dependency counseling. This course uses the ethical standards of Maryland's Board of Professional Counselors & Therapists and the National Association for Addiction Professionals to build a theoretical framework for approaching ethical dilemmas in a systematic way. It is intended to deepen the student's awareness of new and emerging ethical issues. *Hours: 39 lecture. Prerequisite: CDC 101 with a grade of "C" or better or permission of the department head. Usually offered in the fall and spring.*
- CDC 248 Group Therapy and Practice (3 credits)**
This course provides the student with an opportunity to apply the principles and techniques of group counseling and to develop skills as a group leader by leading role-played groups in a didactic setting. Topics include the principles of group counseling, client-group relationships, characteristic stages of groups, resolving difficulties and terminating the group. Several varieties of groups are explored, including groups for children, adults and the elderly. Specialized instruction focuses on addiction groups. *Hours: 39 lecture. Prerequisites: CDC 151, PSY 152 and PSY 202 with grades of "C" or better or permission of the department head. Usually offered in the fall and spring.*
- CDC 260 Practicum I (3 credits)**
In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 140 as an intern. Prerequisites: CDC 155, SDV 101 and permission of the department head. Corequisite: CDC 248. Insurance: \$24. Usually offered in the fall, spring and summer.*
- CDC 261 Practicum II (3 credits)**
In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is re-

quired to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 140 as an intern. Prerequisites: CDC 260 with a grade of "C" or better and permission of the department head. Insurance: \$24. Usually offered in the fall, spring and summer.*

Chemistry

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| CHM 101 | General Chemistry I (4 credits)
This course examines the fundamental laws of chemistry and atomic structure, with an emphasis on chemical calculations and quantitative relationships. <i>Hours: 39 lecture and 39 laboratory. Prerequisite: MTH 099, an acceptable mathematics placement test score or permission of the department head. Laboratory fee: \$30. Usually offered in the fall and spring.</i> |
| CHM 102 | General Chemistry II (4 credits)
This course is a continuation of CHM 101, including chemical equilibrium, electrochemistry and organic chemistry. <i>Hours: 39 lecture and 39 laboratory. Prerequisite: CHM 101 with a grade of "C" or better or permission of the department head. Laboratory fee: \$30. Usually offered in the spring and summer.</i> |
| CHM 201 | Organic Chemistry I (4 credits)
This course involves the systematic study of the compounds of carbon, including their organization, preparation and typical reactions. Classes of compounds studied include aliphatic and aromatic hydrocarbons. <i>Hours: 39 lecture and 39 laboratory. Prerequisite: CHM 102 with a grade of "C" or better or permission of the department head. Laboratory fee: \$30. Usually offered in the fall and spring.</i> |
| CHM 202 | Organic Chemistry II (4 credits)
This course is a continuation of CHM 201 and the study of carbon compounds, including acid derivatives, aldehydes, ketones, amines and phenols. The focus is on the mechanism and stereochemistry of organic reactions. <i>Hours: 39 lecture and 39 laboratory. Prerequisite: CHM 201 with a grade of "C" or better or permission of the department head. Laboratory fee: \$30. Usually offered in the spring.</i> |

Computer-Aided Drafting

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| CAD 140 | Computer-Aided Drafting I (3 credits)
This course begins the in-depth study of the fundamentals of computer-aided drafting through the use of AutoCAD. Topics include commands, coordinates, undoing and altering, moving and duplicating, arrays, viewports, file maintenance, editing and templates for 2-D. Also included are dimensioning and geometric tolerances, measurement and calculations, the creation of a library for symbols and attributes, plotting and printing. Keyboarding and Windows operating system skills are recommended. <i>Hours: 13 lecture and 39 laboratory. Laboratory fee: \$30. Usually offered in the fall and spring.</i> |
| CAD 150 | Computer-Aided Drafting II (3 credits)
This course continues the in-depth study of computer-aided drafting using AutoCAD. Topics include viewports, 3-D, wireframe and surface modeling, X/Y/Z co- |

ordinates, 3-D space and revolutions, creating and editing in 3-D, 2-D regions, solid modeling and AutoCAD Boolean operations. Also included are the downstream benefits of mass properties generation, detail drafting, finite element analysis, fabrication of physical parts, the AutoLISP programming language for graphic applications, object linking and embedding. *Hours: 13 lecture and 39 laboratory. Prerequisite: CAD 140 or permission of the department head. Laboratory fee: \$30. Usually offered in the spring.*

CAD 210 Residential and Commercial Drafting with CAD (3 credits)

This course covers the geometrical, aesthetic, historical, functional, environmental and construction-related aspects of buildings. Drafting standards and reading drawings for trade information are included. Drawings are made for light commercial and residential construction, including project assembly techniques, building materials, problem solving, site plans, floor plans, electrical and mechanical systems, and construction schedules. *Hours: 26 lecture and 26 laboratory. Prerequisite: CAD 150 or permission of the department head. Laboratory fee: \$30. Usually offered in the fall.*

CAD 220 Architectural Design Project with CAD (3 credits)

This course focuses on the use of computer-aided architectural software to complete a design project on a commercial or residential building from preliminary program to finished rendering. Contemporary issues and trends in the industry, environmental sensitivity, accessibility for the physically challenged, alternate energy sources, hurricane protection and professionalism in the construction and architectural industries are covered. *Hours: 26 lecture and 26 laboratory. Prerequisite: CAD 210 or permission of the department head. Laboratory fee: \$30. Usually offered in the spring.*

Computer Studies

CMP 100 Introduction to Computers (1 credit)

This course familiarizes students with the general operation of computers for business and academic use. Through hands-on exercises, students learn the skills required to navigate and customize the operating system, perform file management operations, navigate a learning management system and search the web and academic databases. Students also acquire the skills needed to utilize common applications such as email, word processing and presentation software. Keyboarding skills are recommended. *Hours: 13 lecture. Materials fee: \$15. Usually offered in the fall and spring.*

CMP 104 Introduction to Programming (3 credits)

This course introduces students to the basic principles of programming, object-oriented concepts and terminology. Using an industry-appropriate and current programming language, students are introduced to the concepts of decision, repetition, objects, classes, inheritance and polymorphism with an easy-to-use and entertaining programming language. *Hours: 26 lecture and 26 laboratory. Laboratory fee: \$25. Usually offered in the fall and spring.*

- CMP 107 Windows Operations** (2 credits)
 This course focuses on the use of the Microsoft Windows operating system in an enterprise environment. An in-depth analysis of the operating system is conducted, including system images, basic networking, security and troubleshooting. Reading and analytical skills needed by computer support technicians are emphasized in this course. *Hours: 26 lecture and 26 laboratory. Laboratory fee: \$25. Usually offered in the fall and spring.*
- CMP 115 Fundamentals of Computer Architecture** (3 credits)
 This course covers the basic organization and design of computers. Topics include the organization and function of central processing units (CPUs), memory, bus structures, input/output devices, operating systems, application software and networks. *Hours: 26 lecture and 26 laboratory. Laboratory fee: \$25. Usually offered in the fall and spring.*
- CMP 120 Operating Systems** (2 credits)
 This course introduces single-board computing that students use to design and develop practical “Internet of Things” (IoT) devices for machine-to-machine (M2M) communications while learning programming and computer hardware. The focus is on the administration, configuration, use and maintenance of a Linux- and mobile-based operating system. *Hours: 13 lecture and 39 laboratory. Prerequisite: CMP 104. Laboratory fee: \$25. Usually offered in the spring.*
- CMP 130 Introduction to Web Development** (3 credits)
 This course covers the principles of creating hypertext markup language (HTML) for webpages and the elements used to create them. Cascading style sheets (CSS) are introduced to add style to webpages and to create enhanced visual effects. Responsive formatting techniques are introduced to make the site adaptable. This course covers the fundamental elements needed to create webpages. Students design and build a website using current technology. *Hours: 26 lecture and 26 laboratory. Laboratory fee: \$25. Usually offered in the fall and spring.*
- CMP 141 Introduction to Game Development** (3 credits)
 This course introduces students to the concepts of video game development. Students engage in the creative process of video game development with a focus on quality outputs. Topics covered include the history of game development, mechanics, genres, processes and quality. This course also covers the workflow of developing a video game from beginning to end. *Hours: 26 lecture and 26 laboratory. Corequisite: CMP 104. Laboratory fee: \$25. Usually offered in the fall.*
- CMP 142 Game Engines I** (3 credits)
 This course introduces the process of developing games utilizing existing game development platforms. A current industry-standard development platform is used for various game development tasks. Students examine the creation of design documents and the development of prototypes. Key concepts such as game play, game mechanics and game engine programming are addressed. *Hours: 26 lecture and 26 laboratory. Prerequisite: CMP 141 or permission of the department head. Laboratory fee: \$25. Usually offered in the spring.*

- CMP 150 Introduction to Networking** (3 credits)
This course provides a background to networks and how they are used. This course covers how local area networks (LANs) are managed, the types of LANs available today and the software that LANs use. Students are also introduced to the concepts of wide area networks. *Hours: 26 lecture and 26 laboratory. Prerequisite: CMP 115 or permission of the department head. Laboratory fee: \$25. Usually offered in the spring.*
- CMP 210 Programming Structures and Applications** (4 credits)
This course offers an introduction to the theory of programming structures and problem analysis to solve common computer problems. Problem-solving applications are developed using an object-oriented programming language. *Hours: 26 lecture and 52 laboratory. Prerequisites: CMP 104. Laboratory fee: \$25. Usually offered in the fall.*
- CMP 215 Website Design and Development** (4 credits)
This course builds on CMP 130 to further expand student skills in hypertext markup language (HTML) and cascading style sheets (CSS). Students are also introduced to web scripting for website enhancements, a current content management system (CMS) for managing content, and developing and customizing a website. Image editing for the web is used for creating graphics for websites. *Hours: 26 lecture and 52 laboratory. Prerequisites: CMP 104 and CMP 130, or permission of the department head. Laboratory fee: \$25. Usually offered in the fall.*
- CMP 225 Data Communications and Networking** (4 credits)
This course covers the operations of computer networks and network operating systems. Documentation and network best practices are emphasized. This course provides students with hands-on experience in accessing computer networks. *Hours: 26 lecture and 52 laboratory. Prerequisite: CMP 150 or permission of the department head. Laboratory fee: \$25. Usually offered in the fall.*
- CMP 230 Advanced Web Solutions** (4 credits)
This course covers advanced topics in web development. Custom website functionality, such as plugins and/or widgets, is covered. Using a web-based programming language and database concepts, students create web applications that increase website functionality and satisfy business requirements. *Hours: 26 lecture and 52 laboratory. Prerequisite: CMP 215. Laboratory fee: \$25. Usually offered in the spring.*
- CMP 241 Game Engines II** (4 credits)
This course builds on the topics covered in CMP 142. Students continue utilizing existing game development platforms to perform more advanced tasks. Students examine the creation of design documents and the development of playable prototypes. Key concepts such as game world development, game character development, level development and level balancing are addressed. *Hours: 26 lecture and 52 laboratory. Prerequisite: CMP 142 or permission of the department head. Laboratory fee: \$25. Usually offered in the fall.*

- CMP 242 Game Development Capstone** (4 credits)
This course is the capstone for the game development transfer degree program. Students are expected to design and develop a working game prototype. Students develop a proposal, explain the proposal to the instructor and to the class, and then complete the plan outlined in the proposal to create a working game. *Hours: 26 lecture and 52 laboratory. Prerequisite: CMP 241. Laboratory fee: \$25. Usually offered in the spring.*
- CMP 245 Computer and Network Security** (3 credits)
This course covers the principles of computer system security, with a focus on network security. Topics include network attacks and defenses, application security (e.g., web, email and databases), viruses, social engineering attacks, privacy, digital rights management, authentication methods, access control, cryptography, public key infrastructure, identifying attacks and vulnerabilities, and wireless network security. Students also learn about security procedures to protect data in computer environments, the effects of viruses and ethical issues raised by computer security in the business world. *Hours: 26 lecture and 26 laboratory. Prerequisite: CMP 150 or permission of the department head. Laboratory fee: \$25. Usually offered in the fall.*
- CMP 246 Web-Based Management** (3 credits)
This course provides an opportunity for students to examine social networks, social media and online advertising techniques for improving web presence. Students also explore technical and creative elements to create organic search engine optimization (SEO) to improve ranking, drive traffic and increase awareness in search engines. Students identify web-based marketing opportunities and recommend an appropriate web-based management strategy. *Hours: 39 lecture. Prerequisite: CMP 130 or permission of the department head. Usually offered in the spring.*
- CMP 247 Advanced Topics in Information Technology** (4 credits)
This course exposes students to advanced networking topics not covered in previous networking courses. Advanced topics covering the latest advances in networking and best practices are explored. Students work individually and in group settings on advanced networking projects to enhance their knowledge. *Hours: 39 lecture and 26 laboratory. Prerequisite: CMP 225 or permission of the department head. Usually offered in the spring.*
- CMP 255 Database Design and Management** (4 credits)
This course emphasizes database interaction with Structured Query Language (SQL) and MySQL, the fundamentals of programming with databases, application techniques and security -- skills that are the foundation to managing database-backed websites or any relational database application. Students gain practical experience in the laboratory through a database application language. *Hours: 26 lecture and 52 laboratory. Prerequisites: CMP 104 and CMP 130 or permission of the department head. Laboratory fee: \$25. Usually offered in the fall.*
- CMP 259 Computer and Network Support Capstone** (4 credits)
This is the capstone course for the computer and network support technology degree program. Advanced projects, such as real world network proposals and se-

curity analysis reports, are employed to enhance the student's analytical skills. Students demonstrate proficiency in various areas of computer networking, security and support. *Hours: 26 lecture and 52 laboratory. Prerequisites: CMP 225 and permission of the department head. Laboratory fee: \$25. Usually offered in the spring.*

- CMP 260 **Computer Technology Field Experience** (2 credits)
In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 100 as an intern. Prerequisites: SDV 101 and permission of the department head. Usually offered in the fall, spring and summer.*

Criminal Justice

- CMJ 102 **Introduction to Criminal Justice** (3 credits)
This course examines the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and operations of local, state and federal agencies are covered with a criminal justice career orientation. *Hours: 39 lecture. Usually offered in the fall and spring.*
- CMJ 103 **Police Operations** (3 credits)
This course provides an understanding of the duties, authority, responsibilities and rights of the uniformed police officer. Emphasis is on the function of the patrol officer as it relates to criminal investigation, intelligence, vice units and traffic administration. *Hours: 39 lecture. Usually offered in the fall.*
- CMJ 104 **Criminal Law** (3 credits)
This course examines substantive criminal law as it is applied to local, state and federal systems. Crimes as prosecuted in a court of law are examined. Court decisions are used to address various sources and types of criminal laws. *Hours: 39 lecture. Usually offered in the fall.*
- CMJ 105 **Introduction to Forensic Science** (3 credits)
This course introduces the student to the scientific discipline directed at the recognition, identification and evaluation of physical evidence through the application of the natural sciences to criminal investigation. Emphasis is placed on the role of the forensic scientist. This course includes laboratory study designed to reinforce important forensic skills. *Hours: 26 lecture and 26 laboratory. Laboratory fee: \$60. Usually offered in the fall.*
- CMJ 151 **Police Administration** (3 credits)
This course is a study of police administration, including the organizational structure, function and theory related to the practice of policy management. *Hours: 39 lecture. Usually offered in the fall.*

- CMJ 152 **Law Enforcement and the Community** (3 credits)
 This course focuses on the relationship between police and the community with recommendations for ways of working together to reduce crime. Emphasis is placed on policing in a culturally-diverse society. *Hours: 39 lecture. Usually offered in the spring.*
- CMJ 155 **Ethics in Criminal Justice** (3 credits)
 This course examines the difficult decisions that criminal justice professionals make in an environment of competing interests. The decision making of criminal justice professionals can be impacted by ethical dilemmas. Emphasis is placed on addressing moral issues and concerns of our justice process in personal, social and criminal justice contexts. *Hours: 39 lecture. Usually offered in the spring.*
- CMJ 161 **Correctional Operations** (3 credits)
 This course provides students with an understanding of the duties, authority, responsibilities and rights of the correctional officer. The history and philosophy of correctional practices and their effect on the contemporary officer are examined. Also covered are the basic organization and objectives of a correctional department. *Hours: 39 lecture. Usually offered in the fall.*
- CMJ 165 **Introduction to Correctional Law** (3 credits)
 This course provides students with a history of the legal and procedural aspects of correctional law. Topics include the evolution of the prisoner's rights and the topical issues related to the liability of personnel working in the correctional system. *Hours: 39 lecture. Usually offered in the fall.*
- CMJ 166 **Probation and Parole** (3 credits)
 This course covers the principles of parole and probation as a governmental function at the federal, state and local levels. It examines the role of the probation and parole officer within the rehabilitation process and the criminal justice system as a whole. *Hours: 39 lecture. Usually offered in the spring.*
- CMJ 201 **Evidence and Procedure** (3 credits)
 This course examines the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions related to admissibility is emphasized. *Hours: 39 lecture. Usually offered in the spring.*
- CMJ 202 **Preliminary Investigation, Interviewing and Report Preparation** (3 credits)
 This course acquaints students with the basic principles of preliminary investigation and the psychology of victims, complainants, witnesses and suspects. The basic purposes and principles of police reports, search and seizure warrants and various types of record systems are discussed. Practical exercises are required. *Hours: 39 lecture. Prerequisite: ENG 101 or permission of the director of criminal justice. Usually offered in the fall.*

- CMJ 211 **Correctional Administration** (3 credits)
This course examines the administration of the correctional system, including the organizational structure, function and theory related to the practice of corrections administration. *Hours: 39 lecture. Usually offered in the fall.*
- CMJ 251 **Criminal Investigation** (3 credits)
This course covers the fundamental principles and procedures employed in the investigation of a crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information and the procedures necessary for the proper handling of evidence. This course is designed to develop a working knowledge of the steps of investigation beginning with the initial security of the crime scene and concluding with the presentation of evidence and proper testimony in court. Laboratory experiences are designed to reinforce the material covered in class lectures. *Hours: 26 lecture and 26 laboratory. Laboratory fee: \$25. Usually offered in the spring.*
- CMJ 252 **Traffic and Public Safety** (3 credits)
This course is designed to explore the limitations and problems that confront police officers in the performance of their duties as part of the total highway safety effort. Students are introduced to the responsibilities of the police in traffic service. Alcohol enforcement and officer survival are emphasized. *Hours: 39 lecture. Usually offered in the spring.*
- CMJ 256 **Crime Scene Investigation** (3 credits)
This course provides a practical hands-on approach to evidence identification, documentation, collection and handling, from the crime scene to the crime laboratory to presentation in court. This course includes laboratory study designed to reinforce important forensic and investigative skills. *Hours: 26 lecture and 26 laboratory. Prerequisite: CMJ 251 or permission of the director of criminal justice. Laboratory fee: \$25. Usually offered in the spring.*
- CMJ 260 **Criminal Justice Field Experience** (2 credits)
In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 100 as an intern. Prerequisite: Permission of the director of criminal justice. Usually offered in the fall, spring and summer.*

Economics

- ECO 151 **Principles of Macroeconomics** (3 credits)
This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students examine how an economy allocates and uses resources, and they evaluate its economic condition. Students investigate different markets and the relationships among the markets. Students also study the interdependency of

global economies. *Hours: 39 lecture. Prerequisite: ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

- ECO 201 **Principles of Microeconomics** (3 credits)
 This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students apply an economic perspective to questions that firms and households must answer before making decisions. Students also study the interdependency of global economies. *Hours: 39 lecture. Prerequisite: ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

Education

- EDU 101 **Introduction to Early Childhood Education** (3 credits)
 This course provides a conceptual framework for understanding the role of the early childhood education professional and services in the field of educating children from birth through the age of eight. It examines the profession of early childhood education in the context of historical, philosophical and social influences and current trends, issues and practices. *Hours: 39 lecture and 15 observation. Usually offered in the fall and spring.*
- EDU 102 **Child Development** (3 credits)
 This course reviews the cognitive, social, physiological and psychological growth and development of children from birth through the age of 14. Together, EDU 102 and 103 meet the 90 hours of approved training for senior staff members required by the child care administration of the Maryland Department of Human Resources. *Hours: 39 lecture. Usually offered in the fall and spring.*
- EDU 103 **Preschool Child Care** (3 credits)
 This course covers the design and implementation of the preschool curriculum. Specific consideration is given to language development, mathematics, science and the arts. Together, EDU 102 and 103 meet the 90 hours of approved training for senior staff members required by the child care administration of the Maryland Department of Human Resources. *Hours: 39 lecture and 15 observation. Prerequisites: EDU 101 and EDU 102 with grades of "C" or better. Usually offered in the spring.*
- EDU 151 **Infant and Toddler Care** (3 credits)
 This course is an introduction to the field of infant and toddler child care in family care and group care settings. The design and implementation of age-appropriate activities and routines for infants and toddlers are explored. *Hours: 39 lecture. Prerequisite: EDU 102 with a grade of "C" or better. Usually offered in the spring.*
- EDU 152 **School-Age Group Child Care** (3 credits)
 This course is an introduction to school-age child care. The design and implementation of age-appropriate activities and routines for children from age five through eight are explored. *Hours: 39 lecture. Prerequisite: EDU 102 with a grade of "C" or better. Usually offered in the spring.*



- EDU 153 **Child Health, Safety and Nutrition** (3 credits)
This course focuses on assessing the health and safety of young children, with an emphasis on preventive health maintenance and nutritional requirements. *Hours: 39 lecture. Prerequisite: EDU 102 with a grade of "C" or better. Usually offered in the spring.*
- EDU 155 **Foundations of Education** (3 credits)
This course, which covers the major developments in the history of American education, offers a comprehensive overview of the historical, philosophical, sociological, political and legal foundations of education. Emphasis is placed on the structure and organization of schools, roles of classroom teachers, influences on teaching and learning, diversity, and contemporary educational policy and issues. *Hours: 39 lecture and 15 observation. Usually offered in the fall and spring.*
- EDU 156 **Educational Psychology** (3 credits)
This course covers the basic theories of learning and teaching and the application of theory to educational environments. Content includes the adaptation of the concepts of behavioral, cognitive and constructivist learning theories to teaching and managing an effective learning environment. Units of study also include the principles of motivation, classroom management and assessment of student performance. *Hours: 39 lecture and 15 observation. Prerequisites: EDU 155 and PSY 101 with grades of "C" or better or permission of the department head. Usually offered in the fall.*

- EDU 201 Foundations of Reading** (3 credits)
This course examines the theories, processes and acquisition of reading and language arts as well as cognitive, linguistic, social and physiological factors involved in oral and written language development. This course meets the “early childhood, elementary and special education -- process and acquisition of reading” requirement of the Maryland State Department of Education. *Hours: 39 lecture. Prerequisites: EDU 102 and ENG 101 (for early childhood education students) or EDU 102 or PSY 251, and ENG 101 (for elementary education students), with grades of “C” or better. Usually offered in the fall.*
- EDU 204 Center Management** (3 credits)
This course covers management practices and the administrative functions of center directors. Focus is placed on listening, facility operation and management, as well as legal, financial and personnel issues. *Hours: 39 lecture. Prerequisite: EDU 101 with a grade of “C” or better or permission of the department head. Usually offered in the spring.*
- EDU 205 Children’s Literature** (3 credits)
This course focuses on the study of classic and contemporary literature for children, with an emphasis on selecting and incorporating a wide variety of literature into the curricula for young children. This course satisfies the general education arts and humanities requirement only for students enrolled in the early childhood education associate of arts in teaching degree program. *Hours: 39 lecture. Prerequisite: ENG 151 with a grade of “C” or better. Usually offered in the fall.*
- EDU 210 Effective Teaching Methodology** (3 credits)
This course introduces students to a broad spectrum of instructional methodologies used in today’s classrooms and to frameworks that will guide their instructional decisions. Topics include teaching strategies, classroom interactive procedures, principles of instruction and the adaptation of instruction to diverse populations. Students are taught how to design instruction to meet the needs of diverse student populations and to apply instructional techniques to manage and teach these children. This course meets the Maryland State Department of Education requirement for individuals seeking recertification and is intended for secondary content-area, special education and N-12 teachers. *Hours: 39 lecture. Prerequisites: EDU 101, EDU 102 and EDU 103 (for early childhood education students) or EDU 155 and EDU 156 (for elementary and secondary education students) with grades of “C” or better, or permission of the department head. Usually offered in the spring.*
- EDU 214 Classroom Assessment of Students** (3 credits)
This course provides balanced coverage of contemporary issues concerning classroom assessment. The emphasis is on real-world applications of student assessment using mainstream assessment principles. The subject matter covers a broad range of educational settings, including classroom teaching, school administration, school counseling, special education and related special services for students with special needs. Measurement concepts and tools are presented, focusing on the development of an understanding of the range of products available for student assessment, interpreting results and maintaining alignment with learning goals. *Hours: 39 lecture. Prerequisite: Permission of the department head. Usually offered in the spring.*

- EDU 251 **Introduction to Special Education** (3 credits)
This course is an introduction to the field of special education in which various historical and theoretical aspects of the psychological, sociological, intellectual, emotional and physical characteristics of exceptional children are explored. Contributions of research to program development, educational approaches and the application of developmentally-appropriate classroom materials and instructional techniques are designed to help prepare practitioners to teach effectively in a pluralistic society. This course meets the special education requirement of the Maryland State Department of Education. *Hours: 39 lecture and 15 observation. Prerequisites: EDU 101, EDU 102 and PSY 101 (for early childhood education students) or EDU 155 and PSY 101 (for elementary and secondary education students) with grades of "C" or better. Usually offered in the spring.*
- EDU 252 **Family and Community Relations** (3 credits)
This course covers the parent-school partnership and home-school participation. Students practice techniques to help parents, teachers and the community use and coordinate their resources. *Hours: 39 lecture. Prerequisite: EDU 101 with a grade of "C" or better. Usually offered in the spring.*
- EDU 260 **Early Childhood Education Field Experience** (3 credits)
In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 140 as an intern. Prerequisites: EDU 153 with a grade of "C" or better and permission of the department head. Insurance: \$24. Usually offered in the fall, spring and summer.*

Emergency Medical Services

- EMS 101 **Emergency Medical Technician I** (4 credits)
This course covers the theory and techniques of basic emergency care in the pre-hospital setting and follows the EMT curriculum guidelines of the U.S. Department of Transportation. Topics include EMS systems, the National Incident Management System (NIMS), roles and responsibilities, medical, legal concepts, patient assessment, airway management, CPR, automated external defibrillation, communication and proper documentation. *Hours: 43 lecture and 36 laboratory. Course fee: \$80. Laboratory fee: \$55. Usually offered in the fall and spring.*
- EMS 151 **Emergency Medical Technician II** (4 credits)
This course covers the theory and techniques of basic emergency care in the pre-hospital setting and follows the EMT curriculum guidelines of the U.S. Department of Transportation. Topics include musculoskeletal trauma, soft tissue trauma, bleeding and shock, cardiology, respiratory, diabetes, allergic reactions, gastrointestinal complaints, toxicology, environmental and behavioral patients, obstetrics and gynecology, pediatrics, triage, ambulance operations and hazmat operations. After successfully completing EMS 101 and 151, students are eligible for

Maryland and national registry testing for EMT-B. *Hours: 43 lecture, 36 laboratory and 16 field experience. Prerequisite: EMS 101 with a grade of "C" or better within the past two academic years. Course fee: \$80. Laboratory fee: \$55. Usually offered in the fall and spring.*

- EMS 201 **Introduction to Advanced EMS Practice** (3 credits)
 This course introduces students to the preparatory information needed to work as advanced EMS providers. Topics include the roles, responsibilities and well being of the EMT-I and EMT-P, illness and injury prevention, medical and legal issues, ethics, general principles of pathophysiology, pharmacology, venous access and medication administration, therapeutic communications, life span development and airway management. *Hours: 39 lecture. Prerequisites: ENG 095 or ENG 097 and permission of the department head. Course fee: \$60. Usually offered in the summer.*
- EMS 207 **Patient Assessment and Trauma Emergencies I** (3 credits)
 This course provides students with patient assessment skills needed to appropriately assess, triage and treat patients with medical, traumatic and emotional injuries and illnesses. Topics in trauma include trauma systems, mechanism of injury, hemorrhage and shock, burns and thoracic injuries. *Hours: 39 lecture, 24 laboratory and 24 clinical. Prerequisite: EMS 201 with a grade of "C" or better or permission of the department head. Course fee: \$60. Laboratory fee: \$55. Insurance: \$52. Usually offered in the fall.*
- EMS 208 **Emergency Cardiology** (3 credits)
 This course is designed to prepare students to manage cardiovascular emergencies most often seen by advanced EMS providers. Topics include three-lead and 12-lead electrocardiogram (ECG) interpretation, ECG dysrhythmia management, acute myocardial infarction, advanced coronary syndromes and stroke. *Hours: 39 lecture, 24 laboratory and 24 clinical. Prerequisite: EMS 201 with a grade of "C" or better or permission of the department head. Course fee: \$60. Laboratory fee: \$55. Usually offered in the fall.*
- EMS 212 **Medical Emergencies I** (3 credits)
 This course prepares students to manage medical emergencies most commonly seen by advanced EMS providers. Topics include physiology, pathophysiology and anatomy of the pulmonary system, cardiovascular system, neurology, endocrinology, allergies and anaphylaxis, toxicology, and environmental and behavioral emergencies. *Hours: 26 lecture, 36 laboratory and 36 clinical. Prerequisites: EMS 207 and EMS 208 with grades of "C" or better or permission of the department head. Course fee: \$60. Laboratory fee: \$55. Insurance: \$52. Usually offered in the spring.*
- EMS 213 **Special Populations I** (3 credits)
 This course prepares students to effectively triage, assess and treat the numerous types of special emergencies encountered by advanced EMS providers. Topics include gynecology, obstetrics, neonatology, pediatrics, geriatrics and assessment-based management. *Hours: 26 lecture, 36 laboratory and 36 clinical. Prerequisites: EMS 207 and EMS 208 with grades of "C" or better or permission of the department head. Course fee: \$60. Laboratory fee: \$55. Usually offered in the spring.*



- EMS 215 **Preparation for EMT-I Certification** (1 credit)
This course provides students with a comprehensive review and synthesis of the factual, conceptual and technical foundations required to successfully pass the licensure examination of the National Registry of Emergency Medical Technicians -- Intermediate. *Hours: 26 laboratory. Prerequisite: EMS 212 with a grade of "C" or better or permission of the department head. Course fee: \$20. Laboratory fee: \$30. Usually offered in the spring.*
- EMS 240 **Crisis Operations** (2 credits)
This course prepares students to effectively manage stressful emergencies such as mass casualty accidents. Topics include resource management, ambulance operations, medical incident command, rescue awareness, hazardous materials incidents and crime scene awareness. *Hours: 26 lecture and 16 laboratory. Prerequisites: BIO 115 (can be taken concurrently with EMS 240) and permission of the department head. Course fee: \$40. Laboratory fee: \$55. Materials fee: \$100. Usually offered in the fall.*
- EMS 241 **Trauma Emergencies II** (2 credits)
This course is designed to prepare students to manage traumatic emergencies most often seen by advanced EMS providers. Topics include head and facial trauma, musculoskeletal trauma and abdominal trauma. *Hours: 13 lecture, 24 laboratory and 24 clinical. Prerequisite: EMS 240 with a grade of "C" or better or permission of the department head. Course fee: \$40. Laboratory fee: \$55. Insurance: \$52. Usually offered in the fall.*

- EMS 242 **Medical Emergencies II** (3 credits)
 This course prepares students to manage medical emergencies most commonly seen by paramedics. Topics include the renal system and urology, hematology, environmental conditions, infectious and communicable diseases, and psychiatric disorders. *Hours: 26 lecture, 36 laboratory and 36 clinical. Prerequisites: EMS 240 and EMS 241 with grades of "C" or better or permission of the department head. Course fee: \$60. Laboratory fee: \$55. Insurance: \$52. Usually offered in the spring.*
- EMS 243 **Special Populations II** (1 credit)
 This course is designed to prepare students to effectively triage, assess and treat the numerous types of special emergencies encountered by paramedics, including abuse and assault, patients with special challenges and acute interventions for the chronic care patient. *Hours: 13 lecture, 16 laboratory and 16 clinical. Prerequisites: EMS 240 and EMS 241 with grades of "C" or better or permission of the department head. Course fee: \$20. Laboratory fee: \$55. Usually offered in the spring.*
- EMS 255 **Preparation for EMT-P Certification** (2 credits)
 This course provides students with a comprehensive review and synthesis of the factual, conceptual and technical foundations required to successfully pass the certification examination of the National Registry of Emergency Medical Technicians -- Paramedic. *Hours: 26 lecture. Prerequisite: EMS 242 with a grade of "C" or better or permission of the department head. Course fee: \$40. Materials fee: \$30. Usually offered in the spring.*
- EMS 261 **EMT-I Field Experience** (2 credits)
 In order to obtain an actual training experience, the student secures or is placed in an approved ambulance unit or company designated as an Advanced Life Support Program unit by the Maryland Institute for Emergency Medical Services Systems (MIEMSS). Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 100 as an intern, with a minimum of 75 runs. Prerequisites: EMS 207 and EMS 208 with grades of "C" or better or permission of the department head. Course fee: \$40. Usually offered in the summer and fall.*
- EMS 262 **EMT-P Field Experience** (2 credits)
 In order to obtain an actual training experience, the student secures or is placed in an approved ambulance unit or company designated as an Advanced Life Support Program unit by the Maryland Institute for Emergency Medical Services Systems (MIEMSS). Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 100 as an intern, with a minimum of 75 runs. Prerequisites: EMS 240, EMS 241 and EMS 261 with grades of "C" or better or permission of the department head. Course fee: \$40. Usually offered in the summer and fall.*

English

- ENG 081 **Reading for Speakers of Other Languages**
 This ESL (English for Speakers of other Languages) course is offered through the continuing education and workforce development division. It prepares non-native speakers of English for the reading tasks they will encounter in college credit

classes. Areas of instruction include spelling, vocabulary, reading comprehension, structural analysis, skimming and scanning, and note-taking and test-taking strategies. Students are placed in this course as a result of their computerized reading skills assessment and must register with an advisor in student development. Students who need ENG 081 must complete this course and any other required ESL course with a grade of "C" or better before taking the placement tests, which determine placement in college credit courses. *Hours: 26 lecture. Usually offered in the fall and spring.*

ENG 082 **Grammar and Writing Skills for Speakers of Other Languages**

This ESL (English for Speakers of other Languages) course is offered through the continuing education and workforce development division. It prepares non-native speakers of English for the writing tasks they will encounter in college credit classes. Areas of instruction include common sentence patterns, spelling, punctuation, grammar and effective paragraph construction. Students are placed in this course as a result of their computerized writing skills assessment and must register with an advisor in student development. Students who need ENG 082 must complete this course and any other required ESL course with a grade of "C" or better before taking the placement tests, which determine placement in college credit courses. *Hours: 52 lecture. Usually offered in the fall and spring.*

ENG 083 **Listening and Speaking Skills for Speakers of Other Languages**

This ESL (English for Speakers of other Languages) course is offered through the continuing education and workforce development division. It prepares non-native speakers of English for the listening and speaking tasks they will encounter in college credit classes. Areas of instruction include phonetics, pronunciation, listening comprehension, idioms, cultural rules, differentiation of informal and formal speech, and conversational skills. Emphasis is placed on the areas of spoken English where non-native English speakers have the greatest difficulty. Students are placed in this course as a result of their computerized listening skills assessment and must register with an advisor in student development. Students who need ENG 083 must complete this course and any other required ESL course with a grade of "C" or better before taking the placement tests, which determine placement in college credit courses. *Hours: 26 lecture. Usually offered in the fall and spring.*

ENG 087 **Foundations of College Literacy**

This course, offered through the continuing education and workforce development division, is designed to prepare students for ENG 095, ENG 096 or ENG 097. Areas of instruction include reading comprehension, vocabulary, grammar, and paragraph and essay writing. Students are placed in this course as a result of their reading or writing placement test score and must register with an advisor in student development. They must complete this course with a grade of "C" or earn acceptable placement test scores before taking ENG 095, ENG 096 or ENG 097 or any credit courses. *Hours: Self-paced. Usually offered in the fall, spring and summer.*

ENG 095 **College Reading** (4 credits)

This course is designed to prepare students for college-level courses. Areas of instruction include vocabulary and reading comprehension. Group and individual

instruction are provided. Students are placed in this course as a result of their reading placement test score or they can enroll on their own. Students who receive an "R" grade in this course must repeat it the following fall or spring term or the "R" grade automatically becomes an "F." *Hours: 52 lecture. Prerequisite: An acceptable reading placement test score. Usually offered in the fall, spring and summer.*

- ENG 096 **Basic Writing** (4 credits)
 This course is designed to prepare students for ENG 101 and other college writing experiences. Areas of instruction include punctuation, grammar and sentence structure, as well as paragraph and essay writing. Group and individual instruction are provided. Students are placed in this course as a result of their writing placement test score or they can enroll on their own. *Hours: 52 lecture. Prerequisite: An acceptable writing placement test score. Usually offered in the fall, spring and summer.*
- ENG 096A **Basic Writing, Accelerated** (3 credits)
 This course is designed to accelerate the writing sequence for students who need ENG 096. Students enroll in ENG 096A and the related ENG 101A section concurrently. Students gain college-level writing skills through a scaffold of instruction and practice in a small group setting. The emphasis varies depending on class needs, but is typically placed on the writing process, organization of ideas, grammatical concerns and ethical research skills. This course is open to students who need ENG 096, but not ENG 095. *Hours: 39 lecture. Prerequisite: ENG 095 with a grade of "C" or better or an acceptable reading placement test score and an acceptable writing placement test score. Usually offered in the fall and spring.*
- ENG 097 **College Literacy: Reading and Writing** (7 credits)
 This course is designed to prepare students for ENG 101 and other college reading and writing experiences. Areas of instruction include vocabulary, reading comprehension, punctuation, grammar and sentence structure, as well as paragraph and essay writing. It is specifically designed for students who need both ENG 095 and ENG 096, and it fulfills the requirements of both of these courses. Group and individual instruction are provided. Students are placed in this course as a result of their reading and writing placement test scores or they can enroll on their own. *Hours: 91 lecture. Prerequisites: Acceptable reading and writing placement test scores. Usually offered in the fall and spring.*
- ENG 101 **Fundamentals of English I** (3 credits)
 This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of "C" or better in this course in order to enroll in ENG 151. *Hours: 39 lecture. Prerequisites: ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores. Usually offered in the fall, spring and summer.*
- ENG 101A **Fundamentals of English I, Accelerated** (3 credits)
 This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to

research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students in ENG 101A are concurrently enrolled in ENG 096A. *Hours: 39 lecture. Prerequisites: ENG 095 with a grade of "C" or better or acceptable reading and writing placement test scores. Usually offered in the fall and spring.*

ENG 151 **Fundamentals of English II** (3 credits)
This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. *Hours: 39 lecture. Prerequisite: ENG 101 with a grade of "C" or better. Usually offered in the fall, spring and summer.*

ENG 151H **Fundamentals of English II, Honors** (3 credits)
This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. This course takes an interdisciplinary, thematic approach to individual works of fiction, and emphasizes genre as well as the historical/cultural environment in which the work first appeared. A final honors presentation incorporates the student's integration of critical reading, research skills and creativity. This course meets the requirements of ENG 151. *Hours: 39 lecture. Prerequisites: Honors program eligibility and ENG 101 with a grade of "B" or better or permission of the instructor. Usually offered in the spring.*

ENG 200H **Critical Thinking and Writing, Honors** (3 credits)
This course is designed to help students develop critical thinking and writing skills by focusing on the creation, analysis and evaluation of arguments. Students study the content and structure of arguments, the Toulmin model of argument and motivational appeals, and critically analyze the arguments of classical and modern writers. Students holistically apply these rhetorical principles to the creation of their own argumentative essays and to classroom debates and discussions. Independent research is required. This course is one of two core courses in the honors program and is required for honors program graduates. *Hours: 39 lecture. Prerequisites: Honors program eligibility and ENG 101 with a grade of "B" or better or permission of the instructor. Usually offered in the fall and spring.*

ENG 202 **Studies in Literature I** (3 credits)
The study of a different genre (drama or novel) is offered each term. The drama concentration offers an introduction to drama from Greek tragedy and comedy through modern/contemporary periods in the continental, British and American traditions. The novel concentration focuses on the study of novels, the form of the novel and its variations. *Hours: 39 lecture. Prerequisite: ENG 151 with a grade of "C" or better. Drama usually offered in the fall and summer. Novel usually offered in the spring.*

- ENG 203 **Studies in Literature II** (3 credits)
 The study of a different genre (short story or poetry) is offered each term. The short story concentration offers an introduction to the short story with a general emphasis on its forms and characteristics. Critical analysis of short stories is included. The poetry concentration focuses on reading and interpreting a wide variety of poems, examining the structure and content of poetry, and writing poems in traditional and open forms. Critical analysis of poems is included. *Hours: 39 lecture. Prerequisite: ENG 151 with a grade of "C" or better. Short story usually offered in the fall and summer. Poetry usually offered in the spring.*
- ENG 204 **African-American Literature** (3 credits)
 In this course, students read, analyze and discuss literary works in various forms and media written by African-Americans. Beginning with works written by enslaved African-Americans, this course provides a survey of writings representative of Reconstruction, the rise of the "New Negro," the Harlem Renaissance, black realism, modernism and postmodernism. *Hours: 39 lecture. Prerequisite: ENG 151 with a grade of "C" or better. Usually offered in the fall and spring.*

Environmental Science

- ENV 101 **Environmental Science** (4 credits)
 This is a general education natural science course that integrates the physical and biological sciences in order for students to gain an understanding of humans in their environment. This course emphasizes critical thinking and an evaluation of current topics in environmental science in a local, national and global context, and prepares students to be able to discuss ecological concerns and rational solutions for today's environmental problems. *Hours: 39 lecture and 26 laboratory. Prerequisite: MTH 092 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory fee: \$30. Usually offered in the fall, spring and summer.*
- ENV 140 **Introduction to Geographic Information-GIS** (3 credits)
 This course covers introductory elements of map reading and design in geographic information systems (GIS), a mapping science technology that enables the user to collect, store, analyze and output natural geographic environmental and mapped data. GIS information is being used in applications in business, government and teaching. Scale, coordinate systems, projection, GPS, distance/direction finding and plane surveying are used to create a topographic map. *Hours: 26 lecture and 26 laboratory. Laboratory fee: \$30. Usually offered in the fall.*

French

- FRN 101 **Fundamentals of French I** (3 credits)
 This course offers an introduction to the French language and francophone culture, with an emphasis on the acquisition of basic oral and written language skills through drills in grammar, vocabulary and communication. *Hours: 39 lecture. Prerequisites: ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores. Usually offered in the fall and spring.*

- FRN 102 **Fundamentals of French II** (3 credits)
This course is a continuation of FRN 101, with an emphasis on the acquisition of intermediate oral and written language skills through continued practice in reading, writing, listening and speaking. *Hours: 39 lecture. Prerequisites: ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores and either FRN 101 with a grade of "C" or better, high school French II with a grade of "C" or better or permission of the instructor. Usually offered in the spring.*

Geography

- GEO 101 **Earth and Space Science** (4 credits)
This course offers an introduction to earth and space science for prospective elementary school teachers. The focus is on the physical characteristics of the earth and its place in the solar system. *Hours: 39 lecture and 26 laboratory. Prerequisite: MTH 092 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory fee: \$30. Usually offered in the fall, spring and summer.*
- GEO 102 **Human Geography** (3 credits)
This course offers an introduction to the basic concepts of human geography. The focus is on population distribution, economic development, urbanization, resource utilization and the human alteration of the natural environment. *Hours: 39 lecture. Usually offered in the fall and spring.*

History

- HIS 101 **World Civilizations I** (3 credits)
This course covers major world civilizations from prehistoric times to the Renaissance, focusing on the political, social, economic and intellectual issues. *Hours: 39 lecture. Usually offered in the fall, spring and summer.*
- HIS 151 **World Civilizations II** (3 credits)
This course covers major world civilizations from the Renaissance to the present, focusing on the political, social, economic and intellectual issues. *Hours: 39 lecture. Usually offered in the fall, spring and summer.*
- HIS 151H **World Civilizations II, Honors** (3 credits)
This course covers major world civilizations from the Renaissance to the present, focusing on the political, social, economic and intellectual issues. This course provides students with an opportunity to use evidence to construct and evaluate plausible arguments, analyze points of view, context and bias, interpret primary source documents and assess issues of change and continuity over time. This course meets the requirements of HIS 151. *Hours: 39 lecture. Prerequisite: Honors program eligibility. Usually offered in the spring.*
- HIS 201 **American History I** (3 credits)
This course covers the major economic, political, cultural and social factors that shaped the pattern of life in the U.S. from the 15th century through the Civil War and Reconstruction. *Hours: 39 lecture. Usually offered in the fall, spring and summer.*

Hotel-Motel-Restaurant Management

- HMR 101 Introduction to the Hospitality Industry** (3 credits)
This course offers an introduction to the hotel, motel and restaurant fields, as well as the basic principles and fundamental processes of management. The focus is on problems typically experienced at the supervisory level. Major areas of concentration include delegation, communication, motivating employees and leadership skills. *Hours: 39 lecture. Usually offered in the fall and spring.*
- HMR 115 Sanitation and Safety Systems** (1 credit)
This course introduces public health problems that relate to the hospitality industry. Topics include disease transmission through improper food handling, and cooking and safety regulations. The final exam for this course includes the National ServSafe test. *Hours: 15 lecture. Usually offered in the fall and spring.*
- HMR 120 Principles of Food Preparation** (3 credits)
This course is designed to introduce the student to the basic principles of food preparation in commercial operations. Topics include kitchen safety, the care and use of equipment, the use of standard recipes, food service and the preparation of foods used in commercial food operations. Emphasis is placed on the basic food preparation of entrees, starches, vegetables, salads, soups, desserts and appetizers. Proper chef attire is required to be admitted into the laboratory. *Hours: 20 lecture and 36 laboratory. Corequisite: HMR 115. Materials fee: \$75. Usually offered in the fall and spring.*
- HMR 135 Introduction to Lodging Operations** (3 credits)
This course provides students with an in-depth analysis of the management of lodging properties, including an extensive examination of each department such as front desk, housekeeping, reservations, banquets, sales and marketing, engineering, food and beverage, and other interdependent departments within the lodging operation. *Hours: 39 lecture. Usually offered in the fall.*
- HMR 140 International Cuisine -- Continental** (3 credits)
Students are exposed to various cuisines from around the world. They explore cuisine from cultural, geographical, religious and historical perspectives. Regions explored include Spain, Turkey, Greece, Crete, Scandinavia, Russia, Italy, France, Germany, Austria, Switzerland and the British Isles. Proper chef attire is required to be admitted into the laboratory. *Hours: 20 lecture and 36 laboratory. Prerequisite: HMR 120. Materials fee: \$75. Usually offered in the spring.*
- HMR 150 Baking and Pastry Production** (3 credits)
Students are introduced to the basic techniques of baking. Students learn each step in the process of bread making, including the science of bread production, the measuring of ingredients and the proper evaluation of recipes. Techniques on the preparation of quick breads and pastries commonly produced in small bakeries and restaurants are introduced. Proper chef attire is required to be admitted into the laboratory. *Hours: 20 lecture and 36 laboratory. Prerequisite: HMR 120. Materials fee: \$75. Usually offered in the fall.*



HMR 154 Food Service Management (3 credits)

This course is designed to familiarize the student with commercial restaurant operations. Topics include dining room service, buffet displays, planning banquets, modern management techniques and design considerations for restaurants. *Hours: 39 lecture. Usually offered in the fall.*

HMR 160 Customer Service (3 credits)

This course prepares students to apply positive guest service skills to both internal and external customers. Students develop communication skills, problem-solving skills, positive attitudes and behaviors, professionalism and the art of cordiality. Topics include exceeding guest expectations, handling difficult guests, resolving conflict and analyzing guest comment cards to improve performance. *Hours: 39 lecture. Usually offered in the fall and spring.*

HMR 170 Healthy Menu Management (2 credits)

This course focuses on the nutritional principles used by food service professionals to evaluate and modify menus and recipes, and to respond to critical questions and the dietary needs of customers. Topics include essential and non-essential nutrients, the study of balanced cooking and menus, and handling special nutrition requests of restaurant and hotel guests. This course is valuable for students in culinary arts and hospitality management, as well as practicing culinary arts and hospitality management professionals. The content can benefit every employee and offers a training platform for future managers. *Hours: 26 lecture. Usually offered in the spring.*

- HMR 205 Purchasing and Cost Control** (3 credits)
This course includes the presentation of materials and managerial information needed for the operation of a hotel, motel or food establishment. It includes the study of purchasing functions, organization, policies and sources of supply, quality concepts, pricing, storekeeping and the forecasting of food, beverages and other supplies. Also offered are in-depth studies of various established cost control systems, focusing on the food and labor cost controls necessary for a profitable and economical operation. *Hours: 39 lecture. Usually offered in the fall.*
- HMR 225 American Regional Cuisine** (3 credits)
Students are introduced to American regional cuisine. The emphasis is on dishes that are prepared in area restaurants. Cuisines covered in this course reflect foods commonly identified with culinary regions throughout the U.S. Proper chef attire is required to be admitted into the laboratory. *Hours: 20 lecture and 36 laboratory. Prerequisite: HMR 120. Materials fee: \$75. Usually offered in the fall.*
- HMR 235 Travel and Tourism** (3 credits)
This course introduces students to the travel and tourism industry. The focus is on destination travel, such as historic sites and sporting events, tourism management from the local to the international level and both private and public organizations that promote, manage and organize travel and tourism. This course also emphasizes the importance of cultural diversity, social and ecotourism, legal and ethical issues, and the political and economic components of tourism. *Hours: 39 lecture. Usually offered in the fall.*
- HMR 240 International Cuisine -- Latin America** (2 credits)
Students are introduced to popular dishes from Mexico, Central America and South America. The emphasis is on foods that are prepared in area restaurants. Proper chef attire is required to be admitted into the laboratory. *Hours: 15 lecture and 20 laboratory. Prerequisite: HMR 120. Materials fee: \$50. Usually offered in the fall.*
- HMR 245 International Cuisine -- Asia** (3 credits)
Students are exposed to various cuisines from around the world. They explore cuisines from cultural, geographical, religious and historical perspectives. Regions explored include China, Korea, Japan, Vietnam, Thailand, the Middle East, India and Africa. Proper chef attire is required to be admitted into the laboratory. *Hours: 20 lecture and 36 laboratory. Prerequisite: HMR 120. Materials fee: \$75. Usually offered in the spring.*
- HMR 250 Events and Meeting Management** (4 credits)
This course covers convention sales and management, facilitating customer success and relationships with other suppliers in the hospitality industry. Also covered are small group meetings, large convention exhibits and other special events. *Hours: 52 lecture. Prerequisite: BMT 102 or permission of the department head. Usually offered in the spring.*
- HMR 254 Garde Manger** (3 credits)
This course is designed to familiarize students with cold food production in commercial restaurant operations. Students prepare marinades, cold sauces, force-

meats, mousses, hot and cold hors d'oeuvres, sandwiches and cold dishes using tools and equipment commonly found in commercial kitchens. Techniques in proper buffet presentation are also taught. Proper chef attire is required to be admitted into the laboratory. *Hours: 20 lecture and 36 laboratory. Prerequisites: HMR 120 and permission of the department head. Materials fee: \$75. Usually offered in the spring.*

HMR 256 **Food and Beverage Management** (3 credits)

Students receive an overview of food and beverage operations and management. Topics include careers, equipment layout and decor, menu planning, management development, customer service, purchasing, receiving and storage. *Hours: 39 lecture. Usually offered in the spring.*

HMR 260 **Hotel-Motel-Restaurant Field Experience** (2 credits)

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 100 as an intern. Prerequisites: SDV 101 and permission of the department head. Usually offered in the fall, spring and summer.*

HMR 265 **HMR Seminar** (3 credits)

This course allows students to apply all of the knowledge they acquired in previous courses by performing practical scenarios. Areas of instruction include team building, effective communication, decision making, problem solving, financial analysis, customer service and menu design. *Hours: 39 lecture hours. Prerequisite: Permission of the department head. Usually offered in the spring.*

Humanities

HUM 101 **Introduction to the Arts** (3 credits)

This course provides an introduction to the basic elements, principles, processes, materials and inherent qualities of dance, music, theater and the visual arts, with a focus on experiential learning and creativity. Students are required, as a class, to create an integrative arts performance project. This course satisfies the general education arts and humanities requirement only for students enrolled in associate of arts in teaching programs. *Hours: 39 lecture. Usually offered in the fall and spring.*

Independent Study

IST 101 **Independent Study** (3 credits)

In this course, students who have adequate background may be permitted to work with an instructor on a special project in any field for which proper resources and facilities are available. *Hours: Self-paced. Prerequisite: Permission of the dean. Usually offered in the fall and spring.*

Interdisciplinary Studies

- IDS 101 Leadership Development** (1 credit)
 This course provides students with an opportunity to explore the concept of leadership and to develop and improve their own leadership skills. The course integrates readings from the humanities, experiential exercises, film analysis and contemporary readings on leadership. Students who take this course gain a basic understanding of the concept of leadership while developing a personal philosophy of leadership and an awareness of the moral and ethical responsibilities of those who exercise leadership. Students have the opportunity to develop skills essential for the exercise of leadership through study, observation, dialogue and shared analysis, reflection and application. *Hours: 15 lecture. Prerequisite: ENG 101 with a grade of "C" or better. Usually offered in the spring.*
- IDS 200H Scientific Thought and Data Analysis, Honors** (3 credits)
 This course explores and applies the methods of modern science in the context of the cultural issues that define the present day workings and future of human beings. It focuses on modern science as a powerful and often controlling societal force, as seen through its influence in politics, business, health, industry and technology. The primary focus of this course is the seminar discussion of readings and theory. To support the connection between theory and practice, a portion of the course each week is devoted to experimentation and data analysis. This course is one of two core courses in the honors program and is required for honors program graduates. *Hours: 39 lecture and 1 field trip. Prerequisites: Honors program eligibility and MTH 092 or an acceptable mathematics placement test score. Materials fee: \$40. Usually offered in the spring.*

Mathematics

- MTH 091 Pre-Algebra** (4 credits)
 This course includes a review of the fundamental operations and applications of decimals, fractions, percents, ratios and proportions, and integers, with an introduction to algebraic concepts. An emphasis is placed on developing solutions to verbal problems. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. *Hours: 39 lecture and 26 laboratory. Laboratory fee: \$15. Usually offered in the fall, spring and summer.*
- MTH 092 Elementary Algebra** (4 credits)
 This course focuses on solutions to linear equations and inequalities, algebraic applications, operations with polynomials, factoring, graphing linear equations and solving systems of equations. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. *Hours: 39 lecture and 26 laboratory. Prerequisite: MTH 091 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory fee: \$15. Usually offered in the fall, spring and summer.*

MTH 092A Elementary Algebra, Accelerated (3 credits)

This course is designed to accelerate the study of elementary algebra topics for students who need MTH 092 and MTH 099. Students enroll in this course and the related MTH 099A section concurrently. Instruction focuses on solutions to linear equations and inequalities, algebraic applications, operations with polynomials, factoring, graphing linear equations and solving systems of equations. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. *Hours: 39 lecture. Prerequisite: MTH 091 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

MTH 092Q Elementary Algebra for Applications in College Mathematics (2 credits)

This course is designed to accelerate the study of elementary algebra topics for students who need MTH 092 and MTH 102. Students enroll in this course and the related MTH 102Q section concurrently. Instruction focuses on solutions to linear equations and inequalities, algebraic applications, operations with polynomials, graphing linear equations and solving systems of equations. *Hours: 26 lecture. Prerequisites: ENG 095 or ENG 097 and MTH 091 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*

MTH 092S Elementary Algebra for Statistics (2 credits)

This course is designed to accelerate the study of elementary algebra topics for students who need MTH 092 and MTH 152. Students enroll in this course and the related MTH 152S section concurrently. Instruction focuses on solutions to linear equations and inequalities, algebraic applications, operations with polynomials, graphing linear equations and solving systems of equations. *Hours: 26 lecture. Prerequisites: ENG 095 or ENG 097 and MTH 091 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*

MTH 099 Intermediate Algebra (4 credits)

This course is designed to help students develop the algebra skills needed for advanced college-level mathematics. A review of factoring and manipulation of rational expressions is provided. Topics include graphing a variety of functions, working with radicals, including complex numbers, and solving equations and inequalities. Logarithmic and exponential functions are introduced. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. *Hours: 39 lecture and 26 laboratory. Prerequisite: MTH 092 with a grade of "C" or better, an acceptable mathematics placement test score or permission of the department head. Laboratory fee: \$15. Usually offered in the fall, spring and summer.*

MTH 099A Intermediate Algebra, Accelerated (3 credits)

This course is designed to accelerate the development of algebra skills needed for advanced college-level mathematics. A review of factoring and manipulation of rational expressions is provided. Topics include graphing a variety of functions, working with radicals, including complex numbers, and solving equations and inequalities. Logarithmic and exponential functions are introduced. This course is taught in a computer laboratory to give students maximum hands-on learning opportunities while having the benefits of teacher instruction. Students enroll in

this course and the related MTH 092A section concurrently. *Hours: 39 lecture. Prerequisite: MTH 091 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*

- MTH 102 Applications in College Mathematics (3 credits)**
 Students develop the ability to reason with quantitative information through the study of the principles of reasoning, numbering sense, probability and statistical reasoning, and mathematical modeling. This liberal arts course develops mathematical ideas that students encounter in college and career settings. *Hours: 39 lecture. Prerequisites: ENG 095 or ENG 097 and MTH 092 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*
- MTH 102Q Applications in College Mathematics, Accelerated (3 credits)**
 This course is designed to accelerate the study of quantitative literacy topics. Students develop the ability to reason with quantitative information through the study of the principles of reasoning, numbering sense, probability and statistical reasoning, and mathematical modeling. This liberal arts course develops mathematical ideas that students encounter in college and career settings. Students enroll in this course and the related MTH 092Q section concurrently. *Hours: 39 lecture. Prerequisites: ENG 095 or ENG 097 and MTH 091 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*
- MTH 103 Fundamental Concepts I (4 credits)**
 The properties of the natural number system are taught using set concepts. Additional topics include algorithms, numeration systems and the extension of the natural number system. This course satisfies the general education mathematics requirement only for students enrolled in the early childhood education associate of applied science degree program. *Hours: 52 lecture. Prerequisite: MTH 099 with a grade of "C" or better or an acceptable mathematics placement test score. Usually offered in the fall and spring.*
- MTH 104 Fundamental Concepts II (4 credits)**
 This course is a continuation of MTH 103, offering a review and analysis of geometrical principles, logic and the application of computer methods to these topics. *Hours: 52 lecture. Prerequisite: MTH 103 with a grade of "C" or better. Usually offered in the fall and spring.*
- MTH 152 Elementary Statistics (3 credits)**
 This course introduces elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measures of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median and proportions. Topics from parametric and nonparametric statistics are introduced. *Hours: 39 lecture. Prerequisites: ENG 095 or ENG 097 and MTH 092 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall, spring and summer.*

MTH 152H Elementary Statistics, Honors (3 credits)

This course introduces elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measures of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median and proportions. Topics from parametric and nonparametric statistics are introduced. In addition, students research, discuss and critically evaluate various historic and contemporary topics in probability and statistics. *Hours: 39 lecture and 1 field trip. Prerequisites: Honors program eligibility, and ENG 095 or ENG 097 and MTH 092 with grades of "C" or better or acceptable reading and mathematics placement test scores. Materials fee: \$40. Usually offered in the fall.*

MTH 152S Elementary Statistics, Accelerated (3 credits)

This course is designed to accelerate the study of elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measures of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and tests of statistical hypotheses involving the mean, median and proportions. Topics from parametric and nonparametric statistics are introduced. Students enroll in this course and the related MTH 092S section concurrently. *Hours: 39 lecture. Prerequisites: ENG 095 or ENG 097 and MTH 091 with grades of "C" or better or acceptable reading and mathematics placement test scores. Usually offered in the fall and spring.*

MTH 154 College Algebra and Trigonometry (4 credits)

This course covers the advanced algebra, trigonometry and analytic geometry necessary to prepare a student for the study of calculus. Topics include linear and quadratic functions, right-triangle and unit-circle trigonometry, exponential and logarithmic functions, and graphing of polynomial and rational functions. *Hours: 52 lecture. Prerequisite: MTH 099 with a grade of "C" or better, an acceptable mathematics placement test score or permission of the department head. Usually offered in the fall, spring and summer.*

MTH 160 Applied Calculus (3 credits)

This course focuses on the applications of calculus in the management, social, biological and technological sciences. Topics include a review of algebra and functions, limits, the derivative, techniques of differentiation and integrals. Single variable derivatives and integrals are applied in the context of the student's major course and field work. Regression analysis is applied throughout the course to model relations and functions for the application of calculus techniques. *Hours: 39 lecture. Prerequisite: MTH 099 and MTH 152 with grades of "C" or better, an acceptable mathematics placement test score or permission of the department head. Usually offered in the fall and spring.*

MTH 201 Calculus I (4 credits)

This course focuses on the rigorous treatment of topics traditionally covered in a first-semester calculus course including the theory of limits, differentiation, appli-

cations of the derivative, antidifferentiation, the indefinite and definite integral, integration by substitution and applications of the integral. Particular emphasis is placed on the epsilon-delta definition of limit, the mean value theorem and Newton's method. Students gain experience constructing mathematical and simulation models. *Hours: 52 lecture. Prerequisite: MTH 154 with a grade of "C" or better or permission of the department head. Usually offered in the fall and spring.*

MTH 202

Calculus II

(4 credits)

This course on calculus with analytic geometry introduces integration techniques, improper integrals, sequences, infinite series, conic sections and polar coordinates. Students solve applied problems related to limits, differentiation, integration and infinite series. A computer algebra system, such as Mathematica or Matlab, is introduced and used. *Hours: 52 lecture. Prerequisite: MTH 201 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

Music

MUS 101

Music Appreciation

(3 credits)

This course provides musical terminology, simple and complex musical forms and the major historical periods in music, with an emphasis on prominent composers and their musical styles. The music of each period is examined in relation to the ideas, customs and political climates prevalent at the time. *Hours: 39 lecture. Usually offered in the fall and spring.*

Nursing

NUR 101

Nursing Fundamentals

(6 credits)

This introductory course is designed to help students develop the basic skills needed to be dependent care agents. This course provides a foundation for the practice of nursing, including the nursing process and a hierarchy of self-care needs. Building on this foundation, information is presented on the rationales for determining nursing actions to help patients meet their universal and developmental self-care needs and to assist them in overcoming their self-care limitations. Pharmacology, dosage and solutions are also included in this course. Skill attainment is emphasized in the skills laboratory and through concurrent clinical laboratory experiences that focus on the self-care needs of adults, particularly the elderly. *Hours: 78 lecture, 52 laboratory and 130 clinical. Prerequisite: Permission of the department head. Corequisite: MTH 152. Course fee: \$120. Laboratory fee: \$35. Insurance: \$9. Usually offered in the fall and spring.*

NUR 110

Nursing in Society

(.5 credit)

This course introduces nursing roles and responsibilities, emphasizing the accountability of nurses for their own actions within accepted legal and ethical frameworks. Trends in modern nursing are studied in light of their historical context. Career opportunities for nurses are explored. *Hours: 13 lecture. Prerequisite: Permission of the department head. Course fee: \$10. Usually offered in the spring and summer.*



- NUR 111 Adult and Mental Health Nursing (6 credits)**
The focus of this course is on the nursing process as a method of determining the nursing actions needed to help patients engage in setting goals and achieving outcomes that will restore their ability to perform self-care or to adapt to their disabilities in medical-surgical and mental health settings. Common health problems of adults are studied, along with related pharmacology. Skill attainment is emphasized in the skills laboratory and through concurrent clinical laboratory experiences that emphasize the therapeutic and developmental self-care requirements of adults with common health problems. The mental health rotation focuses on the development of the therapeutic relationship and therapeutic communication between the nurse and patient. Topics include adaptive and maladaptive behaviors and psychiatric disorders that interfere with self-care. Activities that are part of an interdisciplinary treatment program are emphasized in the mental health clinical setting. *Hours: 78 lecture, 52 laboratory and 130 clinical. Prerequisites: NUR 101, BIO 202, MTH 152 and SDV 100 or permission of the department head. Course fee: \$120. Laboratory fee: \$47. Insurance: \$18. Usually offered in the spring and summer.*
- NUR 115 Introduction to Nursing Pharmacology (1.5 credits)**
This course focuses on the accurate calculation of drug dosages for medication administration via various routes, with an overview of the basics of nursing pharmacology. Emphasis is placed on an introduction to the principles of pharmacology, safe administration of medications, commonly-administered drugs and their classifications, and the effects of pharmacological agents on individuals throughout the life span. Safe drug calculations of various types of medications and related nursing interventions, client education, monitoring and evaluating patient responses, including clinical judgment and inquiry, are identified and discussed. *Hours: 19.5 lecture. Prerequisite: Permission of the department head. Course fee: \$30. Usually offered in the fall and spring.*

- NUR 121 Maternal-Child Nursing** (6 credits)
This course incorporates the use of the nursing process as a method of determining the nursing actions needed to meet the universal, developmental and therapeutic self-care needs of childbearing families. Topics include the normal processes of childbearing and child development, as well as common and complex obstetrical and child development health problems. Related pharmacology is also presented. Skill attainment is emphasized through clinical laboratory experiences with maternal, newborn and pediatric patients. *Hours: 78 lecture and 156 clinical. Prerequisites: NUR 111, BIO 203, ENG 101 and PSY 101 or permission of the department head. Course fee: \$120. Laboratory fee: \$22. Insurance: \$18. Usually offered in the fall and summer.*
- NUR 216 Advanced Nursing Pharmacology** (1.5 credits)
This course focuses on the concepts of pharmacotherapeutic actions and drug interactions among different classes of drugs. The effects of these agents on individuals throughout the life span are examined. The utilization of effective clinical judgment and monitoring of drug regimens in the treatment of disease states and/or primary health care are presented. Potential drug interactions as a consequence of multiple drug regimens, significant adverse reactions, dangers inherent in self-medication and overuse of commonly-prescribed medications are investigated. Emphasis is placed on indications for usage, modes of action, effects, contraindications and interactions of selected drugs and their classifications. Students learn more advanced drug dosage calculations and administration of critical care drips, emergency medications and related specific nursing responsibilities. The importance of accountability associated with nursing practice in administering pharmacological agents and monitoring and evaluating patient response is stressed. *Hours: 19.5 lecture. Prerequisite: NUR 115 or permission of the department head. Course fee: \$30. Usually offered in the fall and spring.*
- NUR 221 LPN to ADN Transition** (4 credits)
This course covers concepts from the college's practical nursing certificate program courses, including drug dosage calculations, pharmacology, development of care plans and concept maps, physical assessment and documentation, while utilizing Orem's Self-Care Model as the framework of the study for client care. *Hours: 39 lecture, 40 laboratory and 24 clinical. Prerequisites: An active unencumbered Maryland or compact state licensed practical nurse (LPN) license and permission of the department head. Course fee: \$80. Laboratory fee: \$47. Insurance: \$18. Usually offered in the summer.*
- NUR 222 Advanced Nursing I and Community Health** (7 credits)
This course focuses on the nursing care of adults with self-care deficits and complex health problems. The nursing process is used to determine the nursing actions that are needed to help patients compensate for their inability to engage in self-care. Supportive nursing actions and related pharmacology are also presented. Skill attainment is emphasized in the skills laboratory and through concurrent clinical laboratory experiences with adults with a variety of complex health problems in both acute care and community-based settings. The community health rotation focuses on individual and family health promotion, community-based health care, home health nursing care and the nurse's role in disaster manage-

ment and bioterrorism. *Hours: 91 lecture, 26 laboratory and 130 clinical. Prerequisites: All courses in the certificate program in practical nursing and permission of the department head. Course fee: \$140. Laboratory fee: \$59. Insurance: \$18. Usually offered in the fall and spring.*

NUR 223 Advanced Nursing II and Leadership/Management (7 credits)

The focus of this course is on the use of the nursing process to meet the psychosocial and physiological needs of clients with complex health problems in various health care settings. Supportive nursing actions that require effective critical thinking skills are planned and implemented. Basic management and group process concepts are presented as additional tools for nurses to utilize as they learn new leadership and management roles. *Hours: 91 lecture and 156 clinical. Prerequisites: NUR 222, BIO 220 and ENG 151 or permission of the department head. Corequisites: SOC 101, and SPH 101 or SPH 200. Course fee: \$140. Laboratory fee: \$59. Insurance: \$18. Usually offered in the spring and summer.*

NUR 255 Issues in Nursing (.5 credit)

Selected issues that create problems for nursing and society are explored in this course. Using critical thinking skills, emphasis is placed on the analysis of issues to determine the legal and ethical implications of the nurse's choices and actions. *Hours: 13 lecture. Prerequisite: Permission of the department head. Course fee: \$10. Usually offered in the fall and spring.*

Occupational Therapy Assistant

OTA 101 Fundamentals of Occupational Therapy (3 credits)

This course reviews the history, theory and philosophy of the profession of occupational therapy. The basic features of the theories that underlie occupational therapy are reviewed. Models of practice and frames of reference for occupational therapy are presented. Changes in health care and the effect the health care environment is having on rehabilitation and occupational therapy are also studied. The fundamentals of diversity and sociocultural differences are integrated and discussed in relation to human occupation, participation and health across the lifespan. *Hours: 39 lecture. Prerequisite: Permission of the department head. Course Fee: \$60. Usually offered in the fall.*

OTA 120 Analysis of Human Motion and Performance Across the Lifespan (3 credits)

This course covers the structure and function of the human body to enable students to analyze human motion across the lifespan and relate human motion and performance to daily occupations. Human motion is analyzed in relation to the dynamics of occupation and activity. The focus is on the interaction of occupation, performance skills, performance patterns, activity demands, contexts and environments, and individual factors. Techniques of analyzing human motion are taught, including range of motion measurement, manual muscle testing and sensory testing. *Hours: 26 lecture and 26 laboratory. Prerequisite: Permission of the department head. Course fee: \$60. Laboratory fee: \$25. Usually offered in the fall.*

OTA 140 Medical Terminology and Documentation for OT (2 credits)

This course covers medical terminology used by occupational therapy assistants in a variety of practice settings. Medical terminology is reviewed, integrated and

memorized. This course also covers the required documentation in occupational therapy practice settings, including paper documentation and electronic medical records. The importance of using and documenting statistics, tests and measurements for the purpose of supporting evidence-based practice is presented. *Hours: 26 lecture. Prerequisite: Permission of the department head. Course fee: \$40. Usually offered in the fall.*

- OTA 150 **Pediatric Occupations** (3 credits)
 This course introduces students to the unique areas of dysfunction that can affect the health and wellness of infants, children and adolescents. The emphasis is developmental and focuses on the skills necessary for prevention, remediation, compensation, adaptation, participation and return to health through occupations in pediatrics. Pediatric practice settings are discussed and reviewed. Specific emphasis is placed on parent, family and caretaker involvement in occupational therapy practice for pediatric individuals. *Hours: 26 lecture and 26 laboratory. Prerequisites: OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Course fee: \$60. Laboratory fee: \$25. Usually offered in the spring.*
- OTA 160 **OT Intervention for Pediatrics** (3 credits)
 This course prepares students for intervention techniques and strategies unique and specific to infants, children and adolescents. Neurodevelopmental and sensory integrative theories and practice are applied. Developmentally-focused intervention addresses physical and psychosocial methodologies and practice areas related to pediatrics. Lecture, fieldwork observation and laboratory practice provide learning opportunities for students in this course. *Hours: 26 lecture, 26 laboratory and 20 clinical. Prerequisites: OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Course fee: \$60. Laboratory fee: \$18. Insurance: \$18. Usually offered in the spring.*
- OTA 170 **Assistive Technology: Across the Lifespan** (2 credits)
 This course focuses on therapy techniques and the equipment that occupational therapy assistants can use with individuals to foster participation and health through occupations across the lifespan, from the pediatric through the geriatric years. Topics include currently-available assistive technology in the field, a review of extensive adaptive equipment, various techniques for the treatment of dysfunction across the lifespan and resources available to maintain knowledge and skills utilizing assistive technology and adaptive equipment. Laboratory and lecture are used to develop student proficiency with available technology and equipment. *Hours: 13 lecture and 26 laboratory. Prerequisites: OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Course fee: \$40. Laboratory fee: \$25. Usually offered in the spring.*
- OTA 180 **Activity Analysis: Occupational Performance Across the Lifespan** (2 credits)
 This course focuses on the use of activity analysis, especially functional activities, so that students can identify therapeutic, meaningful and purposeful occupations directed toward individual needs. This is accomplished using general daily functional activities, traditional craft media used by occupational therapy practitioners and occupations selected by students from their own lives. Psychosocial and social-cultural influences are integrated into activity analysis, looking at occupa-

tions across the lifespan. *Hours: 13 lecture and 26 laboratory. Prerequisites: OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Course fee: \$40. Laboratory fee: \$25. Usually offered in the spring.*

- OTA 200 **Adult and Geriatric Occupations** (3 credits)
This course introduces students to physical dysfunctions that can affect adult and geriatric individuals. The emphasis is developmental and focuses on the skills necessary for prevention, remediation, compensation, adaptation, participation and return to health through occupations across the lifespan. Orthopedic and neurological dysfunctions and disabilities are reviewed. Areas covered include arthritis, hip fractures, joint replacements, amputations, spinal cord injuries, hand injuries, burns, cardiac dysfunction and pulmonary dysfunction. *Hours: 26 lecture and 26 laboratory. Prerequisites: OTA 150, OTA 160, OTA 170 and OTA 180 or permission of the department head. Course fee: \$60. Laboratory fee: \$25. Usually offered in the summer.*
- OTA 210 **OT Intervention for Physical Health Across the Lifespan** (3 credits)
This course provides students with the theory and application of occupational therapy treatment techniques using functional occupations for patients who have physical dysfunctions that affect participation and health through adulthood and geriatrics. This course is designed to help students develop skill and proficiency in treatment techniques, including improving activities of daily living, range of motion, muscle strengthening, splinting, physical agent modalities, positioning, adaptive equipment, technology devices, sensory intervention, cognitive re-training and manual therapy techniques. Lecture, fieldwork clinical and laboratory practice provide learning opportunities for students in this course. *Hours: 26 lecture, 26 laboratory and 20 clinical. Prerequisites: OTA 150, OTA 160, OTA 170 and OTA 180 or permission of the department head. Course fee: \$60. Laboratory fee: \$25. Insurance: \$18. Usually offered in the summer.*
- OTA 220 **Psychosocial Occupations** (3 credits)
This course uses the developmental model to introduce students to mental health concepts focusing on participation and health through occupations across the lifespan. This course includes information about mental health theories, trends, diagnoses and medications. Occupations focusing on health and wellness are discussed extensively. Topics also include psychosocial issues common to each developmental period, psychosocial practice settings and psychiatric diagnoses typically treated by occupational therapy practitioners. Lecture, case studies and group discussions reinforce student learning in this course. *Hours: 26 lecture and 26 laboratory. Prerequisites: OTA 200 and OTA 210 or permission of the department head. Course fee: \$60. Laboratory fee: \$25. Usually offered in the fall.*
- OTA 230 **OT Intervention for Psychosocial Health Across the Lifespan** (3 credits)
This course provides students with practice in the assessment and occupational therapy intervention strategies used with patients diagnosed with mental illness who are working to return to psychosocial health. Methods of practice used in psychosocial practice settings are reviewed and practiced. Therapeutic group theory, process and implementation are presented and practiced. Lecture, fieldwork observation and laboratory practice provide learning opportunities for students

in this course. *Hours: 26 lecture, 26 laboratory and 20 clinical. Prerequisites: OTA 200 and OTA 210 or permission of the department head. Course fee: \$60. Laboratory fee: \$25. Insurance: \$18. Usually offered in the fall.*

- OTA 250 **Professionalism, Ethics and Research Issues for OT** (3 credits)
This course is designed to help students learn, understand and apply issues related to occupational therapy professionalism and ethics. Professionalism, individually and in the field of practice, is reviewed. Ethics related to the field of occupational therapy within the current health care market are presented. Students are also exposed to research in the field of occupational therapy. *Hours: 39 lecture. Prerequisites: OTA 200 and OTA 210 or permission of the department head. Course fee: \$60. Usually offered in the fall.*
- OTA 260 **Level II Internship I** (4 credits)
Fieldwork placements provide supervised practical experience for students to practice treatment, documentation and other occupational therapy assistant activities. These sessions focus on the application of purposeful and meaningful occupations across the lifespan in a variety of settings. Under the supervision of a registered and licensed occupational therapist (or an occupational therapy assistant under the supervision of an occupational therapist), students observe, treat and document general and psychosocial occupational therapy practices. *Hours: 320 clinical. Prerequisites: OTA 220, OTA 230 and OTA 250 or permission of the department head. Course fee: \$80. Insurance: \$18. Usually offered in the spring.*
- OTA 270 **Level II Internship II** (4 credits)
This course is a continuation of OTA 260. Upon successful completion of OTA 260 and OTA 270, students are expected to have developed the entry-level clinical reasoning skills, competence and professionalism of an occupational therapy assistant. *Hours: 320 clinical. Prerequisites: OTA 260 or permission of the department head. Course fee: \$80. Usually offered in the spring.*

Office Technology

- OFT 103 **Keyboarding** (1 credit)
This course is designed to increase keyboard proficiency. Students type letters, numbers and symbols using acceptable technique and without looking at the keyboard. Students who have completed OFT 104 with a grade of "D" or better are not permitted to take this course. *Hours: Self-paced. Laboratory fee: \$15. Usually offered in the fall and spring.*
- OFT 104 **Formatting and Typing** (3 credits)
Students build typing speed and accuracy through drills, timed writings and an emphasis on correct typing techniques. They format letters, memos, reports, tables, resumes, emails and news releases. Students develop the basic keyboarding skills necessary for an entry-level office position or for personal use. *Hours: Self-paced. Laboratory fee: \$15. Usually offered in the fall and spring.*

- OFT 130 **Introduction to Health Information Technology** (3 credits)
This course introduces students to the field of health information technology. Students become familiar with the content, use and structure of health care data and medical records. Students also become familiar with the organization of health care providers and insurers. Legal and ethical issues associated with health information are examined extensively. *Hours: 39 lecture. Usually offered in the fall and spring.*
- OFT 131 **Basic Procedural Coding** (3 credits)
This course covers the basic Healthcare Common Procedure Coding System (HCPCS) with a focus on the Current Procedural Terminology (CPT-4) coding of operations and procedures (including anesthesia, evaluation and management, surgical, pathology/laboratory, radiology and medicine) and HCPCS Level II codes. This course also covers International Classification of Diseases, 9th Revision, Clinical Modification (ICD-9-CM) procedure coding, an introduction to ICD-10-PCS and the National Correct Coding Initiative (NCCI). *Hours: 39 lecture. Prerequisites: BIO 115 and OFT 140 with grades of "C" or better and permission of the department head. Usually offered in the fall and spring.*
- OFT 132 **Basic Diagnostic Coding** (3 credits)
This course provides a basic orientation to the coding principles and practices of the International Classification of Diseases, 9th Revision, Clinical Modification (ICD-9-CM). It also provides an introduction to ICD-10-CM and other diagnosis classification systems. This course covers the historical development of the ICD classification system, coding of diagnosis records from a variety of medical specialties and the use of official coding guidelines. *Hours: 39 lecture. Prerequisites: BIO 115 and OFT 140 with grades of "C" or better and permission of the department head. Usually offered in the fall and spring.*
- OFT 133 **Pathophysiology and Pharmacology** (4 credits)
This course is designed to introduce students to specific disease processes in the human body, including the cause, diagnosis and treatment of disease. Topics also include drug classifications, drug actions and commonly-prescribed drugs and reference materials. *Hours: 52 lecture. Prerequisites: BIO 115 and OFT 140 with grades of "C" or better and MTH 092 or an acceptable mathematics placement test score, and permission of the department head. Usually offered in the fall and spring.*
- OFT 140 **Medical Terminology** (3 credits)
This course is designed to develop an understanding of medical vocabulary pertinent to medical office tasks, such as transcription, medical records coding and billing. Proficiency is developed through the recognition, spelling, location and meaning of medical prefixes, suffixes and root words. Knowledge of medical terminology is then applied to reading and interpreting medical documents. *Hours: 39 lecture. Prerequisite: ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*
- OFT 155 **Word Processing** (3 credits)
This course covers fundamental through advanced word processing skills, including creating, editing and formatting documents, creating tables, working

with themes, styles, graphics and templates, merging and integrating data with various programs and the World Wide Web. *Hours: 39 lecture. Laboratory fee: \$15. Usually offered in the fall and spring.*

- OFT 160 **Introduction to Spreadsheets** (3 credits)
This course covers spreadsheet development, including creating, editing, formatting worksheets and charts, creating and working with formulas, collaborating and securing data and integrating worksheet data with various programs and the World Wide Web. *Hours: 39 lecture. Prerequisite: MTH 092 or an acceptable mathematics placement test score or permission of the department head. Laboratory fee: \$15. Usually offered in the fall and spring.*
- OFT 162 **Introduction to Database Design** (3 credits)
This computerized database course is a comprehensive introduction to database software applications. Students create and manage databases consisting of tables, queries, forms and reports. Emphasis is placed on retrieving, modifying, sharing and maintaining information. *Hours: 39 lecture. Laboratory fee: \$15. Usually offered in the fall and spring.*
- OFT 165 **Records Management** (2 credits)
Students learn the fundamental concepts of records and information management, including an overview of the most widely used filing systems and procedures. Hands-on activities include filing and retrieval of both paper and electronic records according to alphabetic, subject, numeric and geographic filing systems. *Hours: Self-paced. Laboratory fee: \$15. Usually offered in the fall and spring.*
- OFT 211 **Medical Typing** (3 credits)
Students produce documents used in a medical environment. They gain familiarity with medical terminology, abbreviations and medical reports specific to 10 medical departments. They follow specific formatting guidelines and increase typing and accuracy through drills and five-minute timed writings. *Hours: Self-paced. Prerequisites: OFT 104 and OFT 140 with grades of "C" or better or permission of the department head. Laboratory fee: \$15. Usually offered in the fall and spring.*
- OFT 270 **Medical Office Field Experience** (2 credits)
In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Hours: 100 as an intern. Prerequisites: SDV 101 and permission of the department head. Usually offered in the fall and spring.*

Philosophy

- PHL 101 **Introduction to Philosophy** (3 credits)
This course covers the history of philosophy and addresses the problems of religion, knowledge, reality, morality and politics as they arise in the thoughts of great Eastern and Western philosophers. Selected issues that underlie personal,

social and cultural ferment in the 20th and 21st centuries are explored in the light of Eastern and Western classical philosophy. *Hours: 39 lecture. Usually offered in the fall, spring and summer.*

Physical Education

- PHE 106 **Integrated Health and Fitness** (3 credits)
This course covers the basic concepts of personal and community health, with an emphasis on physical fitness, nutrition, stress management, weight management, sexual health, disease and environmental health. Specific personalized techniques for optimizing health are emphasized. *Hours: 39 lecture and 39 self-scheduled exercise. Usually offered in the fall, spring and summer.*

Physical Science

- PHY 104 **Physical Science** (4 credits)
This course introduces students to the fundamental concepts of the physical sciences with an emphasis on practical applications, especially those that integrate the natural sciences. *Hours: 39 lecture and 26 laboratory. Prerequisite: MTH 099 with a grade of "C" or better or an acceptable mathematics placement test score. Laboratory fee: \$30. Usually offered in the spring.*

- PHY 121 **General Physics I** (4 credits)
This is the first part of a two-semester algebra-based course designed to give students a general knowledge of kinematics, Newton's laws of motion, energy and momentum and their conservation, rotational motion, wave motion, temperature and heat. *Hours: 39 lecture and 26 laboratory. Prerequisite: MTH 154 with a grade of "C" or better or permission of the department head. Laboratory fee: \$30. Usually offered in the fall and spring.*

- PHY 211 **General Physics II** (4 credits)
This is the second part of a two-semester algebra-based course designed to give students a general knowledge of electricity and magnetism, light and optics, and an introduction to the physics of the atom. *Hours: 39 lecture and 26 laboratory. Prerequisite: PHY 121 with a grade of "C" or better or permission of the department head. Laboratory fee: \$30. Usually offered in the spring.*

Physical Therapist Assistant

- PTA 101 **Introduction to Physical Therapist Assisting** (2 credits)
This course introduces students to the profession of physical therapy and the role of the physical therapist assistant (PTA). Topics include the history of physical therapy, the evolution of the physical therapist assistant, the physical therapist/PTA relationship, the health care team, the current state of health care in America, and the ethical and professional characteristics of the PTA. In addition, students are introduced to reading and understanding physical therapy literature, the fundamentals of medical terminology, medical documentation and billing, and documentation standards in physical therapy. *Hours: 26 lecture. Prerequisite: Permission of the department head. Course fee: \$40. Usually offered in the fall.*

- PTA 110 **Therapeutic Procedures I** (5 credits)
 The purpose of this course is to provide students with the fundamental data collection skills necessary for the PTA. Topics include basic patient interaction skills, communication and data collection. Students who complete this course can demonstrate safety and competence in body mechanics, goniometry, manual muscle testing, anthropometric measurements, vital signs, patient positioning and draping, posture, pain scales, sensation testing and documentation. *Hours: 39 lecture and 52 laboratory. Prerequisite: Permission of the department head. Course fee: \$100. Laboratory fee: \$35. Usually offered in the fall.*
- PTA 120 **Functional Anatomy and Biomechanics** (3 credits)
 This course builds on the foundation provided in BIO 202. Topics include the biomechanical principles of human movement, tissue injury and repair, and how the neuromuscular and musculoskeletal systems relate to normal and abnormal function and disability. Students participate in both classroom and laboratory activities to promote competency in palpation, knowledge of the stages of tissue healing, joint structure and function, body mechanics, gait and locomotion, and posture. *Hours: 26 lecture and 26 laboratory. Prerequisite: Permission of the department head. Course fee: \$60. Laboratory fee: \$35. Usually offered in the fall.*
- PTA 130 **Cardiopulmonary and Integumentary Issues** (3 credits)
 The purpose of this course is to review the anatomy and function of the cardiopulmonary and integumentary systems and to apply that information to clinical care in physical therapy. Students examine pathologies commonly encountered as PTAs, their impact on function, and identify and incorporate treatment techniques that assist with the healing and/or function of the cardiopulmonary and integumentary systems. Topics include the impact of cardiovascular and pulmonary disease in society and the role of the PTA in education and intervention strategies in the community. In addition, students are educated on equipment and important factors when working with patients in a hospital setting. Students who complete this course can demonstrate safety and competency in wound care, sterile and isolation techniques, standard precautions, the use of topical agents for skin protection and repair, patient positioning, techniques to improve ventilation and drainage, and exercise and relaxation principles to improve cardiopulmonary function. *Hours: 26 lecture and 26 laboratory. Prerequisites: PTA 110 and permission of the department head. Course fee: \$60. Laboratory fee: \$35. Usually offered in the spring.*
- PTA 140 **Physical Agents** (4 credits)
 This course is designed to provide the basic science, clinical reasoning and effective use of physical agents by the PTA under the direction and supervision of the physical therapist. Topics include scientific principles, precautions, indications and contraindications for use, and the assessment of patient response to applied agents. Students who complete this course can demonstrate the application of compression therapies, cryotherapy, superficial and deep thermal agents, electrotherapeutic agents, athermal agents, hydrotherapy, light agents, mechanical motion devices and traction. Competency will include the incorporation of prior learned principles of proper patient positioning and draping, and the proper documentation of delivery of applied agents. *Hours: 39 lecture and 39 laboratory. Prerequisites: PTA 101, PTA 110 and permission of the department head. Course fee: \$80. Laboratory fee: \$35. Usually offered in the spring.*

- PTA 150 **Therapeutic Procedures II** (4 credits)
This course builds on the principles learned in PTA 110. It covers manual treatment techniques, gait training with and without assistive devices, adaptive and assistive equipment, transfers, bed mobility, balance, wheelchair mobility and the use of standard measurement tools for balance, mobility and gait. Topics also include activities of daily living (ADLs), instrumental activities of daily living (IADLs) and the impact of treatment techniques on the improvement of daily function. *Hours: 39 lecture and 39 laboratory. Prerequisites: PTA 110 and permission of the department head. Course fee: \$80. Laboratory fee: \$35. Usually offered in the spring.*
- PTA 160 **Foundations of Therapeutic Exercise** (2 credits)
The purpose of this course is to provide the scientific basis and practical application of the therapeutic exercises used in physical therapy. Topics covered include physiology, biomechanics and expected outcomes from the use of therapeutic exercise. Application includes a demonstration of therapeutic exercises for various regions of the body. *Hours: 13 lecture and 26 laboratory. Prerequisites: PTA 120 and permission of the department head. Course fee: \$40. Laboratory fee: \$35. Usually offered in the spring.*
- PTA 180 **Pathology for the PTA** (2 credits)
This course provides a basic overview of the etiology, diagnosis, treatment, prognosis and prevention of pathological diseases and conditions for different body systems. The focus is on the aspects of diseases and conditions that affect patient management and treatment in physical therapy. This course also includes a basic overview of the pharmacological interventions in health care that could be encountered by the PTA. *Hours: 26 lecture. Prerequisites: PTA 150 and permission of the department head. Course fee: \$40. Usually offered in the summer.*
- PTA 200 **Ethics and Professional Issues** (1 credit)
This course covers a variety of issues related to professional behaviors, core values and the development of an entry-level professional PTA. Topics include the principles of teaching and learning for patient care, clinical problem solving, evidence-based practice, treatment plan interpretation and plan of care progression, American Physical Therapy Association (APTA) standards for practice, patient rights, federal and state regulations regarding PTAs, health care administration and professional development. *Hours: 13 lecture. Prerequisites: PTA 150 and permission of the department head. Course fee: \$20. Usually offered in the summer.*
- PTA 210 **Neurology for the PTA** (4 credits)
This course focuses on the study of nervous system physiology, anatomy, development and pathology, as well as motor control and motor learning across the lifespan. These principles are applied to a variety of neurological diseases and conditions commonly encountered in physical therapy practice. Students are expected to apply appropriate data collection, treatment techniques and documentation skills to case studies involving patients with neurological pathologies. Students who complete this course can demonstrate the use of clinical reasoning skills in the safe application of treatment interventions. *Hours: 39 lecture and 26 laboratory. Prerequisites: PTA 150 and permission of the department head. Course fee: \$80. Laboratory fee: \$35. Usually offered in the summer.*

- PTA 220 **Clinical Practice I** (2 credits)
This course provides students with an opportunity to observe and participate in patient care, as directed by a clinical instructor. Students are placed in a clinical setting for one day a week to begin to apply the knowledge, principles and techniques learned in the didactic portion of the curriculum while under the direct supervision of a licensed PT or PTA. *Hours: 10 lecture and 80 clinical. Prerequisites: PTA 150 and permission of the department head. Course fee: \$40. Materials fee: \$45. Insurance: \$30. Usually offered in the summer.*
- PTA 230 **Special Populations** (3 credits)
This course focuses on physical therapy care for unique patient populations. Topics include special considerations, equipment and treatment techniques to meet the needs of these patients. Students demonstrate competency by applying learned information and techniques to various case studies involving special patient populations. *Hours: 26 lecture and 26 laboratory. Prerequisites: PTA 220 and permission of the department head. Course fee: \$60. Laboratory fee: \$35. Usually offered in the fall.*
- PTA 240 **Orthopedics for the PTA** (4 credits)
This course focuses on the study of musculoskeletal system physiology, anatomy, development and pathology across the lifespan. Students apply this knowledge to a variety of orthopedic diseases and conditions commonly encountered in physical therapy practice. Students are expected to apply appropriate data collection, treatment techniques and documentation skills to case studies involving patients with orthopedic pathologies. Students demonstrate the use of clinical reasoning skills in the safe application of treatment interventions. *Hours: 39 lecture and 26 laboratory. Prerequisites: PTA 220 and permission of the department head. Course fee: \$80. Laboratory fee: \$35. Usually offered in the fall.*
- PTA 250 **Advanced Issues** (2 credits)
This course is designed to integrate student didactic and clinical experiences with more advanced health care, patient care, and ethical and professional situations. Topics include licensing examination content, licensure requirements, professional development, job search skills and the foundations of community service. *Hours: 26 lecture. Prerequisites: PTA 220 and permission of the department head. Course fee: \$40. Usually offered in the fall.*
- PTA 260 **Clinical Practice II** (4 credits)
This is the first of two terminal clinical experience courses. It is a six-week supervised clinical assignment in a hospital, extended care facility, rehabilitation facility, specialty facility or outpatient facility. Students are expected to apply previously-learned didactic and clinical material to patient care and to demonstrate consistent weekly progress toward goals established for chart review, documentation, patient treatment, time management and staff interaction. Students are expected to make a verbal presentation to the staff at the host facility on a topic determined in conjunction with the clinical instructor. *Hours: 240 clinical. Prerequisites: PTA 250 and permission of the department head. Course fee: \$80. Materials fee: \$45. Insurance: \$30. Usually offered in the spring.*

- PTA 270 **Clinical Practice III** (4 credits)
This final clinical experience course is a seven-week assignment in a hospital, extended care facility, rehabilitation facility, specialty facility or outpatient facility. Students are expected to build on their prior knowledge and clinical experiences to progress to entry-level competence as physical therapist assistants. Students are expected to complete a service project for the host facility as agreed upon with the clinical instructor. *Hours: 280 clinical. Prerequisites: PTA 250 and permission of the department head. Course fee: \$80. Materials fee: \$45. Insurance: \$30. Usually offered in the spring.*

Political Science

- POL 101 **American Government** (3 credits)
This course provides a comprehensive examination of the American political system focusing on the Constitution, presidency, Congress, Supreme Court, political parties, political behavior and the distribution of power within American society. *Hours: 39 lecture. Usually offered in the fall and spring.*

Psychology

- PSY 101 **Introduction to Psychology** (3 credits)
The aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help students develop a more comprehensive and accurate understanding of human behavior. Topics include psychology and development, cognitive processes, learning, intelligence, motivation and emotion, perception, personality, behavior and psychotherapy. *Hours: 39 lecture. Usually offered in the fall, spring and summer.*
- PSY 101H **Introduction to Psychology, Honors** (3 credits)
The aim of this course is to provide students with a basic overview of psychology as a behavioral science and to help students develop a more comprehensive and accurate understanding of human behavior. Topics include psychology and development, cognitive processes, learning, intelligence, motivation and emotion, perception, personality, behavior and psychotherapy. This course provides students with an opportunity to participate in a class research project and to complete an independent scientific experiment. This course meets the requirements of PSY 101. *Hours: 39 lecture. Prerequisite: Honors program eligibility. Usually offered in the fall.*
- PSY 152 **Case Management** (3 credits)
This course focuses on the psychology of behavior management and on case management skills. Topics covered include screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, record keeping and consultation, as well as ethics and confidentiality. *Hours: 39 lecture. Prerequisites: PSY 101 and CDC 101 with grades of "C" or better or permission of the department head. Usually offered in the spring.*

- PSY 201 **Human Relations** (3 credits)
 This course focuses on the study of human behavior. It is designed to help students grow personally and improve their interpersonal skills. Topics include human nature, personality types, stress and stress management, interpersonal communication, marriage, divorce, parenting, maladjustment and death. *Hours: 39 lecture. Usually offered in the fall and spring.*
- PSY 202 **Principles of Interviewing and Counseling** (3 credits)
 The principles, techniques and problems of the major psychological theories of counseling are studied in this course. Applied practical experience is provided in both interviewing and counseling techniques. *Hours: 39 lecture. Prerequisites: PSY 101 and CDC 101 with grades of "C" or better or permission of the department head. Usually offered in the spring.*
- PSY 251 **Human Growth and Development** (3 credits)
 This course focuses on human development as a multi-directional process that occurs through the life span. Students study the social, cognitive and personal influences that interact with the physical growth of human beings and result in the unique, though occasionally predictable, development of individuals. *Hours: 39 lecture. Prerequisite: PSY 101. Usually offered in the fall and spring.*
- PSY 252 **Abnormal Psychology** (3 credits)
 This course provides an overview of the traditional and current views regarding the assessment and treatment of abnormal behavior. Topics include the classification, assessment, diagnosis and treatment of major psychological disorders. *Hours: 39 lecture. Prerequisite: PSY 101. Usually offered in the fall and spring.*
- PSY 253 **Family Counseling: Theory and Techniques** (3 credits)
 This course provides students with a fundamental introduction to intervention with families. Students are exposed to the counseling techniques, strategies and approaches aimed at working with families affected by chemical dependency. Topics include the assessment of families and relationships, the effects of substance abuse on the family and critical clinical issues commonly faced by these families. After completing this course, students should have proficient skills to employ in working with couples and families affected by addiction. *Hours: 39 lecture. Prerequisite: PSY 202 with a grade of "C" or better. Usually offered in the fall.*

Radiologic Technology

- RDT 101 **Introduction to Radiologic Technology** (2 credits)
 This course provides an introduction to the radiologic technology profession, reviews the imaging modalities and explains the ethical responsibilities of the radiologic technologist. This course also provides basic principles of radiation protection, radiographic exposure and image production. Medical terminology, abbreviations and symbols associated with human structure and function, and radiology, are studied. *Hours: 26 lecture. Prerequisite: Permission of the department head. Course fee: \$40. Usually offered in the summer.*

- RDT 104 **Principles of Exposure I** (3 credits)
This course includes the basic methods of X-ray production, image acquisition and various parameters affecting image quality. Beam attenuation characteristics and the interactions of ionizing radiation within the human body are explained. Fundamental components of digital imaging are reviewed. *Hours: 39 lecture. Prerequisite: Permission of the department head. Course fee: \$60. Materials fee: \$20. Usually offered in the fall.*
- RDT 105 **Introduction to Radiographic Positioning** (3 credits)
This course provides students with the theoretical foundations and laboratory demonstrations necessary to develop the psychomotor skills that are essential for the achievement of routine diagnostic radiographs and those requiring supplementary views for patients at any stage of the life span. This course covers the essential anatomy and positioning used for radiography of the chest, abdomen and distal upper extremity. Concepts of mobile radiography are also introduced. *Hours: 26 lecture and 39 laboratory. Prerequisite: Permission of the department head. Course fee: \$60. Usually offered in the summer.*
- RDT 109 **Radiologic Nursing Procedures** (4 credits)
In this course, students practice the basic nursing skills necessary in the field of radiologic technology. Aseptic techniques, infection control, emergency measures, vital signs, contrast media, drug administration and IV therapy are included. In addition, ethics and law as they apply to the radiologic sciences are explained. *Hours: 52 lecture. Prerequisite: RDT 101 with a grade of "C" or better or permission of the department head. Course fee: \$80. Materials fee: \$40. Usually offered in the fall.*
- RDT 154 **Principles of Exposure II** (2 credits)
This course is a continuation of RDT 104. Image acquisition and processing techniques for digital radiography methods are discussed. Equipment characteristics and exposure technique selection affecting image receptor exposure, contrast and spatial resolution, and distortion, are reviewed. Parameters for selecting Automatic Exposure Control (AEC) techniques are explained. *Hours: 26 lecture. Prerequisite: RDT 104 with a grade of "C" or better or permission of the department head. Course fee: \$40. Materials fee: \$20. Usually offered in the spring.*
- RDT 155 **Radiographic Positioning and Clinical Practicum I** (4 credits)
This course is a continuation of RDT 105. It focuses on the proximal upper extremity, lower extremity and pelvic girdle radiographic exams. The clinical practicum component of the course provides students with practical experience in the functioning of the radiology department. Included are equipment manipulation, basic exposure technique selection, imaging acquisition factors and the development of fundamental patient care skills in diagnostic radiography. This course represents the beginning of the clinical competency program. *Hours: 26 lecture, 39 laboratory and 208 clinical. Prerequisites: RDT 101 and RDT 105 with grades of "C" or better or permission of the department head. Course fee: \$80. Materials fee: \$20. Insurance: \$18. Usually offered in the fall.*
- RDT 201 **Radiation Protection and Radiobiology** (2 credits)
This course provides students with knowledge of the biologic processes that occur as a result of interaction with ionizing radiation. The fundamentals of radi-



ation protection for personnel, patients and the public are discussed, including structural requirements, personnel monitoring, gonadal shielding and other factors that affect the amount of radiation exposure during diagnostic procedures. *Hours: 26 lecture. Prerequisites: RDT 104 and RDT 154 with grades of "C" or better or permission of the department head. Course fee: \$40. Usually offered in the fall.*

RDT 204 Principles of Exposure III (2 credits)
This course is a continuation of the concepts covered in RDT 104 and RDT 154. Digital image acquisition, display and modification are covered. Specialized imaging techniques and equipment are reviewed. Analysis of the digital image is emphasized. *Hours: 26 lecture. Prerequisites: RDT 104 and RDT 154 with grades of "C" or better or permission of the department head. Course fee: \$40. Materials fee: \$35. Usually offered in the fall.*

RDT 205 Radiographic Positioning and Clinical Practicum II (4 credits)
This course is a continuation of RDT 155. It focuses on contrast studies of the abdomen. Radiography of the bony thorax and the vertebral column are reviewed. Students are provided with practical experience in the operations of a radiology department. The clinical practicum component of this course provides students with the opportunity to continue to develop radiographic positioning skills, equipment manipulation skills and the skills necessary to deal with radiology patients. The clinical competency program is continued in this course. *Hours: 26 lecture, 39 laboratory and 208 clinical. Prerequisites: RDT 105 and RDT 155 with grades of "C" or better or permission of the department head. Course fee: \$80. Materials fee: \$20. Insurance: \$18. Usually offered in the spring.*

- RDT 210 **Radiographic Pathology** (2 credits)
This course is designed to introduce concepts related to disease and etiologic considerations with an emphasis on the radiographic appearance of disease and the impact on exposure factor selection. *Hours: 26 lecture. Prerequisite: RDT 109 with a grade of "C" or better or permission of the department head. Course fee: \$40. Usually offered in the spring.*
- RDT 211 **Image Analysis** (2 credits)
This course introduces students to image analysis concepts. Students evaluate images according to positioning criteria, exposure technique selection and anatomical structures demonstrated for radiographic projections. Images are reviewed for equipment operation errors and presented artifacts obscuring pertinent anatomy. Students identify images requiring repeat exposures and explain corrective action necessary to produce diagnostic radiographs. Students self-evaluate images performed in the clinical practicum applying image analysis techniques. *Hours: 26 lecture. Prerequisites: RDT 104 and RDT 155 with grades of "C" or better or permission of the department head. Course fee: \$40. Materials fee: \$20. Usually offered in the spring.*
- RDT 215 **Clinical Practicum III** (2 credits)
This course is the third in a series of five, providing structured, sequential and competency-based assignments in a clinical setting. In this clinical practicum, students continue the competency process, completing imaging exams on patients while supervised by licensed radiologic technologists. Students apply an understanding of radiographic positioning, equipment operation and radiation protection skills in clinical practice. *Hours: 416 clinical. Prerequisites: RDT 155 and RDT 205 with grades of "C" or better or permission of the department head. Course fee: \$80. Materials fee: \$20. Insurance: \$18. Usually offered in the summer.*
- RDT 255 **Radiographic Positioning and Clinical Practicum IV** (4.5 credits)
This course is a continuation of RDT 215. It focuses on radiographic positioning of the skull, facial bones, mandible and sinuses. In addition, this course includes the study of special imaging procedures, including angiography, arthrography, myelography, cholangiography and hysterosalpingography. Modified imaging procedures for trauma and mobile radiography are examined. The analysis of diagnostic radiography images is also covered. The clinical practicum component of this course provides students with supervised experience in performing routine radiographic examinations. This course includes a critical analysis of the radiograph from technical, anatomical and pathological standards. The clinical competency program is continued in this course. *Hours: 26 lecture, 39 laboratory and 312 clinical. Prerequisite: RDT 215 with a grade of "C" or better or permission of the department head. Course fee: \$80. Materials fee: \$20. Insurance: \$18. Usually offered in the fall.*
- RDT 256 **Imaging Equipment and Operation** (2 credits)
This course includes the study of imaging equipment and its safe operation in a clinical application. Generators, X-ray circuitry, tube components and quality assurance (QA) monitoring maintenance are covered. Computed tomography (CT), magnetic resonance imaging (MRI), mammography and diagnostic imaging equipment are discussed. *Hours: 26 lecture. Prerequisites: RDT 104 and RDT 154 with grades of "C" or better or permission of the department head. Course fee: \$40. Usually offered in the spring.*

- RDT 257 Introduction to Sectional Anatomy and Computed Tomography** (2 credits)
 This course provides an introduction to the imaging of the head, neck, chest, abdomen and pelvic anatomical structures in the sagittal, transverse and coronal planes. This course uses images from computed tomography (CT) and magnetic resonance imaging (MRI) to develop cognitive ability in order for students to recognize anatomical structures in multiple dimensions. Course content is designed to provide entry-level radiography students with principles related to CT imaging. *Hours: 26 lecture. Prerequisite: RDT 255 with a grade of "C" or better or permission of the department head. Course fee: \$40. Usually offered in the spring.*
- RDT 275 Seminar in Radiography and Clinical Practicum V** (4.5 credits)
 This course provides a review of the concepts covered during the two-year program to help students prepare for the American Registry of Radiologic Technologists (ARRT) examination. The clinical practicum component of this course is the fifth in a series of five structured, sequential and competency-based assignments in a clinical setting. This course provides students with an opportunity to interact with patients and health care team members in a radiology department. Students continue to develop their radiographic positioning and equipment manipulation skills to master the knowledge and skills necessary to produce a diagnostic radiograph and practice radiation protection. *Hours: 39 lecture and 312 clinical. Prerequisite: RDT 255 or permission of the department head. Course fee: \$100. Insurance: \$18. Materials fee: \$35. Usually offered in the spring.*

Sociology

- SOC 101 Introduction to Sociology** (3 credits)
 This course stresses the study of man in his social relationships. Topics include the patterns of culture, population, social institutions (familial, educational, religious, economic and political) and social change. *Hours: 39 lecture. Usually offered in the fall, spring and summer.*
- SOC 101H Introduction to Sociology, Honors** (3 credits)
 This course stresses the study of man in his social relationships. Topics include the patterns of culture, population, social institutions (familial, educational, religious, economic and political) and social change. This course provides students with opportunities to participate in class research projects and to serve in a community social service agency. This course meets the requirements of SOC 101. *Hours: 39 lecture. Usually offered in the spring.*
- SOC 201 Juvenile Delinquency** (3 credits)
 This course covers youthful crime: its volume, causes and trends. The prediction, prevention, treatment and control of juvenile delinquency by social control agencies is examined relative to social policies needed to reduce its incidence. The organization and procedures of the juvenile justice system are also explored. *Hours: 39 lecture. Prerequisite: SOC 101. Usually offered in the spring.*
- SOC 202 Prevention** (3 credits)
 This course addresses the multidimensional aspects of drug abuse predisposition in an effort to delineate the factors related to prevention. It acknowledges that

drug abuse is intertwined with problems such as violent crime, poor education, unemployment, inadequate housing and family dysfunction. This course investigates some prevention programs that consider various social, psychological, environmental and physical risk factors in their effort to combat the drug abuse problem. *Hours: 39 lecture. Prerequisite: SOC 101. Usually offered in the fall of every other year.*

- SOC 252 **Criminology** (3 credits)
This course introduces the basic theories, fundamental facts and problems associated with the science of criminology, while providing a systematic basis for the study of criminals, and criminal behavior as it relates to the criminal justice system in America. *Hours: 39 lecture. Prerequisite: SOC 101. Usually offered in the fall.*

Spanish

- SPN 101 **Fundamentals of Spanish I** (3 credits)
This course is an introduction to the Spanish language and Hispanic culture, with an emphasis on the acquisition of basic oral and written language skills through drills in grammar, vocabulary and communication. *Hours: 39 lecture. Prerequisites: ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores. Usually offered in the fall and spring.*

- SPN 102 **Fundamentals of Spanish II** (3 credits)
This course is a continuation of SPN 101, with an emphasis on the acquisition of intermediate oral and written language skills through continued practice in reading, writing, listening and speaking. *Hours: 39 lecture. Prerequisites: ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores, and either SPN 101 with a grade of "C" or better, high school Spanish II with a grade of "C" or better or permission of the instructor. Usually offered in the spring.*

Speech

- SPH 101 **Fundamentals of Oral Communication** (3 credits)
This course is an introduction to the theories of oral communication, focusing on pragmatic approaches to presentational styles and organizational skills. *Hours: 39 lecture. Usually offered in the fall, spring and summer.*

- SPH 101H **Fundamentals of Oral Communication, Honors** (3 credits)
This course is an introduction to the theories of oral communication, focusing on pragmatic approaches to presentational styles and organizational skills. Students integrate a common theme into their speeches for the public speaking component of this course. They demonstrate their ability to critically think and listen through their analysis of speeches in both the classroom and the public arena. This course meets the requirements of SPH 101. *Hours: 39 lecture. Prerequisite: Honors program eligibility. Usually offered in the fall.*

SPH 200 **Interpersonal Communication** (3 credits)
 This course offers an introduction to the theories of interpersonal communication, focusing on the development of an awareness of communication in social and professional contexts and on the perception of self and others. The course covers theory and the application of communication strategies used in daily interactions and one-on-one and small group communication, including how verbal and non-verbal communication can be used to improve relationships. *Hours: 39 lecture. Prerequisite: ENG 101. Usually offered in the fall.*

SPH 201 **Instructional Communication** (3 credits)
 This course covers the communicative factors involved in the teaching-learning process. The communication concept applicable to classroom instruction is explored, and the communication skills essential in teaching groups of students are developed. Special focus is placed on communicating a supportive classroom environment, developing effective questioning strategies and effective interpersonal relationships in a classroom setting. *Hours: 39 lecture. Usually offered in the fall and spring.*

Student Development

SDV 100 **Fundamentals of College Study** (1 credit)
 This course is designed to introduce students to the information and habits that facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility; active learning and critical thinking skills; increasing motivation and decreasing stress; analyzing the syllabus, instructor and course; establishing a learning style; organizing and balancing family, work and school; improving study and note-taking skills, and test-taking strategies; advisement, registration and the college catalog; safety, student services and other administrative resources; rules, regulations and civility; and lifelong learning. Students who do not pass this course must take it again the following fall or spring term. *Hours: 15 lecture. Usually offered in the fall, spring and summer.*

SDV 101 **Career Development** (1 credit)
 This course is designed primarily for related field experience students, but the skills taught are necessary for all students who are preparing to enter the work force. Through various exercises and the use of electronic and traditional media, students are taught how to develop career goals. They are also challenged to realize their potential in their chosen fields and how to use this knowledge in the job-hunting process. Students are required to write a resume, cover letter, a field experience learning contract and other related assignments. *Hours: 15 lecture. Usually offered in the fall, spring and summer.*

SDV 102 **Cultural Enrichment Experience** (1 credit)
 This course exposes students to local cultural events, such as music performances, visual arts, creative verbal performances, scholarly verbal performances and theater performances. Students explore local cultural events by attending, writing about, reading about and discussing such events. *Hours: 15 lecture. Usually offered in the spring.*

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206/Wor-Wic Community College

Payne, Jennifer, PHR, SHRM-CP B.S.B., University of Phoenix M.S., Villanova University	Human Resources Administrator
Pierson, Sandra B.A., Salisbury University	Director of Media and Community Relations
Preneta, Will	Facilities Manager
Rollyson, Donald, Jr. B.A., Salisbury University	Assistant Director of the Eastern Shore Criminal Justice Academy
Sandt, Jennifer A. B.S., East Stroudsburg University of Pennsylvania M.B.A., Salisbury University	Vice President for Administrative Services
Simpson, Chris B.A., Salisbury University	Admissions and Scholarship Advisor
Smith, Megan H., CPA B.S., Salisbury University M.B.A., Salisbury University	Assistant Director of Finance
Smoot, Lori, GCDF A.A.S., Wor-Wic Community College B.S., Wilmington University M.A., William James College	Director of Career Services
Soulis, Ellen A.A., Wor-Wic Community College B.S., Wilmington University M.A., The University of South Dakota	Financial Aid Scholarship Coordinator
Stijntjes, Emma B. B.S., University of the Philippines Diliman	Programmer/Analyst
Thomas, Charles A.A.S., Wor-Wic Community College B.S., Wilmington University	Director of Information Security and Network Infrastructure
Timmons, Lisa B.S., Salisbury University	Mathematics Laboratory Coordinator
Toadvine, Kristina B.A., Salisbury University M.S., Wilmington University	Director of CEWD Computer Training
Townsend, Joshua W. A.A., Wor-Wic Community College B.S., Salisbury University	Web Developer

Tyndall, Teresa, LCSWDirector of CEWD Allied Health
 B.S.W., James Madison University
 M.S.W., University of Maryland Baltimore

Tyler, EricaVisual Resources Coordinator
 B.S., University of Maryland Eastern Shore
 M.S., Wilmington University

Tyson, Thomas N., CPADirector of Finance
 B.S., University of Maryland College Park

Urian, Bob.....Occupational Safety Coordinator
 B.A., University of Delaware
 M.S., Widener University
 Ed.D., George Washington University

Vann, Linnie, Jr.....Director of Public Safety

Webster, Richard C.Director of Admissions
 B.A., Salisbury University
 M.A., Salisbury University

Woolford, Dornell L.Evening and Weekend Administrator
 B.A., Salisbury University
 M.A., Salisbury University
 Ph.D., University of Maryland Eastern Shore

Faculty

Angelonga, PerryCEWD Computer Instructor
 B.A., University of Baltimore

Arquiza-Eccles, Francis Krutchie M.Associate Professor of
 B.S., Philippine Normal University Mathematics
 M.A., University of the Philippines

Barnes, Annette Hall, RN, FNP-BCAssistant Professor of
 B.S., Salisbury University Nursing
 M.S.N., University of Delaware
 D.N.P., Salisbury University

Bartlett, Allison S.Associate Professor of
 B.A., University of Missouri - Kansas City English
 M.A., Georgetown University
 Ph.D., The Catholic University of America

Barton, Chuck, NRPClinical Coordinator and
 A.A., Anne Arundel Community College Assistant Professor of
 B.S., Salisbury University Emergency Medical Services

208/Wor-Wic Community College

Benshetler, BridgetAssistant Professor of
B.S.Ed., Hofstra University Health and Wellness
M.S., West Chester University
of Pennsylvania

Berna, Katie Jo, RNInstructor of
A.A.S., Delaware Technical Nursing
Community College, Owens Campus
B.S.N., University of Phoenix
M.H.A., University of Phoenix
M.S.N., University of Phoenix

Blasco, LawrenceAssistant Professor of
A.B., Georgetown University English
M.A., University of Chicago
Ph.D., University at Buffalo-SUNY

Blosveren, SheilaProfessor of
B.A., Salisbury University Developmental English and
M.Ed., Salisbury University Director of Developmental Education
Ph.D., Capella University

Burnside, DanaAssociate Professor of
B.A., Bloomsburg University of Pennsylvania Speech
M.A., Bloomsburg University of Pennsylvania
D.A., George Mason University

Campbell, Carlene J., RNAssistant Professor of
Diploma, Beebe School of Nursing Nursing
B.S.N., Wilmington University
M.S., Salisbury University

Cordrey, Lori M., COTA/LFieldwork Coordinator and Instructor
A.A., Wesley College of the Occupational Therapy
A.A.S., Wor-Wic Community College Assistant Program
B.S., University of Maryland Eastern Shore

Cotten, Cheryl T.Assistant Professor of
B.S., James Madison University Social Science
M.S., Chaminade University of Honolulu

Daughenbaugh, Betty J.Professor of
B.A., Houghton College Social Science
M.S., University at Buffalo-SUNY
Ph.D., University at Buffalo-SUNY

Davis, SusanInstructor of
B.S., Salisbury University Biological and Physical Sciences
M.S., Johns Hopkins University

Derickson, Lynn M., RN, CNEAssociate Professor of
B.S., Salisbury University Nursing
M.S., University of Maryland Baltimore
Ed.D., Wilmington University

- Dolch, Ronald G. Department Head and
B.S., Muhlenberg College Associate Professor of Business
M.B.A., Fairleigh Dickinson University
- Ferguson, Shane Instructor of
B.S.W., West Virginia University Social Science
M.A., Marshall University
- Freeman, Burma R. Assistant Professor of
B.S., Bennett College Physical Science
M.S., North Carolina Agricultural
and Technical State University
- Fries, Deborah D. Assistant Professor of
B.S., Salisbury University Mathematics
M.Ed., Salisbury University
M.S., Salisbury University
- Geel, Matthew D., CPA Assistant Professor of
B.A., Dalhousie University Accounting
M.Acc., Rider University
- Hall, Stacey Mathematics and Science Department Head
B.S., Virginia Polytechnic Institute and Associate Professor of Biological Science
and State University
M.S., Virginia Polytechnic Institute
and State University
Ph.D., University of Missouri - Columbia
- Harper, Juley Assistant Professor of
B.A., Salisbury University English
M.I., University of Delaware
- Jones, Elizabeth C. Arts and Humanities Department Head
B.A., McDaniel College and Professor of English
M.A., Salisbury University
Ph.D., Capella University
- Jones, Pamela M. Associate Professor of
B.S.Ed., Kutztown University of Pennsylvania Developmental Mathematics
M.Ed., Salisbury University
M.Ed., Salisbury University
- Kelley, Michael Instructor of
A.A., Wor-Wic Community College Computer Studies
B.S., University of Phoenix
- Kenney, Deana, RN Associate Professor of
B.S., Salisbury University Nursing
M.S., Salisbury University
D.N.P., Salisbury University

210/Wor-Wic Community College

Koshy, Bini, RNAssociate Professor of
B.S.N., Christian Medical College Nursing
M.S.N., Christian Medical College

Kotra-Loos, Tiffany, PTClinical Coordinator and
M.P.T., University of Maryland Baltimore Assistant Professor of the
D.P.T., University of Maryland Baltimore Physical Therapist Assistant Program

McFadden, Jenny L.Instructor of
B.A., Flagler College Developmental English
M.A., Salisbury University

McGrath, Stacy, RNAssistant Professor of
B.S., Salisbury University Nursing
B.S., Salisbury University
M.S., Salisbury University

Messatzzia, Ryan, LCSW-CAssociate Professor of
B.A., University of Delaware Social Science
M.S.W., Delaware State University

Metro, AllisonAssistant Professor of English
B.S., East Carolina University
M.A., East Carolina University

Mister, Brenda J., RNDepartment Head and
B.S., Salisbury University Professor of Nursing
M.S., Salisbury University
Ed.D., Wilmington University

Morris, Michelle B.Assistant Professor of
B.S., Salisbury University Early Childhood Education
M.Ed., Salisbury University

Nina, AlketaAssociate Professor of
B.S., Salisbury University Mathematics
M.S., Florida Atlantic University

O'Brien, Edmond J.Assistant Professor of
A.A., Wor-Wic Community College Criminal Justice
A.A., University at Albany, SUNY
B.A., University of Maryland College Park

Ojie-Ahamiojie, George, CHEDepartment Head and Professor of
B.S., University of Houston Hotel-Motel-Restaurant Management
M.A., University of Phoenix
Ed.S., Argosy University, Sarasota
Ed.D., Argosy University, Sarasota

- Oneal-Self, AmyAssociate Professor of
 A.A., John A. Logan College English
 B.A., Southern Illinois University Carbondale
 M.A., Indiana University-Purdue University
 Indianapolis
 Ph.D., Capella University
- Paddack, LauraInstructor of
 B.A., Gettysburg College English
 M.Ed., Shippensburg University of Pennsylvania
- Pavese, Daniel R., IIIInstructor of
 A.A., Elizabethtown Community History
 and Technical College
 B.A., West Chester University
 of Pennsylvania
 M.A., Salisbury University
- Porter, CharlesAssociate Professor of
 B.A., University of Toledo Developmental English
 M.A., University of Toledo
 M.A., Salisbury University
- Postles, WendyInstructor of
 A.A., Wor-Wic Community College Office Technology
 B.S., University of Maryland Eastern Shore
- Reddish, MelissaAssistant Professor of English and
 B.A., Washington College Director of the Honors Program
 M.F.A., American University
- Riley, Patricia L., LCPCHuman Services Department Head and
 A.B., Asbury University Associate Professor of Social Science
 M.A., Dallas Theological Seminary
 Ed.D., Morgan State University
- Roop, Kimberley M., RNProfessor of
 B.S., Salisbury University Nursing
 M.S., Salisbury University
 Ed.D., Wilmington University
- Ross, Cynthia, RT (R) (ARRT)Assistant Professor of
 A.A.S., Wor-Wic Community College Radiologic Technology
 B.A., University of Maryland
 Baltimore County
- Satterfield, CurtisTechnology Department Head
 B.S., Frostburg State University and Associate Professor of
 M.S., University of Maryland Computer Studies
 Baltimore County

212/Wor-Wic Community College

Schamberger, KariAssistant Professor of
B.S., Wilmington University Education
M.Ed., Wilmington University

Schultz, Norma, RNCEWD Allied Health Instructor
A.S., Wor-Wic Community College
B.S.N., Wilmington University

Senaratne, UpulAssistant Professor of
M.S., Bowling Green State University Physical Science
Ph.D., Wayne State University

Siegmund, Ellen, OTR/LDepartment Head and Associate Professor
A.A., The Community College of the Occupational Therapy Assistant Program
of Baltimore County
B.S., Towson University
M.S., California State University-Los Angeles

Solembriano, Karie, RT (R) (CT) (ARRT)Department Head and Professor of
A.A.S., Wor-Wic Community College Radiologic Technology
B.S., Adventist University of Health Sciences
M.S., Capella University
Ed.D., Capella University

Sollazzo, Dixie J., RNAssistant Professor of
B.S.N., University of Maryland Baltimore Nursing
M.S., Salisbury University

Stanley, LucindaAssociate Professor of Business
B.S., Regis University and Office Technology
M.S., Emporia State University
M.S., Emporia State University
Ph.D., Capella University

Stern, Andrea E., RNProfessor of
B.S.N., University of Virginia Nursing
M.S., University of Connecticut
J.D., Michigan State University

Striegel, David P.Associate Professor of
A.S., Vincennes University Criminal Justice
A.S., University of Evansville
B.S., University of Evansville
M.S., Eastern Kentucky University

Suplee, Paul G., CEC, PC IIIAssociate Professor of
A.S., Johnson & Wales University Culinary Arts
B.A., Loyola University Maryland
M.B.A., Johnson & Wales University

Tavel, Adam	Professor of
B.A., Lebanon Valley College	English
M.A., University of Toledo	
M.F.A., Vermont College of Fine Arts	
Taylor, Edward T.	Professor of
B.S., Salisbury University	Biological Science
M.S., University of Delaware	
Ed.D., Wilmington University	
Thompson, Terry	Professor of
B.A., West Chester University of Pennsylvania	Biological Science
M.S., University of Maryland College Park	
Townsend, Mary Lou	Assistant Professor of
B.A., McDaniel College	Mathematics
M.Ed., Salisbury University	
Tusing, Jennifer L.	Assistant Professor of
B.A., University of Maryland College Park	Spanish
M.A., University of Georgia	
Twigg, Susan	Assistant Professor of
B.S., Salisbury University	Developmental Mathematics
M.Ed., Salisbury University	
Walker, Heidi	Assistant Professor of
B.S., Virginia Polytechnic Institute	Biological Science
and State University	
Ph.D., Virginia Commonwealth University	
Waxham, Jon C., PT, CSCS	Department Head and
B.S., University of Maryland College Park	Associate Professor of the
B.S., University of Maryland Baltimore	Physical Therapist Assistant Program
M.P.T., University of Maryland Baltimore	
Webster, Daniel R., Jr., NRP	Department Head and
A.A.S., Wor-Wic Community College	Assistant Professor of
B.S., Salisbury University	Emergency Medical Services
Weil, Coleen M., RN	Professor of
Diploma, St. Luke's Hospital	Nursing
School of Nursing	
B.S.N., Saint Martin's University	
M.S.N., Seattle University	
Ph.D., University of Maryland Eastern Shore	
Wilson, Deborah S., RN	Professor of
B.S.N., Vanderbilt University	Nursing
M.S.N., University of Phoenix	
Ed.D., Morgan State University	

Wray, Sarah, RNInstructor of
B.S., Messiah College Nursing
B.S., Salisbury University
M.S., Salisbury University

Support Staff

Adkins, NickInformation Technology
A.S., Harford Community College Support Technician

Bagnall, RosemarieAdministrative Associate I
Student Services

Ballard JohnPublic Safety Officer

Banks, Carl T.Building Attendant

Banks, GuyMaintenance Foreman

Barrow, OwenBuilding Attendant

Bergbower, SabrinaBuilding Attendant

Bergbower, WendyLead Building Attendant
B.A., Salisbury University

Bissell, Thomas, Jr.Mail and Receiving Clerk
B.S., University of Maryland College Park

Bittinger, LindaCEWD Operations and
Information Specialist

Blair, CathyAccounting Specialist

Blice, EllenAdministrative Associate I, CEWD
A.A.S., College of Southern Maryland

Bragg, Lynn M.Administrative Associate I
A.A.S., Wor-Wic Community College Business and Hotel-Motel-
A.S., Southern Virginia University Restaurant Management
B.S., University of Maryland Eastern Shore

Brimer, BrucePublic Safety Supervisor
A.A.S., Wor-Wic Community College

Brown, AmyInformation Technology
A.A.S., Wor-Wic Community College Help Desk Specialist
B.S., University of Maryland University College

Brown, CherylBuilding Attendant

Campbell, Jackie	Building Attendant
Carey, Ronald	Plumber
Clark, Denise	Building Attendant
Cooper, Georgia	Administrative Associate III, CEWD
A.A., Wor-Wic Community College	
B.S., Wilmington University	
Copeland, Octavia	Building Attendant
Coulbourne, Norman B.	Public Safety Officer
Cousins, David	Information Technology Support Technician
Daniels, Bonnie M.	Administrative Associate I
B.A., Sojourner-Douglass College	Mathematics and Science
Davis, Garrett	Building Attendant
Dayton, Missy	Building Attendant
Dayton, Renee	Administrative Associate I
	Arts and Humanities
DeShields, Mike	Night Supervisor
Dyke, Sharon	Lead Payroll Specialist
A.A.S., Wor-Wic Community College	
Dyson, Gene	HVAC Mechanic
Elliott, Richard, Jr.	Public Safety Officer
Elliott, Wayne	Maintenance Worker
Ellis, Hope	Administrative Associate II
A.A.S., Wor-Wic Community College	Academic Affairs
Ennis, Stacy J.	Research Assistant
A.A.S., Wor-Wic Community College	
Fisher, Peggy	Building Attendant
Flower, Kristie	Payroll Specialist
Fooks, Herbie	Building Attendant
Foreman, Shirley	Administrative Associate I
A.A., Wor-Wic Community College	Human Services
A.A.S., Wor-Wic Community College	

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Geel, Laura	Child Care Aide
A.A., Chesapeake College	
B.S., Towson University	
Gerrity, Bonnie	Human Resources Specialist
Glacken, Lisa	Research Specialist
B.A., Salisbury University	
Hamlett, Kathleen M.	Executive Associate
A.A., Montgomery College	Academic Affairs
Hammond, Connie	Marketing Clerk
Hammond, Michael	Public Safety Officer
A.A., Wor-Wic Community College	
Hazel, Lori	Administrative Associate I
	Allied Health
Hill, Tamara	Library Aide
B.A., Salisbury University	
Hochmuth, James	Land Management Worker
B.S., University of Maryland College Park	
Hooker, John	Lead Building Attendant
Horsey-White, Donna	Lead Child Care Teacher
A.A.S., Wor-Wic Community College	
A.A.S., Wor-Wic Community College	
B.A., University of Maryland Eastern Shore	
Howard, Michelle R.	Executive Associate
B.S., Salisbury University	Administrative Services
Hubbs, Skip	Public Safety Officer
Hudson, Bill	Building Controls Technician
A.A.S., Wor-Wic Community College	
Jagusiak, Linda	Development Specialist
A.A.S., Nassau Community College	
B.A., City University of New York	
Queens College	
Joseph, Kim	Administrative Associate I, CEWD
Kaloroumakis, Barbara	Administrative Associate I
A.A.S., Wor-Wic Community College	Student Services

Kelley, Don, Jr.	Senior Land Management Worker
Kline, Tim	Land Management Worker
Knobloch, Tracy	Administrative Associate II, CEWD
Krause, Douglas A.	Maintenance Worker
Lankford, Ivan R.	Public Safety Supervisor
Larmore, Bethany A.	Accounts Payable Specialist
Lebois, Nora L. A.A.S., Wor-Wic Community College	Executive Assistant to the President
Levesque, Renee A.A.S., Wor-Wic Community College A.A.S., Wor-Wic Community College	Administrative Associate I, CEWD
Long, Deborah M. Diploma, Woodridge Business Institute A.A.S., Wor-Wic Community College	CEWD Registration Specialist
Maddox, Norma D.	Administrative Associate I Nursing
Martin, Charity A.A., Wor-Wic Community College	Administrative Associate I, CEWD
McBride, Marcus	Building Attendant
McClendon, Gwen	Building Attendant
McGee, Ann D. A.A., Wor-Wic Community College	Administrative Associate II Learning Services
Mosteller, Diana B.F.A., Salisbury University	Administrative Associate I Nursing
Mosteller, Mary B.A., Salisbury University	Administrative Associate I, CEWD
Murphy, Danny	Public Safety Officer
Myers, Jenn	Administrative Associate I Student Services
Nelson, Buster	Public Safety Officer
Nelson, Megan	Building Attendant

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Nichols, Joyce	Accounts Receivable Specialist
Patton, Kellie	Duplicating Clerk
Pizlo, Anne	Administrative Associate III
B.S., Towson University	Student Services
Richardson-Andrews, Kimberly E.	Administrative Associate I
	Student Services
Rosas, Katie	Financial Aid Specialist
A.A., Wor-Wic Community College	
B.A., Salisbury University	
Russen, Scott	Electrician
Savage, Suellen M.	Administrative Associate I
A.A. Wesley College	Student Services
Schilling, Rebecca A.	Administrative Associate III
A.A.S., Wor-Wic Community College	Facilities Management
Schmitt, Ashley	Administrative Associate II
A.A.S., Wor-Wic Community College	Child Development Center
Seaton, Jeff	Maintenance Worker
Shockley, Parshall W.	Administrative Associate III
Diploma, Woodridge Business Institute	Occupational Education
A.A.S., Eastern Shore Community College	
Shwed, Nancy C.	Admissions Specialist
Diploma, Woodridge Business Institute	
Certificate, Wor-Wic Community College	
Singleton, Joseph	Utility Worker
A.A., Wor-Wic Community College	
Smith, Marian	Executive Associate
A.A., Wor-Wic Community College	Institutional Affairs
Smith, Quetta L.	Administrative Associate I
A.A., Wor-Wic Community College	Criminal Justice
Smith, Ranae	Child Care Aide
Somers-Bashor, Nicki	Library Aide
A.A., Wor-Wic Community College	
Spicer, Heather	Building Attendant
Stevenson, Terrie L.	Administrative Associate I, CEWD
A.A., Wor-Wic Community College	

Thompson, Dawn M.	Executive Associate
A.A., Wor-Wic Community College	Enrollment Management and Student Services
Thornton-Davis, Tonya	Child Care Teacher
A.A.S., Wor-Wic Community College	
Trader, Dave	Public Safety Officer
Truitt, Winter	Child Care Aide
Turner, Kathy L.	Administrative Associate III
A.A.S., Wor-Wic Community College	General Education
Webster, Mary V.	Accounts Receivable Specialist
West, Angel	Purchasing Specialist
A.A.S., Wor-Wic Community College	
Yackley, Donna L.	Administrative Associate III
A.A., Wor-Wic Community College	Criminal Justice

Emeritus Status

Almon, Robert E.	Professor Emeritus
B.S., St. Bonaventure University	Criminal Justice (1976-1987)
Certificate, FBI Academy	
Arnold, Nola M.	Dean Emeritus
B.S./B.A., McDaniel College	Continuing Education and
M.L.A., McDaniel College	Workforce Development (1976-2010)
Capelli, Stephen L.	Vice President Emeritus
B.A., The College of New Jersey	Academic Affairs (1984-2017)
M.A., The College of New Jersey	
Ph.D., University of Missouri - Columbia	
Cubbage, Elinor Phillips	Professor Emeritus
B.A., University of Delaware	English (1977-2010)
M.A., Eastern Connecticut State University	
Ed.D., University of Maryland College Park	
Dahlberg, Scott D.	Professor Emeritus
B.S., University of Minnesota Duluth	Hotel-Motel-Restaurant
M.A., University of Minnesota-Twin Cities	Management (1986-2013)
Ed.D., University of Maryland College Park	
Ferrand, Judith M.	Professor Emeritus
A.A., Wor-Wic Community College	English and Speech (1990-2015)
B.A., Salisbury University	
B.A., Salisbury University	
M.Ed., Salisbury University	
Ed.D., Wilmington University	

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Krum, Mary E., RNProfessor Emeritus
B.S.N., Columbia Union College Nursing (1977-1983)
M.S., University of Maryland College Park

Lesser, Diane W.Dean Emeritus
B.A., Salisbury University General Education (1987-2010)
M.Ed., Salisbury University
Ph.D., University of Maryland College Park

Mahan, Louise S.Professor Emeritus
B.S., University of Maryland Eastern Shore Office Technology (1980-1993)

Maner, Arnold H.President Emeritus
B.S., University of Nevada, Reno (1975-2000)
M.A., University of Nevada, Reno
Ph.D., Texas A&M University

Marshall, Denise D., RNProfessor Emeritus
B.S.N., Hampton University Nursing (1984-2012)
M.Ed., Salisbury University
Ed.D., Wilmington University

Rinnier, Marlene P., CPSProfessor Emeritus
Certificate, Katharine Gibbs School Office Technology (1978-2001)
B.S., West Virginia University
M.Ed., Salisbury University

Rudnick, Mark V.Vice President Emeritus
B.B.A., Temple University Administrative Services (1976-2012)
M.Ed., Salisbury University
M.B.A., Salisbury University

Vander Clute, Elaine L.Professor Emeritus
B.A., Le Moyne College English and Speech (1991-2016)
M.S., Syracuse University Main Campus
M.B.A., Boston University
Ed.D., Wilmington University

Yurek, Walter J.Professor Emeritus
B.S., Salisbury University Mathematics (1982-2014)
M.A., Georgetown University
M.A., St. John's College (Md.)
Ed.D., Montana State University

Appendix

Disability Grievances

This disability grievances policy meets the requirements of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. This policy applies to all students, employees, visitors and third-party vendors hired by the college that wish to file a grievance alleging discrimination specifically on the basis of disability in the admission and treatment of students, access to educational programs and activities, services provided by the college and the terms and conditions of employment. Reasonable accommodations can be denied if it causes undue hardship to the college. The college reserves the right to redirect a grievance to the proper grievance procedure or to any other appropriate review procedure when applicable.

Questions and grievances regarding disability services should be submitted as soon as possible but no later than 60 calendar days after the alleged violation to Wor-Wic’s ADA coordinators and investigators.

Grievances by students, visitors
or third-party vendors:
Karen A. Mohler
Academic and Disabilities Counselor
Wor-Wic Community College
MTC 103
32000 Campus Drive
Salisbury, MD 21804
410-334-2899
kmohler@worwic.edu

Grievances by employees or
prospective employees:
Jennifer Payne
Human Resources Administrator
Wor-Wic Community College
BH 107
32000 Campus Drive
Salisbury, MD 21804
410-334-2910
jpayne@worwic.edu

FILING A GRIEVANCE

Informal Grievance Procedures

Members of the college community who have a grievance can first attempt to resolve the grievance informally. All grievants should first attempt to discuss the matter orally or in writing with the individual most directly responsible. If no resolution results, or the grievant feels that direct contact is inappropriate under the circumstances, grievants can contact the appropriate ADA coordinator. If the grievant is grieving determinations or actions of the academic and disabilities counselor, the grievant can contact the senior director of student development. If the grievant is grieving determinations or actions of the human resources administrator, the grievant can contact the senior director of human resources.

If a satisfactory resolution is not achieved within 30 days, the ADA coordinator, senior director of student development or senior director of human resources informs the grievant of his or her right to file a formal grievance.

Formal Grievance Procedures

If no satisfactory resolution is reached after informal attempts to resolve the grievance are made, or if the individual chooses to bypass the informal grievance process, he or she can submit a written grievance. Investigations of grievances are adequate, reliable and impartial. If the grievant attempts to resolve the matter informally and that attempt has failed, or the grievant decides to end the informal process for any other reason, the grievant has 10 days from the time they receive notice from the ADA coordinator stating that informal attempts have failed in order to file a formal grievance. A listing of all meetings and/or written attempts to resolve the issue informally must be included with the formal

grievance. The grievance must be in writing and contain information about the alleged discrimination. The college does not review a grievance that is untimely or fails to contain all required information. To facilitate a clear and prompt resolution, once initiated, a grievance cannot be expanded beyond the issues presented in the individual's initial grievance. The written grievance must include the following:

1. Location, date, full description of the grievance, and any relevant facts;
2. A summary of the steps the grievant has already taken in his or her attempt to resolve the grievance, including the names of people involved;
3. A statement of the requested resolution and the grievant's rationale for the requested accommodations for each perceived violation;
4. Any supporting documentation; and
5. Name, address, contact information and signature of the person initiating the grievance.

Alternative means of filing grievances, such as personal interviews or a tape recording of the grievance, are made available for persons with disabilities upon request.

Student or Third-Party Grievances

- 1a. When the grievance by a student, visitor or third-party alleges harassment related to a disability, other discrimination based on disability, retaliation, the failure to provide a reasonable accommodation, denial of an approved accommodation or service, or inaccessibility of a program or other college activity, the grievance should be filed with the academic and disabilities counselor. The academic and disabilities counselor, or designee, assesses the formal grievance and reviews all information necessary during an investigation to render a written determination to the grievant, accused and to any administrator whose authority is needed to carry out the proposed resolution. This includes providing the grievant and accused with an opportunity to submit evidence, including identifying witnesses and documents for the academic and disabilities counselor's consideration as part of the investigation. The academic and disabilities counselor, or designee, issues a letter of determination to the grievant and the accused of their findings within 30 days of the formal grievance. If extenuating circumstances cause a delay, the academic and disabilities counselor notifies the grievant in writing of the delay along with an anticipated timeframe for issuance of the final letter of determination.
- 1b. If the grievant disagrees with the determination given by the academic and disabilities counselor, he or she can seek a reconsideration of the determination by the senior director of student development. The senior director of student development reviews the letter of determination offered by the academic and disabilities counselor and all information necessary to render a written determination. If needed, the grievant can submit any additional information and/or documents as requested. The senior director of student development issues a letter of determination within 15 days of receiving the request, supplies the grievant and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the senior director of student development is final.
- 2a. If the grievance is against the academic and disabilities counselor, designee or another employee in the counseling office, the grievance should be filed with the senior director of student development. The senior director of student development, or designee, assesses the formal grievance and reviews all information necessary during an investigation to render a written determination to the grievant, accused and to any administrator whose authority is needed to carry out the proposed resolution. This includes providing the grievant and the accused with an opportunity to submit evidence, including identifying witnesses and documents for the senior director of student development's consideration as part of the investigation. The senior director of student development issues a

letter of determination within 30 days of receiving the grievance, supplies the grievant and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials.

- 2b. If the grievant disagrees with the determination given by the senior director of student development, he or she can seek a reconsideration of the determination by the vice president for enrollment management and student services. The vice president for enrollment management and student services reviews the letter of determination offered by the senior director of student development and all information necessary to render a written determination. If needed, the grievant can submit any additional information and/or documents as requested. The vice president for enrollment management and student services issues a letter of determination within 15 days of receiving the request, supplies the grievant and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the vice president for enrollment management and student services is final.

Employee Grievances

- 1a. When an employee alleges that another employee has failed to provide a reasonable accommodation or denied an approved accommodation, the grievance should be filed with the human resources administrator. The human resources administrator, or designee, assesses the formal grievance and reviews all information necessary to render a written determination to the grievant and to any administrator whose authority is needed to carry out the proposed resolution. This includes providing the grievant and accused with an opportunity to submit evidence, including identifying witnesses and documents for the human resources administrator's consideration as part of the investigation. The human resources administrator, or designee, issues a letter of determination of his or her findings to the grievant and the individual whose decision is being challenged within 30 days of the formal grievance. If extenuating circumstances cause a delay, the human resources administrator notifies the grievant in writing of the delay along with an anticipated timeframe for issuance of the final letter of determination.
- 1b. If the grievant disagrees with the determination given by the human resources administrator, he or she can seek a reconsideration of the determination by the senior director of human resources. The senior director of human resources reviews the letter of determination offered by the human resources administrator and all information necessary to render a written determination. If needed, the grievant can submit any additional information and/or documents as requested. The senior director of human resources issues a letter of determination within 15 days of receiving the request, supplies the grievant and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the senior director of human resources is final.
- 2a. If the grievance is against the human resources administrator, designee or another employee in the human resources department, the grievance should be filed with the senior director of human resources. The senior director of human resources, or designee, assesses the formal grievance and reviews all information necessary during an investigation to render a written determination to the grievant, accused and to any administrator whose authority is needed to carry out the proposed resolution. This includes providing the grievant and the accused with an opportunity to submit evidence, including identifying witnesses and documents for the senior director of human resources' consideration as part of the investigation. The senior director of human resources issues a letter of determination within 30 days of receiving the grievance, supplies the grievant and relevant parties with a copy of the letter of determination, and takes any steps necessary to

implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials.

- 2b. If the grievant disagrees with the determination given by the senior director of human resources, he or she can seek reconsideration of the determination by the vice president for administrative services. The vice president for administrative services reviews the letter of determination offered by the senior director of human resources and all information necessary to render a written determination. If needed, the grievant can submit any additional information and/or documents as requested. The vice president for administrative services issues a letter of determination within 15 days of receiving the request, supplies the grievant and relevant parties with a copy of the letter of determination, and takes any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the vice president for administrative services is final.

TIMELINES

Specified time limitations refer to the academic year, September through May. If a grievance is presented or the alleged incident occurs during June, July or August, the time calculation is suspended until the beginning of the new academic year in September. In such a situation, the 60-day timeframe begins on the first day of classes for the fall term. In addition, time limitations do not include official college holidays or other closures. The term "days" refers to days when the college is open for business.

REMEDIES

The college imposes remedies intended to correct the discriminatory effects on the grievant or others and to prevent the recurrence of any prohibited acts.

Wor-Wic does not tolerate discrimination of any kind. If the allegation against an employee is substantiated, the employee is subject to disciplinary action, including possible dismissal. The vice president of the employee, in consultation with human resources, determines the appropriate corrective action(s) to be taken, prepares a written memorandum addressed to the accused that outlines the corrective action(s) to be taken, forwards a copy to the immediate supervisor of the accused and provides a copy to the human resources administrator for placement in the personnel file of the accused. The immediate supervisor is responsible for the implementation and follow-up of the corrective action(s). College policies and procedures regarding dismissal, including any appeals that exist, govern the handling of grievances against employees.

If the allegation against a student is substantiated, the student is subject to disciplinary action, including possible permanent suspension. College policies and procedures regarding student conduct, including any appeals that exist, govern the handling of grievances against students.

If it is found that the employee or student who filed the grievance deliberately filed a false accusation, that individual is subject to disciplinary action in accordance with dismissal policies and procedures (when the grievant was an employee) or student conduct policies and procedures (when the grievant was a student).

EXTERNAL GRIEVANCES

The college community is encouraged to attempt resolution of grievances pertaining to disabilities by using this grievance procedure, but an individual has the right to file a grievance directly with the U.S. Department of Education, Office for Civil Rights. Grievants can also file a disability discrimination grievance with the responsible federal or state department or agency, including the federal Equal Employment Opportunity Commission or the Maryland Commission on Human Rights.

RETALIATION

No individual who files a grievance or cooperates with a college investigation can be subject to retaliation, including any adverse employment or educational consequence. An individual who believes that he or she was retaliated against as a result of filing a grievance or cooperating with a college investigation can file an additional grievance. An employee who retaliates against anyone who has filed a grievance is subject to disciplinary action, including possible dismissal. A student who retaliates against anyone who has filed a grievance is subject to disciplinary action, including possible permanent suspension.

RECORDS

The ADA coordinators or vice presidents maintain the files and records of all grievances for which they are responsible under this grievance policy.

Acceptable Use of Technology Resources

This policy outlines the standards and expectations for responsible and acceptable use of college computing systems and information technology (IT) resources. The college provides access to technology resources in support of the mission of the college. The college's IT department is committed to protecting authorized users, computing systems, data, electronic communications and information technology resources from intentional or negligent illegal or damaging use. All users of the college's technology resources are expected to act responsibly, ethically and lawfully.

This policy applies to all employees, students, visitors and agents of the college who use and access the college's information technology resources, whether on campus, off campus or via remote connection. This policy applies to all equipment either owned or leased by the college and governs activity on personal computing devices while utilizing and/or accessing any college computing system or information technology resource.

The granting of privileges to use college computing systems and IT resources is predicated on the authorized user's acceptance of and adherence to the corresponding conditions and user responsibilities detailed in this policy. College resources should be used for business and academic purposes. Occasional, limited and appropriate use of college resources for personal use is permitted if that use does not interfere with the user's work performance. Authorized users assume responsibility for all communications originating from equipment or accounts assigned to the user. Authorized users are solely responsible for the use and handling of data, computing systems and information technology resources. It is the responsibility of all users to know the guidelines stated in college policies and to conduct their activities accordingly.

Information security is the responsibility of all users and any inappropriate use or suspected security incident must be reported to the college's IT department by calling 410-334-2870 or by emailing info@worwic.edu. Authorized users agree to be good stewards when storing, accessing and transporting data.

The use of IT resources is a privilege and not a right. Under no circumstances are authorized users permitted to engage in any activity that is illegal. The following list of prohibited activities, by no means exhaustive, is an attempt to provide a framework for actions that fall into the category of unacceptable use:

- Using a computer without authorization;
- Obstructing the operation of the college's technology resources, including, but not limited to, intentionally damaging equipment, tampering with cables, adding or deleting files or software without authorization, and changing network settings;

- The intentional introduction or creation of invasive software, such as worms or viruses, Trojan horses and email bombs;
- Attaching a network device to the college's networks without approval of the IT department, including hubs, switches, wireless access points, routers or similar devices;
- Using computing systems, college networks or any other information technology resource to threaten or harass others or attempting to alter computer systems, hardware, software or account configurations;
- Monitoring another individual's account(s), data, communications, software, computing resources or email without prior consent;
- Sharing user account passwords with others;
- Allowing the use of an authorized user account by others, such as another family member or friend;
- Misrepresenting one's identity or role in any type of electronic communication;
- Using computing systems or information technology resources for commercial or profit-making purposes without written authorization from the college;
- Copying software found on college systems that is licensed by the college for personal use, transferring software to non-college equipment or modifying it in any unauthorized manner;
- Installing or operating computer games on college-owned computers for purposes other than academic instruction;
- Producing and broadcasting hate mail, discriminatory remarks or chain letters;
- Breaching or attempting to breach computer systems or information technology resources or security systems, whether with or without malicious intent;
- Engaging in any activity that can be harmful to systems or to any stored information, such as creating or propagating viruses or other types of malware;
- Violating copyright and/or software license agreements or downloading, installing or using illegal software;
- Installing or using any covert video/audio recording device;
- Displaying any material that is sexually-explicit or discriminatory in nature; and
- Accessing or disclosing sensitive information without authorization or any theft of college data or equipment.

Authorized IT employees reserve the right to monitor and access any computing system or resource connected or attached to the college's networks. Monitoring can include, but is not limited to, reviewing, copying and accessing or archiving any information, logs, packets or other materials stored on, transmitted through or created with college technology resources. There is no expectation of privacy with regard to the college's computing systems, information technology resources and network infrastructure, while on or accessing resources remotely.

Violations of this policy are subject to college disciplinary procedures, state, local and federal laws and regulations. Based on the nature of the offense and/or the number of violations, employees and other agents of the college are subject to appropriate personnel action, up to and including dismissal. Students are subject to disciplinary action taken in accordance with procedures that govern student conduct, up to and including permanent suspension. If appropriate, the college can pursue criminal and civil prosecution.

Personal Electronic Account Privacy Protection

A personal electronic account is defined as a personal account created via an electronic medium or a service that allows users to create, share or view user-generated content, including uploading or downloading videos or still photographs, blogs, video blogs, podcasts, messages, electronic mail, internet website profiles or locations, or any other electronic information.

The college cannot compel a student, applicant or prospective student, as a condition of acceptance or participation in curricular or extracurricular activities, to add to the list of contacts associated with a

personal electronic account (including employees, students and volunteers) or to change the privacy settings associated with a personal or electronic account.

The college cannot take any action or threaten to take any action to discharge, discipline, prohibit from participating in curricular or extracurricular activities or otherwise penalize a student, applicant or prospective student for his or her refusal to do any of the following:

- Grant access to, allow observation of or disclose any information that allows access to or observation of a personal electronic account;
- Add any individual to the list of contacts associated with a personal electronic account;
- Change the privacy setting associated with a personal electronic account; or
- Fail to admit an applicant as a result of the applicant's refusal to:
 - Grant access to, allow observation of, or disclose any information that allows access to or observation of a personal electronic account;
 - Add any individual to the list of contacts associated with a personal electronic account; or
 - Change the privacy setting associated with a personal electronic account.

This policy does not prohibit the college from requesting or requiring a student to disclose information to gain access to an electronic account opened at the college's behest or provided by the college. In addition, this policy does not restrict the college from viewing, accessing or utilizing information about a student, an applicant or a prospective student that can be obtained without access information, is available in the public domain or is available to the college as a result of actions undertaken independently by the student, applicant or prospective student.

This policy does not create a duty that requires the college to search or monitor the activity of a personal electronic account, does not make the college liable for failure to request or require a student, applicant or prospective student to grant access to, allow observation of or disclose information regarding the individual's personal electronic account, and does not prohibit a student, applicant or prospective student from granting a college official the ability to view his or her personal electronic account.

Discrimination and Harassment

DISCRIMINATION

Discrimination is defined as treating someone differently based on any of the protected-class characteristics. Discriminatory harassment, sexual harassment, sexual violence and creating a hostile environment caused by sexual harassment are strictly prohibited.

DISCRIMINATORY HARASSMENT

Discriminatory harassment is defined as unwelcome verbal or physical conduct based on age, gender, race, color, religion, national origin, marital status, sexual orientation, genetic information, gender identity, disability or any other characteristic protected by law, and all related protected activities, including retaliation, that is so objectively offensive as to alter the conditions of the victim's employment or education. This standard is met: a) when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; b) when submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual; or c) when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or educational environment. Depending on its severity, pervasiveness and offensiveness, discriminatory harassment can include epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; disparaging jokes; and written or graphic material that disparages or shows hostility or aversion toward an individual or group because of a characteristic protected by law. Discriminatory harassment can occur between individuals of the same or different genders regardless of sexual orientation.

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However, as an institution of higher education, the college recognizes that faculty have the right to present information and ideas related to their course content, and that students have the right to test and explore their personal views, beliefs and philosophies in new contexts during the educational process, as described in the college's academic freedom policy.

Sexual Harassment

Sexual harassment, one of the most common forms of discriminatory harassment, is defined as unwelcome sexual advances, requests for sexual favors and other harassing verbal or physical conduct of a sexual nature that affects the terms or conditions of one's employment or denies or limits a student's ability to participate in or benefit from a school's educational program. Depending on its severity, pervasiveness and offensiveness, sexual harassment can include pressure for sexual activity; unwelcome verbal and physical sexual advances; commentary about an individual's body; leering, whistling or touching; insulting or obscene comments or gestures; displaying sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

Sexual Violence

Sexual violence is a severe type of sexual harassment. It is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Forcible sexual assault includes unwanted touching, rape, sodomy, sexual assault with an object and fondling. Non-forcible sexual offenses are acts of unlawful sexual activity against people incapable of giving consent. Sexual violence can be carried out by school employees, other students or third parties.

Hostile Environment Caused by Sexual Harassment

A hostile environment caused by sexual harassment is created when there is conduct that is either severe or pervasive, or both. It can be aimed at individuals or generalized. Examples of a hostile work environment include posting sexually explicit pictures, calendars, graffiti or objects around the work area and regularly using dirty words, making sexual jokes, using obscene gestures or making rude comments of a sexual nature.

Consent

Consent is defined as a voluntary agreement to engage in sexual activity and can be withdrawn at any time. Past consent does not imply future consent. Consent with one person does not imply consent with another. Someone who is incapacitated due to the use of drugs or alcohol or due to an intellectual or other disability cannot consent. Silence or absence of resistance does not imply consent. Coercion, force or threat of coercion or force invalidates consent.

FILING A COMPLAINT

Reports of alleged discrimination or harassment can be submitted, in writing or verbally, to any supervisor or Title IX coordinator. Complaints of sexual violence should also be called into the college public safety department at 410-334-2937.

If an alleged victim decides not to file a complaint, but shares information with a college employee regarding an alleged discriminatory incident, it is the responsibility of the employee who receives this information to notify the appropriate Title IX coordinator and discrimination investigator.

No individual who files a complaint or cooperates with a college investigation can be subject to retaliation, including any adverse employment or educational consequence. An individual who believes that

he or she was retaliated against as a result of filing a complaint or cooperating with a college investigation can file an additional complaint. An employee who retaliates against anyone who has filed a complaint is subject to disciplinary action, including possible dismissal. A student who retaliates against anyone who has filed a complaint is subject to disciplinary action, including possible permanent suspension.

The college affords reasonable confidentiality to the individuals involved in the alleged discrimination or harassment complaint and the investigation process, except to the extent necessary to investigate the allegations and take corrective action, or to comply with legal obligations.

CONDUCTING AN INVESTIGATION

Reports of alleged discrimination or harassment must be documented by the individual receiving the complaint, regardless of whether it is submitted in writing or communicated verbally. If the complaint is against an employee, the report is forwarded to the senior director of human resources or the vice president for administrative services (if the complaint involves the senior director of human resources), who initiates the investigation process. If the complaint is against a student, the report is forwarded to the senior director of student development or the vice president for enrollment management and student services (if the complaint involves the senior director of student development), who initiates the investigation process. For discriminatory complaints specifically related to sex discrimination, a Title IX coordinator and discrimination investigator or another trained Title IX investigator will conduct the investigation. The investigator issues a written outcome within 60 calendar days after the initial written complaint is received, barring no unusual complexity or delays. If the investigation is delayed past 60 days, the investigator informs the accused and the complainant of the delay. If the investigator does not conduct a prompt, thorough and impartial investigation of the complaint, he or she is subject to disciplinary action.

The investigator asks the complainant for all relevant facts, including dates, times and the names of any individuals involved, including witnesses. After meeting with the complainant, the investigator meets with the accused to discuss the allegation and gather additional information, including the names of any additional witnesses. Depending on the seriousness of the allegation and whether or not the accused admits to any wrong-doing, the investigator can decide if the complaint can be resolved without interviewing any witnesses. Witnesses must be interviewed, however, when the complainant makes such a request, when the allegations are denied by the accused, when this is a repeated complaint against the same individual or when the complaint involves allegations of gross misconduct. All interviews must be documented and maintained in a confidential file held by the investigator.

After the investigation, the investigator reviews the available facts to determine if there is a preponderance of evidence that a policy violation occurred, and prepares a written report, outlining the findings of the investigation, including a determination as to whether or not a college policy has been violated and if there is probable cause for an appropriate corrective action(s). This report is forwarded to the vice president of the employee accused of wrongful conduct (for employee complaints) or the chair of the student-faculty disciplinary committee (for student complaints).

The vice president of the division or the chair of the student-faculty disciplinary committee prepares written notices to the complainant and the accused of the outcome of the complaint. The notice to the complainant includes whether or not it was found that the alleged conduct occurred, any individual remedies offered or provided to the complainant or any sanctions imposed on the perpetrator that directly relate to the complainant, if applicable, and a statement that the college is opposed to the kind of activity that was alleged to have occurred and will take steps to prevent recurrence and remedy effects. The notice to the accused includes whether or not it was found that the alleged conduct occurred, individual sanctions, if applicable, and a statement that the college is opposed to the kind of activity that was alleged to have occurred and will take steps to prevent recurrence and remedy effects.

SANCTIONS

Wor-Wic does not tolerate discrimination, harassment or sexual harassment of any kind. If the allegation against an employee is substantiated, the employee is subject to disciplinary action, including possible dismissal. The vice president of that employee, in consultation with human resources, determines the appropriate corrective action(s) to be taken, prepares a written memorandum addressed to the accused that outlines the corrective action(s) to be taken, forwards a copy to the immediate supervisor of the accused and provides a copy to the senior director of human resources for placement in the personnel file of the accused. The immediate supervisor is responsible for the implementation and follow-up of the corrective action(s). College policies and procedures regarding dismissal, including any appeals that exist, govern the handling of complaints against employees.

If the allegation against a student is substantiated, the student is subject to disciplinary action, including possible permanent suspension. College policies and procedures regarding student conduct, including any appeals that exist, govern the handling of complaints against students.

If it is found that the employee or student who filed the complaint deliberately filed a false accusation, that individual is subject to disciplinary action in accordance with dismissal policies and procedures (when the complainant was an employee) or student conduct policies and procedures (when the complainant was a student).

PREVENTION AND AWARENESS

Discrimination and harassment prevention and awareness programs, including Title IX harassment, are described under "Safety and Security."

Safety and Security

PUBLIC SAFETY

Wor-Wic Community College employs a team of public safety officers who patrol campus facilities and grounds, and identify and address safety and security concerns. Wor-Wic public safety officers have the authority to ask individuals for identification to determine whether or not they have lawful business at the college. Wor-Wic public safety officers also have the authority to issue public safety citations for violations of college traffic/parking and smoking/tobacco use policies.

Wor-Wic public safety officers are not police officers and, as such, do not possess arrest power. All criminal incidents are referred to the Wicomico County Sheriff's Office or the Maryland State Police. The public safety department at Wor-Wic maintains a working relationship with area fire, rescue and law enforcement agencies.

The college prohibits any individual from bringing or using a weapon on college property, including a firearm or any other instrument intended to cause harm or reasonable apprehension of immediate bodily harm. Individuals who are licensed to carry a concealed weapon are required to comply, but individuals affiliated with law enforcement agencies who are licensed to carry a weapon are exempt.

CAMPUS OPERATING HOURS

The campus is open during the academic year on Monday through Thursday from 7 a.m. to 11 p.m., Friday from 7 a.m. to 9:30 p.m. and Saturday from 8 a.m. to 5 p.m. College public safety officers can be reached during these hours by dialing 410-334-2937. A phone is available in every classroom, office and

laboratory at the campus for anyone who needs to call for emergency assistance (911). A red sticker is affixed to each campus phone, which provides the public safety phone extension of 2937. The emergency “blue light” phones that are located in the campus parking lots and other strategic locations on campus are directly connected to the college’s public safety department.

ACCESS TO CAMPUS FACILITIES

Access to all college facilities during periods when the college is closed is limited to authorized employees and contractors. Signage to this effect is maintained at all entrances to the campus. The college is not responsible or liable for the safety of anyone at the campus when the college is closed.

NON-CAMPUS LOCATIONS

Because college activities occur in diverse locations throughout the college’s service area, individual faculty members and other college employees assume responsibility, at off-campus, college-sponsored activities, in the event of an emergency situation.

CRIME REPORTING PROCEDURES

Any member of the campus community who is a victim of, or witness to, a crime at the college campus or at an off-campus, college-sponsored activity, should call 911 and the college public safety department at 410-334-2937. Anyone who needs help reporting a crime to police can obtain assistance from the public safety department. Prompt reporting assures timely warning notices and accurate disclosure of crime statistics. Victims or witnesses can report crimes, or suspicious behaviors or activities, on a voluntary, confidential basis by sending a text message to 50911. The text message should begin with UTIPS, and the date, time, location and description of the incident should be provided in the text.

All reports of criminal activity are investigated and recorded in the daily crime log in the public safety department by the officer taking the report. The daily crime log is available for public inspection during normal business hours at the public safety department located in Room 102 of Henson Hall.

In addition to the daily crime reporting log, the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act requires that certain crimes, which could require the assistance of local law enforcement officials, must be included in the annual security report. Primary crimes that must be reported include murder, negligent manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and arson. All primary crimes, as well as larceny/theft, simple assault, intimidation, and destruction, damage or vandalism of property, are also classified as hate crimes when there is evidence that the victim was intentionally selected because of the victim’s actual or perceived race, religion, sexual orientation, gender, gender identity, ethnicity, national origin or disability. Other crimes that must be reported are domestic violence, dating violence and stalking, as well as criminal charges or referrals to the college’s student-faculty disciplinary committee for alcohol, drug or weapons violations.

EMERGENCY NOTIFICATION AND TIMELY WARNINGS

Federal law requires that a report be made to the campus community if certain crimes are committed on Wor-Wic’s campus, at any of the college’s non-campus facilities or on public property that is immediately adjacent to Wor-Wic’s campus.

Anyone with information warranting a timely warning should report the circumstances to Wor-Wic’s public safety department by calling 410-334-2937 or at the public safety department located in Room 102 in Henson Hall.

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The campus community is, without delay, notified of a significant emergency or dangerous situation that could pose an immediate threat to the health or safety of students and employees. Depending on the severity of the emergency, notification occurs by one or more of the following methods:

- e2Campus (a free subscription-only text, phone and email messaging service)
- Email to registered Wor-Wic email accounts
- Telephone
- Personal contact by public safety or other designated employees
- Posting of notices on exterior doors on campus that detail the situation

Prior to initiating the emergency notification system, a reasonable attempt is made to verify the validity and severity of the emergency. Personal or telephone contact with the reporting party or other reliable witnesses, typically by public safety or another designated employee, is the preferred method to confirm the validity of an emergency. Physical personal verification by public safety or another designated employee, with due regard for their own personal safety, is acceptable if the reporting party is unavailable or unreliable.

Taking into account the safety of the community, the college initiates the notification system, unless issuing a notification, in the professional judgment of responsible authorities, could compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency.

Under normal circumstances, the determination to initiate the emergency notification system, as well as the content and means of the notification, is made by the president or a vice president. In extreme situations, it could be necessary to send an immediate emergency notification when the president or vice president cannot be reached in a timely fashion. If this occurs, the following individuals are authorized to compose and send the notification:

- Director of Public Safety
- Public Safety Supervisors
- Senior Director of Facilities Management
- Senior Director of Information Technology
- Dean of Occupational Education
- Dean of General Education
- Dean of Continuing Education and Workforce Development
- Evening and Weekend Administrator

Unless notification would cause or further exacerbate an unsafe situation, all members of the campus community who have subscribed to e2Campus are notified. Timely warnings do not include the names of victims.

If, in the opinion of the president or a vice president, in consultation with on-scene emergency response personnel, the emergency is of such a nature as to require notification of the general public, a press release is prepared and disseminated to local print and electronic media outlets. All tactical communications or emergency notifications are the responsibility of on-scene emergency responders.

The emergency notification system is tested at least once per year. The test is coordinated by the director of public safety and could be announced or unannounced. The text of the message directs recipients to the appropriate location on the college's website where emergency response procedures can be obtained. The director of public safety maintains records of the date, time and description of the test, as well as whether it was announced or unannounced.

SEX OFFENSES, DOMESTIC VIOLENCE, DATING VIOLENCE, SEXUAL ASSAULT AND STALKING

Wor-Wic prohibits acts of domestic violence, dating violence, sexual assault, stalking and all other sex-related offenses. Victims of a sexual offense, including domestic violence, dating violence, sexual assault or stalking, are encouraged to report the incident to a college public safety officer, who informs the victim of a sexual assault of his or her right to file criminal charges with the appropriate law enforcement official, to request assistance with notifying such authorities or to decline notification of such authorities. The public safety officer notifies the counselor to encourage the victim to contact law enforcement and medical personnel as soon as possible to receive guidance in the preservation of evidence needed for proof of criminal assaults, obtaining a protective order, and the apprehension and prosecution of assailants. At the request of the victim, the counselor assists in the notification of local law enforcement officials and makes arrangements for transport to the nearest hospital equipped with the Maryland State Police Sexual Assault Evidence Collection Kit (Peninsula Regional Medical Center, Atlantic General Hospital or E.W. McCready Memorial Hospital).

The counselor also provides victims with referrals to appropriate counseling, mental health and other agencies in the community. Upon the written request of the victim, the counselor can arrange a modification to the victim's class schedule or employment situation if such an alternative is available and appropriate, and such an accommodation or protective measure remains confidential to the extent that maintaining such confidentiality does not impair the ability of the college to provide the accommodation or protective measure. The college protects the confidentiality of victims and other necessary parties by completing publicly-available documents without including personally-identifiable information.

To facilitate reporting and improve access to care, the college continues to pursue formalized agreements with organizations that provide trauma-informed services to victims of sexual assault.

Students who have been drinking and/or using drugs at the time a sexual violence incident occurs could be hesitant to report such incidents due to fear of potential consequences for their own conduct. When the college determines that a student (a) violated the substance abuse policy during or near the time of an alleged sexual assault, (b) in good faith reported a sexual assault or is participating in a sexual assault investigation as a witness, and (c) the college determines that the substance abuse violation was not reasonably likely to put the health or safety of another individual at risk, the college does not impose a campus conduct action for the substance abuse policy violation other than a mandatory substance abuse intervention, when appropriate. The college provides any student or employee who indicates that he or she is a victim of such an offense, or who is participating in an investigation of such an offense, with an explanation of his or her rights and options, regardless of the location where the offense occurred.

SUBSTANCE ABUSE

The college recognizes drug or alcohol abuse as an illness and a major health problem, as well as a potential safety and security problem. Health risks associated with substance abuse include death, stroke and diseases of the heart and liver, in addition to alcohol and drug related suicides, homicides and accidents. The college complies with all federal, state and local laws that regulate or prohibit the possession, use or distribution of alcohol or illicit drugs.

The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Violation of drug laws are referred to the appropriate law enforcement agencies. Violators are subject to college disciplinary action, criminal prosecution, fine and imprisonment.

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Consumption of alcoholic beverages on the Wor-Wic campus, at any college-owned or operated facility or at any college sanctioned event is prohibited except by individuals over the age of 21 at officially-sponsored college events. Violations of Maryland law regarding the possession, consumption, sale or furnishing of alcohol to people under the legal drinking age are referred to the appropriate law enforcement agencies. Violations of the alcoholic beverage policy by students are referred to the college student-faculty disciplinary committee. Employees who violate the policy are subject to disciplinary procedures up to and including dismissal.

Students with substance abuse problems are referred to the counselor, who provides evaluation, counseling and referrals to community agencies. All students agree to abide by the college's substance abuse policies and procedures when they sign the college's admission application.

Employees are required to sign a statement before they begin their employment at the college, certifying that they understand that they are required to notify their supervisor of any criminal substance abuse conviction within five calendar days after conviction. The college is required to provide written notification of an employee substance abuse conviction to the U.S. Department of Education within 10 calendar days after receiving notice of such conviction and to take appropriate disciplinary action against the employee or to require that the employee complete a substance abuse assistance or rehabilitation program at his or her own expense within 30 calendar days after being notified of the conviction. Employees with substance abuse problems are referred to the college's employee assistance program.

COLLEGE INVESTIGATIONS AND SANCTIONS

In addition to any criminal or civil proceedings, any employee or student who is accused of substance abuse, a sex offense, including rape, acquaintance rape, domestic violence, dating violence, sexual assault or stalking, or any other crime, is subject to college disciplinary procedures. The senior director of student development or the senior director of human resources, who both serve as the Title IX coordinators and discrimination investigators for the college, initiates a prompt, fair and impartial investigation in accordance with the procedures specified in the college's discrimination and harassment policy. The investigator reviews the available facts to determine if there is a preponderance of evidence that a policy violation occurred, and prepares a written report, outlining the findings of the investigation, including a determination as to whether or not a college policy has been violated and if there is probable cause for an appropriate corrective action(s). This report is forwarded to the vice president of the employee accused of wrongful conduct (for employee complaints) or to the chair of the student-faculty disciplinary committee (for student complaints). If the employee is found guilty of the charges, appropriate personnel action is taken, up to and including dismissal. If the student is found guilty of the charges, disciplinary action is taken in accordance with procedures that govern student conduct, up to and including permanent suspension. The accuser and accused are entitled to the same opportunities to have others present during college disciplinary proceedings, as specified in the student conduct and employee dismissal procedures, and both are simultaneously informed of the outcome, the appeal process, any change in results and when results of the proceedings are final.

Wor-Wic's discrimination and harassment policy is available on the college website, as well as in the college catalog (for students) and the policies and procedures manual (for employees).

PREVENTION AND AWARENESS

Efforts to provide a safe and secure environment focus on the prevention and awareness of substance abuse, sex offenses, including rape, acquaintance rape, domestic violence, dating violence, sexual assault and stalking, and other crimes. Prevention and awareness programs are offered to reduce the risk of such crimes and promote safety and bystander action.

Initial prevention and awareness programs include the dissemination of the college's discrimination and harassment policy, as well as a copy of the annual security report, to all new employees on their first day of work. New employees must complete a Title IX training module for higher education within their first two weeks of employment. Credit students who take the mandatory Fundamentals of College Study course are presented with Title IX information and safety policies, and tested on the information. A public safety officer presents safety information at employee and student orientation sessions. Information related to harassment and discrimination, and safety and security, is published on the college website, as well as the college catalog and the policies and procedures manual.

Wor-Wic public safety officers are present on campus during all hours when the college is open and during special events when the college would otherwise be closed. Signs are posted at the campus entrances indicating that unauthorized entry after operating hours is prohibited and that surveillance cameras are in use. Operational procedures for public safety officers specify that officers regularly patrol all campus buildings, grounds and parking lots. Public safety officers also escort individuals to their vehicles in campus parking lots upon request. The director of public safety coordinates the safety prevention program for the college by performing nightly inspections of the lighting, landscaping, doors, locks and alarm systems at the college campus to initiate any safety or security improvements. The director of public safety also serves as the college liaison to law enforcement officials and as co-chairperson of the college safety committee.

The counselor coordinates the ongoing awareness program by disseminating pamphlets and brochures, displaying posters in college facilities, submitting articles for student and employee publications, coordinating guest speakers or providing information to students and employees at orientation sessions, workshops or meetings. The counselor shares information about substance abuse and makes referrals to local agencies. The counselor also maintains a list of campus and community resources available for victims of a sex offense. Educational programs to promote the awareness of rape, acquaintance rape, forcible and non-forcible sex offenses, including domestic violence, dating violence, sexual assault and stalking, and how to prevent becoming the victim of such crimes are also available from the local health department or local law enforcement agencies. These agencies can also provide counseling or other mental health services for victims of sexual offenses.

Annual training is provided to the college's Title IX coordinators and discrimination investigators, as well as other employees who are designated as college Title IX investigators. These employees are required to attend an annual professional development session related to discrimination and harassment, including Title IX harassment.

College prevention and awareness programs, including employee professional development opportunities, are reviewed annually to determine their effectiveness and to ensure that sanctions are consistently enforced.

INFORMATION CONCERNING REGISTERED SEX OFFENDERS

Information about registered sex offenders can be obtained by searching the Maryland Sex Offender Registry at www.dpscs.state.md.us/sorSearch.

MISSING STUDENTS

Wor-Wic does not provide on-campus student housing facilities and, as such, is not required to maintain missing student notification procedures. Missing person reports should be made to local law enforcement agencies.

Student Conduct

STUDENT-FACULTY DISCIPLINARY COMMITTEE

The student-faculty disciplinary committee hears student conduct cases that are referred to the committee by any student or employee, as well as traffic, parking and smoking/tobacco use violation appeals. The membership of the student-faculty disciplinary committee consists of the president and vice president of the student government association, two full-time faculty members appointed for two-year staggered terms by the faculty council and the senior director of student development, who serves as chairperson. Student members hold office for one year, but they may be reappointed. Vacancies that occur in the middle of the year are filled by the student government association for student members and by the faculty council for faculty members. The support staff council appoints a support staff member to serve on this committee when traffic, parking and smoking/tobacco use violations are on the agenda.

The committee chairperson receives referrals of cases in a written communication that includes the person's name and the specific offense with which he or she is being charged. By a majority vote of the membership, the committee may decide either to hear the case, to dismiss it without a hearing or, in matters not covered by present statute, refer the case elsewhere for action. If the committee decides to hear the case, it informs the student, in writing, of the charges against him or her and of the date set for the hearing. Once notified, the student must indicate whether or not he or she intends to attend the hearing. If the student is unable to attend on the specified date, he or she can request the hearing to be rescheduled. If the student fails to appear on the hearing date, the proceedings continue and the case is heard in absentia. Students and Wor-Wic employees who have information relevant to the case must appear before the committee to provide this information if they are requested to do so. The person making the charge appears before the committee as the plaintiff. The hearing is open to members of the student-faculty disciplinary committee, the student, the person making the charge, the director of student engagement and witnesses for the student or student-faculty disciplinary committee. A witness must be able to offer specific information relevant to the charge in order to be heard by the student-faculty disciplinary committee. The committee votes by secret ballot. A majority vote of the membership is necessary for a conviction, with the chairperson voting in case of a tie. The decision of the committee is put in writing by the chairperson and implemented by the appropriate college official. The written decision does not include an indication of how individual committee members voted, but it does provide for minority opinions.

PRIMARY OFFENSES

Primary offenses include violations of both academic values and civil conduct.

Violations of Academic Values

- A. Cheating -- the intentional use or attempted use of unauthorized materials, information or study aids, or unethical collaboration in any academic exercise. Common forms of cheating include, but are not limited to, the following:
 - 1. Copying or using notes or instructional material during examinations, tests or quizzes, unless allowed by the instructor;
 - 2.* Having another person write a paper or presentation or a substantial portion of a paper or presentation, including purchased papers;
 - 3. Obtaining, using or possessing copies of an examination before its scheduled administration;
 - 4.* Submitting another's project as one's own;
 - 5. Having another person take an examination in the student's place;

6. Altering or falsifying examination results after they have been evaluated and returned to the student;
 7. Writing the answer to an exam question outside of class and submitting that answer as part of an in-class examination, unless allowed by the instructor; and
 8. Using any electronic device to obtain, provide or assist with answers on a quiz, test or examination.
- B. Plagiarism -- defined as the presentation of seemingly-original work that is derived in whole or in part from an existing source without properly citing the source of the material. Common forms of plagiarism include, but are not limited to, the following:
- 1.* Duplicating an author's work (in part or whole) without quotation marks and/or accurate citations;
 - 2.* Duplicating an author's words or phrases with accurate citations, but without quotation marks;
 - 3.* Paraphrasing an author's ideas without accurate citations; and
 - 4.* Providing accurate citations, but merely substituting synonyms for or rearranging an author's exact words.
- C. Facilitating academic dishonesty -- defined as giving intentional assistance to another student in committing an act of academic dishonesty. Common forms of facilitating dishonesty include, but are not limited to, the following:
- 1.* Completing an examination or project for someone else;
 - 2.* Permitting another student to copy one's work;
 3. Furnishing another student with unauthorized information during an examination, including the use of electronic devices;
 - 4.* Collaborating with other individuals, including but not limited to current and previous Wor-Wic students, in a way that extends beyond the boundaries set by the instructor;
 5. Providing test questions to another person; and
 - 6.* Writing a paper or any portion thereof for another student or providing another student with a purchased paper.
- D. Fabrication -- defined as the intentional falsification or invention of any information, data or citation in an academic assignment.
- E. Other forms of academic dishonesty include, but are not limited to, the following:
1. Submitting or resubmitting the same paper for different classes/courses without the explicit approval of the current course instructor;
 2. Using dishonest means or communications to fulfill clinical experiences, field work, laboratory or computer assignments; and
 3. Demonstrating any behavior that is generally regarded as lacking in academic integrity.
- * Malicious plagiarism and/or academic dishonesty violations that have mandatory penalties

Items A through E were adapted with permission from Frederick Community College.

Violations of Civil Conduct

- A. Contempt of the college -- defined as the failure to observe the orders of a committee, including disrespect at committee hearings or disrespect of employees or students in the performance of their duties;
- B. Tampering with or falsifying official college documents;

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- C. Serious disregard of regulations -- defined as a student's repeated violation of any posted or published administrative regulation on student conduct;
- D. Bringing or using a weapon on college property -- defined as any student, including those licensed to carry a concealed weapon, but excluding those licensed to carry a weapon who are affiliated with a law enforcement agency, who comes to the college with or uses a firearm or any other instrument intended to cause harm or reasonable apprehension of immediate bodily harm;
- E. Unauthorized use of alcoholic beverages, including the possession, consumption, sale or purchase of any beverage declared illegal by law;
- F. Use of any drug, narcotic or substance defined as a controlled dangerous substance by law;
- G. Gambling, including all activities defined as gambling by law;
- H. Disorderly conduct -- defined as any specific act or pattern of behavior resulting in or clearly tending to result in the injury of people or property or a violation of accepted standards of decency or disturbance of the peace, including assault, battery or any act of harassment, aggression or threatening behavior, in-person, through written expression, on the telephone, through electronic means or in cyberspace.

SECONDARY OFFENSES

Secondary offenses include behaviors that display a lack of respect for other college students, employees or property, as well as behaviors displaying a student's lack of responsibility. Violations include repeated instances of any of the following:

- A. Ignoring the guidelines for civil behavior, in the classroom, on campus or at college-sponsored events;
- B. Any conduct unbecoming of a college student, including, but not limited to, littering, loud talking or laughing that disturbs others, audio devices operating at an objectionable level or in unsuitable circumstances, and profanity -- defined as that generally described as offensive in the college's service area;
- C. Violating any posted or published administrative regulation on student conduct;
- D. Smoking/tobacco use in "no smoking/tobacco use" areas; or
- E. Being in unsupervised laboratories and/or other restricted areas without prior permission.

COMMITTEE ACTION

Decisions of the student-faculty disciplinary committee may include: 1) specific orders -- for primary or secondary offenses, the committee may order the performance or non-performance of specific acts; 2) reprimand -- for primary and secondary offenses, the committee may warn an offender against further violations; 3) disciplinary probation -- for primary and secondary offenses, the committee may specify a period of probation for the student; and 4) suspension -- for primary offenses, the committee may suspend a student from the college on a temporary or permanent basis.

All sustained convictions for conduct violations are noted in the student's record.

MANDATORY PENALTIES FOR MALICIOUS PLAGIARISM AND/OR ACADEMIC DISHONESTY

Students convicted of the previously listed violations marked with an asterisk (*) are subject to the following mandatory penalties:

First Offense: The charge is discussed and the penalties are assigned by the instructor.

- At a student/instructor conference, the student signs an "Academic Dishonesty Form" and the form is submitted to the chairperson of student-faculty disciplinary committee for the database collection of names.
- The student does not receive any credit for the assignment; and
- The violation is recorded in the student's record.

Second Offense: A second charge, when the student does not agree that the academic violation occurred or if the student does not meet with the instructor to discuss the violation, the charge is heard and the penalties are assigned by the student-faculty disciplinary committee.

- The student receives an "F" for the course and is not permitted to drop or withdraw from the course.

If desired, the student can still attend the course, complete the assignments and participate in course activities. However, the final grade in the course remains an "F," regardless of any progress made in the course.

Third Offense: The charge is heard and the penalties are assigned by the student-faculty disciplinary committee.

- The student receives an "F" for the course and is not permitted to drop or withdraw from the course; and
- The student is suspended beginning with the next fall or spring term following the conviction and the suspension lasts for one fall or spring term, even if graduation is delayed;

If desired, the student can still attend the course, complete the assignments and participate in course activities. However, the final grade in the course remains an "F," regardless of any progress made in the course.

Fourth Offense: The charge is heard and the penalties are assigned by the student-faculty disciplinary committee.

- The student receives an immediate "F" in all courses and is not permitted to drop or withdraw from the courses; and
- The student is immediately placed on permanent suspension.

STUDENT RIGHTS

A student charged by the committee must be convicted or acquitted of the specified charge, not for a greater or lesser offense. A student charged with a primary or secondary offense is provided with the advice of the director of student engagement, including advice at the committee hearing. No student must testify against him- or herself and no student can be denied the right to question those who testify against him or her. A student can appeal a disciplinary decision to the president. The basis for the appeal must be submitted in writing within 48 hours from the time the student is notified of the committee's decision. The president reviews the summary of the testimony, opinion and order of the original hearing and any other testimony that the student may submit, provided that such testimony was undiscovered or unavailable at the time of the original hearing. The president may affirm, reduce or strengthen the disciplinary action originally assessed. The president is the final appellate authority. A student cannot be recharged by the committee for the same primary or secondary offense if a decision on the original charge has been reached.

Student Records

ACCESS TO INDIVIDUAL STUDENTS

Any currently-enrolled or former student, as well as anyone the student wishes to accompany him or her, may review his or her own student record in a private meeting with the registrar or the dean of continuing education and workforce development. However, students do not have access to confidential materials such as the recommendations of high school principals or counselors. Also, unless authorized by their parents, students do not have access to confidential financial statements made by their parents to support financial aid requests.

Questions regarding the accuracy or appropriateness of materials in a student's records should be referred to the registrar or the dean of continuing education and workforce development. A student who believes information in his or her record is inaccurate, misleading or in violation of his or her right to privacy may make a written request that his or her record be amended. If the student's request to amend his or her record is not justified, in the judgment of the registrar or dean of continuing education and workforce development, the registrar or dean informs the student of this in writing, and advises the student that he or she can appeal to the vice president for enrollment management and student services (for credit students) or the vice president for academic affairs (for continuing education students). The decision of the vice president is provided to the student in writing, along with a statement indicating that the student can request a hearing by the president of the college. If the president decides the record is not to be amended, the student is informed of his or her right to place a statement in the file indicating that the student's record has been contested. This statement remains in the student's file and is disclosed to anyone to whom the contested file is disclosed. The student is also informed of his or her right to file a complaint under the Family Educational Rights and Privacy Act by writing to the U.S. Department of Education, 330 Independence Ave., S.W., Washington, D.C., 20201.

ACCESS TO COLLEGE EMPLOYEES

A college employee who has a legitimate need may have access to student records by making such a request to the registrar or the dean of continuing education and workforce development. Faculty members who serve as academic advisors receive unofficial progress reports on their students at the end of each fall and spring term. Academic advisors are responsible for maintaining the security and confidentiality of these reports.

ACCESS TO OUTSIDE REQUESTERS

Authorized state and federal government representatives have access to student records when they are related to the audit and evaluation of federally- or state-supported educational programs. Such a representative must describe the reason for the request in writing to the registrar or dean of continuing education and workforce development. The request must also include a statement that guarantees that the student's record, if personally-identifiable records are included, will not be shared with a third party.

A student's transcript is sent to a transfer institution only at the student's written request. Personal reference questionnaires from transfer institutions to which students have applied are answered by the college with certain restrictions. Questions about the student's character or morals are answered only if information in the file can supply these answers and with the understanding that these answers are subject to review by the student at the receiving institution. Disciplinary action also may be revealed, if the college has taken final action in the case, if such action is recorded in the file and if such action was designated as a primary offense.

After providing proper identification and written authorization from the student to release information in his or her record, an employer, prospective employer or his or her representative may be authorized

by the registrar or dean of continuing education and workforce development to review the student's record. A statement that access was authorized, to whom, when and why is placed in the student's file at that time. If the student has authorized access to information other than that found on the transcript, such information may be reviewed with the employer in a private meeting with the registrar or dean of continuing education and workforce development. When a questionnaire is received from an employer or a prospective employer, the college may complete the questionnaire or send a form letter to reveal certain information such as dates of attendance and degree earned. Information on a student's transcript may be revealed only if the student personally requested a transcript or provided written authorization for his or her academic record to be shared with the requester. A copy of the document granting such authorization is placed in the student's file. A college employee may send a personal recommendation about a student to an employer or prospective employer if the recommendation is based on personal knowledge of the student.

If a legal jurisdiction subpoenas the release of a student's record, the registrar or dean of continuing education and workforce development notifies the student. After confirming that the student has been notified, the registrar or dean assures the safe transport of student records to the legal jurisdiction which has issued the subpoena.

Parents of a dependent student under 18 years old who request access to the student's record without the student's consent must substantiate the fact that the student is a dependent. The request and substantiation must be presented to the registrar or dean of continuing education and workforce development. A statement that access was authorized, to whom, when and why is placed in the student's file and a copy is sent to the student.

Tuition Rates for Veterans

The following individuals are charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A veteran using educational assistance under either Chapter 30 (Montgomery GI Bill – Active Duty Program) or Chapter 33 (Post-9/11 GI Bill) of Title 38, United States Code, who lives in Maryland while attending Wor-Wic (regardless of his or her formal state of residence) and enrolls within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Maryland while attending Wor-Wic (regardless of his or her formal state of residence) and enrolls within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled at Wor-Wic (other than during regularly-scheduled breaks between courses, semesters or terms). The person so described must have enrolled prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either Chapter 30 or Chapter 33 of Title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Maryland while attending Wor-Wic (regardless of his or her formal state of residence).
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Maryland while attending Wor-Wic (regardless of his or her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

This policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679(c) as amended. Questions about tuition rates and veterans benefits should be directed to the college's financial aid state scholarship and veterans coordinator.

Academic Grievances

HEARING GUIDELINES

Written notification of the hearing must be sent to the student and to the faculty member at least seven days prior to the hearing date. The notification of the hearing must include the date, time and place of the hearing, the names of the student and faculty member and a copy of the written grievance. It is presumed that notification was given and received if it was sent to the student and faculty member at their last known addresses by regular first class mail, postage prepaid, postmarked at least seven days prior to the hearing.

The academic standards committee serves as a passive, unbiased and nondiscriminatory board. The committee may ask questions of the witnesses and request further information as required. It is the student who has the burden of proving that his or her case is correct. If a grievance is registered against an academic standards committee member, that member disqualifies him- or herself and the faculty council chairperson appoints an alternate for the hearing. The academic standards committee is responsible for tape-recording the hearing and submitting the tape to the vice president for academic affairs with the committee's recommendation. The hearing is open to members of the academic standards committee, the student, the faculty member who is the subject of the grievance, the vice president for academic affairs, academic deans, dean of continuing education and workforce development and witnesses for the student, faculty member or the academic standards committee. A witness must be able to offer specific information relevant to the grievance in order to be heard by the academic standards committee. The student may request the advice of a faculty member, including advice at the committee hearing.

The chairperson of the academic standards committee opens the hearing with the following standard opening statement: "The academic standards committee, a standing committee of the faculty council of Wor-Wic Community College, has convened this hearing to review a written grievance according to the college's academic grievance procedures. At this hearing on (date) at (time) in (room number) of (building) in Salisbury, Maryland, the student, (name), who has registered a grievance against the faculty member, (name), has the burden of proving the correctness of his or her grievance. It is the role of the academic standards committee to act as a hearing board to make its recommendation, through the vice president for academic affairs, to the college president concerning this grievance according to the college's academic grievance procedures. The academic standards committee serves as a passive, unbiased and nondiscriminatory board. All individuals involved in these proceedings are advised to conduct themselves in a professional manner. Failure to heed the warnings of the academic standards committee during these proceedings may warrant your removal from the hearing." All individuals who intend to make statements are sworn in by raising their right hands and answering "I do" to the following oath: "Do you declare and affirm that the testimony you are about to give is the truth, the whole truth, and nothing but the truth?"

The student makes an opening statement concerning how he or she has been treated unfairly by the faculty member. The faculty member also makes an opening statement concerning the facts that the faculty member expects to prove during the hearing. Witnesses for the student may undergo direct examination by the student and cross-examination by the faculty member. Witnesses for the faculty member may undergo direct examination by the faculty member and cross-examination by the student. The student, faculty member and witnesses are to address their presentations to the academic standards committee and may question each other or witnesses after receiving permission from the chair of the academic standards committee. Witnesses may not ask questions. They may only respond to questions.

The hearing closes with a brief statement by the academic standards committee chairperson. The committee reviews the written grievance and the facts presented during the hearing. The committee has 10 days to make its recommendation, through the vice president for academic affairs, to the president. The

recommendation may be in the form of a finding for the student or a finding for the faculty member. The recommendation may grant relief that is different from or less than that sought by either party. The technical rules of evidence do not apply. The decision of the president, upon notification of all parties involved, is final.

Student Transfer Policies

The following policies of the Maryland Higher Education Commission are subject to change from time to time:

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 06 GENERAL EDUCATION AND TRANSFER

Chapter 01 Public Institutions of Higher Education

Authority: Education Article, §§11-105(u), 11-207 and Title 11, Subtitle 2, Annotated Code of Maryland

.01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) "A.A. degree" means the Associate of Arts degree.
- (2) "A.A.S. degree" means the Associate of Applied Sciences degree.
- (3) "A.A.T. degree" means the Associate of Arts in Teaching degree.
- (4) "A.F.A. degree" means the Associate of Fine Arts degree.
- (5) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice.
- (6) "A.S. degree" means the Associate of Sciences degree.
- (7) "A.S.E. degree" means the Associate of Science in Engineering degree.
- (8) "Associate's degree" includes an:
 - (a) A.A. degree;
 - (b) A.S. degree;
 - (c) A.A.S. degree;
 - (d) A.A.T. degree;
 - (e) A.F.A. degree; and
 - (f) A.S.E. degree.
- (9) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- (10) "Cumulative grade point average" means the average of grades received for completed coursework at all institutions attended.
- (11) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- (12) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (13) "General education program" means a program that is designed to:
 - (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
 - (b) Encourage the pursuit of life-long learning; and
 - (c) Foster the development of educated members of the community and the world.
- (14) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life.

- (15) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
- (16) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
- (17) "Parallel program" means the program of study or courses at one institution of higher education that has parallel courses and comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.
- (18) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
- (19) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first half of the baccalaureate degree.
- (20) "Reverse transfer" means a process whereby credits that a student earns at any public senior higher education institution in the State toward a bachelor's degree are transferrable to any community college in the State for credit toward an associate's degree.
- (21) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
- (22) "Social and behavioral sciences" means courses that are concerned with the examination of society and the relationships among individuals within a society.
- (23) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution that are applicable for credit at the institution the student is entering.

.02-1 Admission of Transfer Students to Public Institutions.

A. Admission to Institutions.

- (1) Subject to §B of this regulation, a student attending a public institution who has completed an associate's degree or who has completed 60 or more semester hours of credit, may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent at the sending institution, except as provided in §A(4) of this regulation.
- (2) Subject to §B of this regulation, a student attending a public institution who has not completed an associate's degree or who has completed fewer than 60 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:
 - (a) Satisfied the admission criteria of the receiving public institution as a high school senior; and
 - (b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent at the sending institution.
- (3) Subject to §B of this regulation, a student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.
- (4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:
 - (a) Based on criteria developed and published by the receiving public institution on the institution's website; and
 - (b) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs.

- (1) A receiving public institution may require additional program admission requirements to some programs if the standards and criteria for admission to the program:
 - (a) Are developed and published by the receiving public institution; and
 - (b) Maintain fair and equal treatment for native and transfer students.
- (2) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility.

- (1) The faculty of a receiving public institution is responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.
- (2) A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.
- (3) A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.
- (4) A receiving public institution shall ensure that any changes to program standards and criteria for admission and the transfer of credits maintain the fair and equal treatment of native and transfer students, and are communicated in a timely manner.

.03 General Education Requirements for Public Institutions.

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter, and incorporate the general education knowledge and skills required by the Middle States Commission on Higher Education Standards for Accreditation. No later than August 1, 2017, a public institution shall satisfy the general education requirement by:

- (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 28 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 38 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
 - (a) Arts and humanities,
 - (b) Social and behavioral sciences,
 - (c) Biological and physical sciences,
 - (d) Mathematics, and
 - (e) English composition; or
- (2) Conforming with COMAR 13B.02.02.16D(2)(b)—(c).

B. Each core course used to satisfy the distribution requirements of §A(1) of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least:

- (1) Two courses in arts and humanities;
- (2) Two courses in social and behavioral sciences;
- (3) Two science courses, at least one of which shall be a laboratory course;
- (4) One course in mathematics, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study); and
- (5) One course in English composition, completed with a grade of C- or better.

D. Institution-Specific Requirements.

- (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in course work outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses. Examples include, but are not limited to, Health, Diversity, and Computer Literacy.

- (2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.
- E. General education programs leading to the A.A.S. degree shall include at least 18 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.
- F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
- G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
- H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
- I. Public institutions may not include physical education skills courses as part of the general education requirements.
- J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
- K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
- L. Notwithstanding §A(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.
- M. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

.04 Transfer of Education Program Credit.

- A. Transfer of Credit to Another Public Institution.
 - (1) Credit earned at any public institution in the State is transferable to any other public institution if the:
 - (a) Credit is from a college or university parallel course or program;
 - (b) Grades in the block of courses transferred average 2.0 or higher; and
 - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
 - (2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.
- B. Credit Earned in or Transferred From a Community College.
 - (1) Except as provided in §B(5) of this regulation, at least 60 credits but not more than 70 credits of general education, elective, and major courses that a student earns at any community college in the State toward an associate's of art or an associate's of science degree shall be transferrable to any public senior higher education institution in the State for credit toward a bachelor's degree.
 - (2) To be transferrable, a credit shall have been earned in accordance with the student's degree plan.
 - (3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at the receiving public institution granting the degree if successfully completed in accordance with the receiving institution's policies governing native students in the same program.
 - (4) Students earning an A.A.S. or A.F.A. degree shall have their credits evaluated in a manner that maximizes the transfer of articulated and elective credit.

- (5) A community college and a public senior higher education institution may provide in an articulation agreement for the transfer of credits in addition to credits transferred under §B(1) of this regulation.

C. Nontraditional Credit.

- (1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
- (2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis according to the same standards that apply to native students at the receiving institution:
 - (a) Technical courses from career programs;
 - (b) Course credit awarded through articulation agreements with other segments or agencies, which should be developed in collaboration with all public institutions, including course credit awarded by articulation with Maryland public secondary schools;
 - (c) Credit awarded for clinical practice or cooperative education experiences;
 - (d) Credit awarded for life and work experiences; and
 - (e) Credit awarded for training, coursework, or education through the military.
- (3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.
- (4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.
- (5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated credits earned for the course shall be substituted for the upper-division course.

D. Program Articulation.

- (1) Recommended transfer programs shall be developed through collaboration between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan for seamless transfer. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.
- (2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

E. Reverse Transfer of Credit

- (1) Subject to §E(2) of this regulation, a community college shall accept for reverse transfer any credits that an individual earned at a public senior institution up to 45 credits. Credits in excess of 45 credits may be accepted in accordance with the community college's policy.
- (2) To be eligible for the transfer of credit under §E(1) of this regulation, a student shall have completed at least 15 credits at the community college to which the credits are transferred.
- (3) Community colleges and public senior institutions shall develop a process to identify students eligible for reverse transfer at no cost to the student.

F. Transfer of General Education Credit

- (1) A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.
- (2) A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

- (3) Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
- (4) A Maryland community college shall accept 28—36 credits of general education as specified in Regulation .03(C) of this chapter as completion of the general education requirements at the community college, without further review or the need for a course-by-course match.
- (5) The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.
- (6) Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10—18 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.
- (7) Each public institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.
- (8) Associate's Degrees.
 - (a) While there may be variance in the numbers of hours of general education required for associate's degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
 - (b) A student possessing an associate's degree who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 credits.
- (9) Student Responsibilities. A student is held:
 - (a) Accountable for the loss of credits that:
 - (i) Result from changes in the student's selection of the major program of study;
 - (ii) Were earned for remedial course work; or
 - (iii) Exceed the total course credits accepted in transfer as allowed by this chapter; and
 - (b) Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the associate degree in a recommended transfer program that includes both general education courses and courses applicable toward the program at the receiving institution.
- (2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
- (3) The sending institution shall:
 - (a) Provide to community college students information about the specific transferability of courses and programs to 4-year colleges;
 - (b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and

- (c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

- (1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
- (2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.
- (3) A receiving institution shall evaluate the transcript or transcripts of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results within 20 working days of the receipt of all official transcripts. The receiving institution shall inform a student of the courses that are acceptable for transfer credit and the courses that are applicable to the student's intended program of study.
- (4) A transfer student shall be provided the same opportunity as a native student to pursue the program and degree requirements that were in effect at the time that the student enrolled at the sending institution provided they have been continuously enrolled and otherwise meet the same requirements of the native student.

.06 Programmatic Currency.

- A. Maryland public institutions shall collaborate to develop and provide to students current and accurate information on transferable programs and courses.
- B. Upon approval of new baccalaureate programs, recommended transfer programs shall be developed with each community college.
- C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

.07 Transfer Mediation Committee.

- A. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Secretary, who shall appoint a Transfer Mediation Committee to adjudicate the disagreement. Members appointed to the Transfer Mediation Committee shall be representative of the public 4-year colleges and universities and the community colleges.
- B. The Transfer Mediation Committee shall address general education issues at the course or curricular level, not individual student cases. As appropriate, the Committee shall consult with faculty on curricular issues.
- C. The findings of the Transfer Mediation Committee are considered binding on both parties.

.08 Appeal Process.

A. Notice of Denial of Transfer Credit by a Receiving Institution.

- (1) Except as provided in §A(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.
- (2) If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.

- (3) A receiving institution shall include in the notice of denial of transfer credit:
 - (a) A statement of the student's right to appeal; and
 - (b) A notification that the appeal process is available in the institution's catalog.
 - (4) The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.
- B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.
- C. Response by Receiving Institution.
 - (1) A receiving institution shall:
 - (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and
 - (b) Respond to a student's appeal within 10 working days.
 - (2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
 - (3) Unless a student appeals to the sending institution, the written decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.
- D. Appeal to Sending Institution.
 - (1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
 - (2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.
- E. Consultation Between Sending and Receiving Institutions.
 - (1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
 - (2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
 - (3) The receiving institution shall inform a student in writing of the result of the consultation.
 - (4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

.09 Periodic Review.

- A. Report by Receiving Institution.
 - (1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.
 - (2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
 - (3) A receiving institution shall include in the reports comparable information on the progress of native students.
- B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.
- C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

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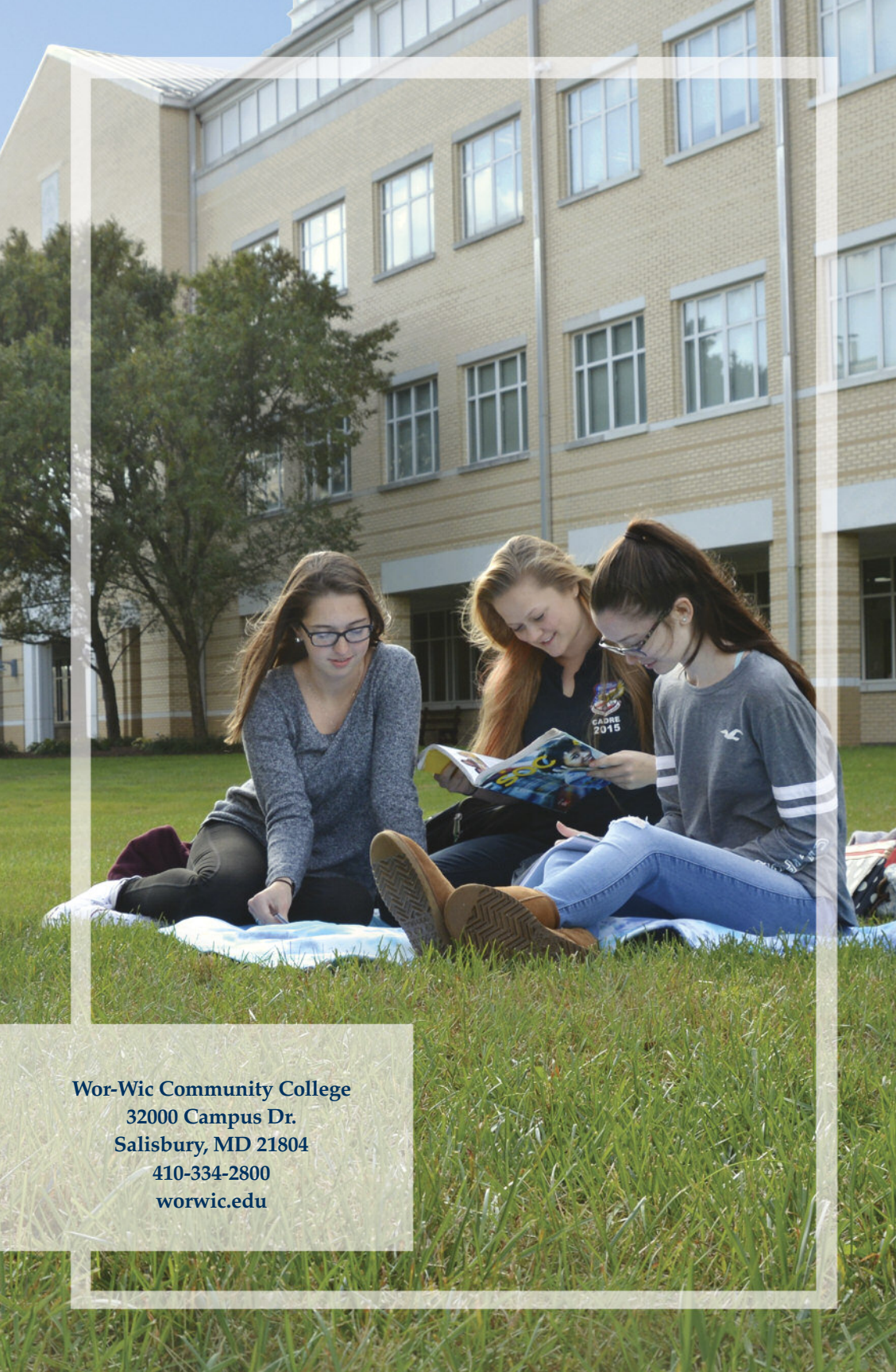
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