



March 16, 2026

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
217 E. Redwood St.
21st Floor
Baltimore, MD 21201

Dear Dr. Rai:

Attached, please find Chesapeake College's Academic Program Proposal to offer a **new academic program in Social Work**

\$850 from check #389695 should be used for this transaction.

If you have any questions or require additional information, please contact Lyndy Galan, Director of Program Development, at lgalan@chesapeake.edu or at 410-827-5824.

Sincerely,

A handwritten signature in black ink that reads "David Harper, Jr." with a stylized flourish at the end.

David Harper, Jr., Ph.D.
Vice President for Workforce and Academic Programs



Office Use Only: PP#

**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount:	Submitted:

Department Proposing Program			
Degree Level and Degree Type			
Title of Proposed Program			
Total Number of Credits			
Suggested Codes	HEGIS:	CIP:	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year:
Provide Link to Most Recent Academic Catalog	URL:		

Preferred Contact for this Proposal	Name:	
	Title:	
	Phone:	
	Email:	

President/Chief Executive	Type Name:	
	Signature:	Date: 3/11/26

	Date of Approval/Endorsement by Governing Board:
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Revised 4/2025



MARYLAND HIGHER EDUCATION COMMISSION

New Academic Degree Program

Social Work

A. Centrality to Institutional Mission and Planning Priorities

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Chesapeake College's core values of student-centeredness, quality, sustainability and responsibility, community, teamwork and shared governance, innovation, diversity and respect, and adaptability exemplify the vision and mission of the college to "empower students from diverse communities to excel in further education, employment, and participation in an interconnected world." This proposed Associate of Arts in Social Work is intentionally aligned with the Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs offered by Salisbury University through the Eastern Shore Higher Education Center on Chesapeake's campus.

The new Social Work degree equips students with the essential skills needed for entry-level positions such as social work assistant and human services assistant. The program provides students with foundational social work competencies, including basic interviewing skills, understanding of the historical development of social welfare services, and contemporary practice techniques. Instruction is delivered through classroom learning, online courses, experiential labs, and field experiences. It should be noted that a bachelor's degree in social work is the minimum educational requirement for entry-level professional social work positions.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The proposed Social Work Associate of Arts program directly supports Chesapeake College's strategic commitment to student access, academic clarity, workforce alignment, and regional responsiveness. By formally establishing a Social Work pathway, the College provides students with a clearly defined and structured academic plan that promotes transparency, efficiency, and timely degree completion.

This program's articulation agreement with Salisbury University ensures a seamless transfer process and strengthens access to advanced credentials in a high-demand profession within the region. By creating a formalized pathway rather than relying on elective advising within the Liberal Arts and Sciences degree, the College enhances student navigation, persistence, and completion.

The development of this program reflects an institutional priority to expand opportunities in high-need workforce sectors while maximizing existing academic resources. The College's leadership, advising infrastructure, and academic divisions have collaboratively supported

the formalization of this pathway to better serve students and meet documented regional workforce demands.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation (Additional related information is required in section L).

The proposed Social Work program will be fully supported within the College's existing operating budget. All coursework required for the program is currently offered through the Liberal Arts and Sciences degree. The creation of this program does not require the development of new courses, additional faculty, or new instructional resources.

The program represents a strategic realignment and formalization of existing coursework that has historically been available through advising and intentional elective selection. Courses are already staffed by qualified faculty and included in the current course catalog and instructional schedule. As a result, no additional funding is required for program launch or for the first five years of implementation.

This cost-neutral model demonstrates fiscal responsibility while improving program clarity and workforce alignment.

4. Provide a description of the institution's commitment to:

a) Ongoing administrative, financial, and technical support of the proposed program

As stated above in section A3, this program's coursework is already existing and will be implemented with existing administrative staff and faculty and campus resources, requiring no new expenses for personnel.

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program

Chesapeake College is committed to providing sustained administrative, financial, and technical support for the Social Work program. Because the coursework is embedded within existing academic offerings, the program is supported through established institutional structures, including academic leadership, advising services, enrollment management, and instructional technology.

Previously, students pursuing a social work pathway were enrolled under the Liberal Arts and Sciences degree and were required to independently manage their course selections to meet transfer requirements. The formal creation of the Social Work degree allows the program to be fully integrated into the College's academic evaluation and degree audit system, enabling accurate tracking of student progress, improved advising efficiency, and enhanced data reporting. This structural improvement strengthens accountability and student success.

The College is committed to maintaining the program for a period sufficient to allow currently enrolled students to complete their degree requirements. Given that all courses are part of the established curriculum and supported by existing faculty, program continuity is fully sustainable under current operational structures.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

Maryland faces a critical and sustained shortage of qualified social work professionals. Employment in the social work field is projected to grow by approximately 12% through 2030, exceeding the national average. Workforce analyses indicate a significant need for additional professionals across behavioral health, child welfare, school systems, aging services, and healthcare settings.

Over the next several years, more than 14,500 social work professionals in Maryland are expected to retire or leave the workforce, further widening service gaps. School districts across the state report severe shortages of school social workers and psychologists, particularly as student mental health needs increase amid fiscal constraints. The Upper Shore region has been disproportionately impacted by staffing shortages, high caseloads, and increased demand for behavioral health and child and family services.

Socioeconomic indicators further underscore the need. Counties within Chesapeake College's service area experience elevated poverty rates and housing instability. For example, Dorchester County reports significantly higher levels of substandard housing conditions, contributing to increased demand for social services and intervention professionals. These regional conditions intensify the need for locally trained, credentialed social workers.

By 2028, Maryland is projected to require approximately 2,700 additional social workers and 9,500 therapists to meet service demands. The passage of Senate Bill 174/House Bill 345 in 2025 established Maryland's participation in the Interstate Social Work Licensure Compact, allowing licensed social workers at the bachelor's, master's, and clinical levels to practice across participating states under a single license. This development further elevates the value and mobility of social work credentials earned within Maryland.

The proposed Associate of Arts in Social Work provides a direct and accessible pathway to the Bachelor and Master of Social Work programs offered by Salisbury University through



the Eastern Shore Higher Education Center. By strengthening this educational pipeline, Chesapeake College contributes directly to addressing statewide workforce shortages and regional service demands.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The proposed Social Work program aligns closely with the [2022 Maryland State Plan](#) for Postsecondary Education, particularly in its emphasis on equitable access, student success, workforce alignment, and innovation.

The program expands access for students in rural and underserved communities through established partnerships with the Eastern Shore Higher Education Center and Salisbury University. These partnerships create a structured pathway from associate to advanced degrees without requiring students to relocate, thereby reducing geographic and financial barriers.

Chesapeake College further supports equitable access through targeted student services, including TRiO programming, which provides individualized academic advising, financial literacy support, and retention services for first-generation, low-income, and underrepresented students. These supports directly advance the State Plan's goal of improving access and completion rates among historically underserved populations.

The curriculum prepares students for employment in high-demand human service sectors by developing competencies in social work practice, policy, leadership, and community engagement. Alignment between academic coursework and regional agency partnerships strengthens experiential learning opportunities and enhances employment readiness. This intentional connection between education and workforce demand reflects the State Plan's focus on improving student outcomes through practical, career-aligned programming.

Finally, the Social Work program functions as a critical bridge between higher education and community systems. By formalizing a clear and transferable pathway into a high-need profession, the program advances economic mobility, strengthens the regional workforce, and supports Maryland's broader strategic commitment to opportunity and public service capacity.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Graduates of the proposed Associate of Arts in Social Work program will be prepared to enter the human services sector in entry-level paraprofessional and support roles while completing their pathway toward bachelor's and master's level credentials. The program is

intentionally aligned with workforce needs across behavioral health, child welfare, school systems, healthcare, aging services, and community-based social service agencies.

Potential employment settings include local departments of social services, nonprofit human service organizations, behavioral health providers, residential treatment programs, schools, hospitals, and agencies serving older adults and vulnerable populations. Entry-level positions may include case management assistant, human services aide, behavioral health technician, community outreach worker, intake coordinator, and family support specialist.

While independent licensure as a social worker in Maryland requires a bachelor's or master's degree, this associate degree serves as a structured entry point into the profession and a direct transfer pathway to the Bachelor and Master of Social Work programs offered by Salisbury University through the Eastern Shore Higher Education Center. Graduates are therefore positioned to begin in entry-level support roles and advance into professional and licensed social work positions upon completion of their baccalaureate and graduate education.

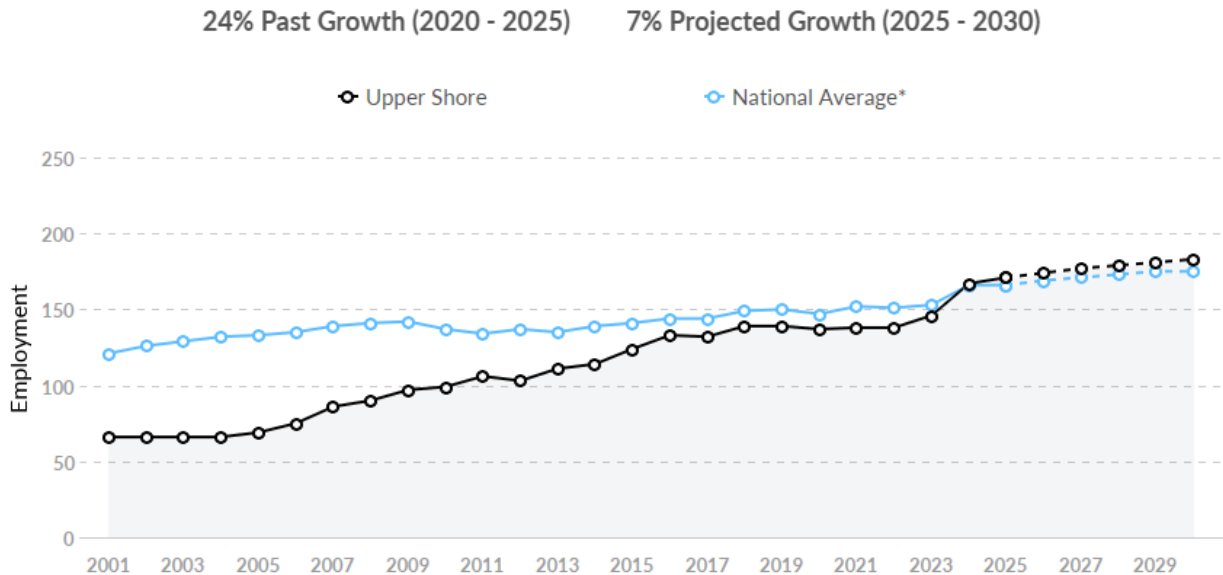
Given documented statewide workforce shortages and projected employment growth in social work and related fields, graduates will enter industries with strong demand, clear advancement pathways, and long-term professional opportunity.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

According to [Lightcast](#), the demand for Social Workers in the Upper Shore is slightly above the national average and projected to grow 7% from 2025-2030. Note that in the last five years (2020-2025), this occupation grew 24%.

Supply Is About Equal to the National Average

The regional vs. national average employment helps you understand if the supply of Social Workers is a strength or weakness for your area, and how it is changing relative to the nation. An average area of this size would have 166* employees, while there are 171 here. The gap between expected and actual employment is expected to increase over the next 5 years.



*National average values are derived by taking the national value for Social Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

[Lightcast](#) data below highlight the specific occupations in social work and growth in each in the next five years. As mentioned previously, licensure as a social worker in Maryland requires a bachelor’s or master’s degree. Top qualifications as a social worker are shown below.

Occupation	2025 Jobs	Annual Openings	Median Earnings	Growth (2025 - 2030)	Employment Concentration (2025)
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	242	27	\$28.58/hr	+12.81%	1.14
Child, Family, and School Social Workers	171	17	\$31.43/hr	+7.02%	1.03
Social and Human Service Assistants	145	19	\$20.93/hr	+10.34%	0.76
Healthcare Social Workers	123	14	\$31.95/hr	+9.76%	1.52
Social and Community Service Managers	97	10	\$34.67/hr	+9.28%	1.04
Clergy	89	9	\$25.44/hr	+3.37%	0.79
Mental Health and Substance Abuse Social Workers	63	8	\$20.79/hr	+17.46%	1.08
Probation Officers and Correctional Treatment Specialists	49	5	\$34.46/hr	+8.16%	1.30
Counselors, All Other	37	4	\$20.43/hr	+5.41%	1.18
Social Workers, All Other	36	4	\$30.19/hr	+8.33%	0.95
Marriage and Family Therapists	19	2	\$28.53/hr	+10.53%	0.52

Top Qualifications

Qualification	Postings with Qualification
Licensed Clinical Social Worker (LCSW)	222
Board Certified Behavior Analyst (BCBA)	129
Licensed Marriage And Family Therapist (LMFT)	129
Licensed Professional Counselor (LPC)	124
Licensed Mental Health Counselor (LMHC)	107
Licensed Clinical Professional Counselor	89
Valid Driver's License	71
Cardiopulmonary Resuscitation (CPR) Certification	44
Licensed Master Social Worker	42
Registered Behavior Technician (RBT)	22

4. Provide data showing the current and projected supply of prospective graduates.

The proposed program specifically addresses workforce and transfer needs unique to the Upper Shore region, which is currently underserved by a stand-alone Social Work associate degree. If approved, Chesapeake College would become one of only three Maryland community colleges to offer a dedicated Associate of Arts in Social Work. The program provides a seamless transfer pathway to the Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs offered by Salisbury University through the Eastern Shore Higher Education Center, located on Chesapeake College's campus.

D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Currently, three Maryland community colleges offer concentration degrees in Social Work: Allegany College of Maryland, Carroll Community College, and Harford Community College. Only two Maryland community colleges offer a stand-alone Associate degree in Social Work: Cecil College and Community College of Baltimore County.

While Cecil College is geographically closest to Chesapeake College, it primarily serves the northernmost portion of Chesapeake's service region. Allegany College of Maryland, Carroll Community College, Harford Community College, and The Community College of Baltimore County do not directly overlap with Chesapeake College's rural Upper Shore service area.

The proposed program at Chesapeake College is similar in degree level and foundational coursework to these institutions, as it prepares students for transfer into bachelor-level social work programs. However, it differs significantly in geographic accessibility and in its direct alignment with Salisbury University's Bachelor and Master of Social Work programs offered on our campus through the Eastern Shore Higher Education Center. The proposed program specifically addresses workforce and transfer needs unique to the Upper Shore region, which is currently underserved by a stand-alone Social Work associate degree.

2. Provide justification for the proposed program.

If approved, Chesapeake College would become one of only three Maryland community colleges to offer a dedicated Associate of Arts in Social Work. The program provides a seamless transfer pathway to the Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs offered by Salisbury University through the Eastern Shore Higher Education Center, located on Chesapeake College's campus.

While a social work pathway has long existed under the Liberal Arts and Sciences (LAS) degree, students were required to navigate elective selections independently to meet transfer requirements. Establishing a stand-alone Social Work degree enhances program visibility, strengthens advising precision, and streamlines academic planning.

The formalized program improves clarity for prospective students, including dual enrollment high school students, who can now identify appropriate coursework early in their academic careers. This structured pathway promotes timely completion, reduces excess credit accumulation, and lowers overall educational costs. Additionally, the designation of Social Work as a distinct program enables the College to better track enrollment trends, strengthen targeted outreach, and provide focused academic support to students pursuing careers in this high-demand field.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.

The proposed program is not expected to have a negative or positive impact on the implementation or maintenance of high-demand programs at Maryland’s Historically Black Institutions (HBIs). The Associate of Arts in Social Work is designed primarily as a regional workforce and transfer pathway serving Chesapeake College’s Upper Shore population. It complements, rather than competes with, existing baccalaureate and graduate-level offerings at HBIs.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBI’s.

The proposed program does not impact the uniqueness, institutional identity, or mission of Maryland’s HBIs. As a community college associate degree program focused on transfer preparation and regional workforce development, it operates within a distinct institutional mission and service area.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Social Work pathway has historically existed within Chesapeake College’s Liberal Arts and Sciences (LAS) degree. Students pursuing social work selected courses within the elective framework to align with transfer requirements at Salisbury University or other institutions.

In 2025, the College formally established a stand-alone Associate of Arts in Social Work to enhance program clarity, improve academic tracking, and streamline the student experience. Under the new structure, required coursework is clearly identified within the College's student planning and degree audit systems, allowing for accurate progress monitoring and improved advising efficiency.

Chesapeake College collaborated with Salisbury University to refine articulation agreements and expand course equivalencies, further strengthening transfer efficiency and reducing time to degree completion at the bachelor's and graduate levels.

The program will be overseen by qualified faculty within the Liberal Arts and Sciences division who possess appropriate academic credentials and experience in social sciences and human services disciplines. Existing faculty who currently teach program coursework will continue to deliver instruction, ensuring continuity and academic rigor.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Program Goals:

- Prepare students for successful transfer into Bachelor of Social Work programs.
- Develop foundational knowledge of social work theory, ethics, and practice.
- Strengthen critical thinking, communication, and analytical skills applicable to human services professions.
- Promote understanding of diversity, equity, and social justice within community systems.

Student Learning Outcomes:

Graduates of the program will be able to:

- Demonstrate knowledge of foundational social work principles, values, and ethical standards.
- Analyze social problems within the context of cultural, economic, and policy frameworks.
- Apply effective written and oral communication skills appropriate to professional human service settings.
- Identify community resources and service systems that address individual and family needs.
- Demonstrate readiness for transfer into upper-division social work coursework.

The program will be delivered through existing instructional modalities, including in-person and hybrid formats, consistent with current Liberal Arts and Sciences offerings and aligned with institutional standards for academic rigor.

3. Explain how the institution will:

- a) **Provide for of student achievement of learning outcomes in the program**
- b) **Document student achievement of learning outcomes in the program**

Chesapeake College maintains a comprehensive, outcomes-based assessment framework to ensure student achievement of learning outcomes. All courses at Chesapeake College have clearly defined and measurable student learning outcomes (SLOs), that are recorded in an Assessment Plan, along with assessment strategies or assignments, and an identified target for each outcome. For courses included in the General Education Limited Distribution Core, the Plan also includes the 4+1 program outcomes appropriate for the course category. Assessment results and action plans are reported electronically on the Nuventive Assessment Management System (AMS) in accordance with the college's course-level assessment process and tracked by the Office of Assessment and Planning.

Academic Program Review is a collaborative process designed to continuously measure and improve the quality of all transfer and career programs provided to the community. Reviews are conducted on a five-year cycle to evaluate the quality and vitality for each program of study (including Degree options, Certificates, Letter of Recognition programs, and Non-Credit programs).

The purpose of program review is to provide academic departments an opportunity to:

1. Perform an internal evaluation of the current programs and services offered.
 2. Assess program and student learning outcomes.
 3. Ensure course content and methodology are meeting current and future needs of both the students and community.
 4. Measure the alignment of the program with the college's mission.
- 4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

Program requirements:

Fall Semester I

- FSC 101 – Freshman Seminar – 1 credit
- ENG 101 – Composition – 3 credits
- COM 101 – Fund of Oral & Organizational Communication – 3 credits
- PSC 267 – Ethical Issues in Counseling – 3 credits
- SOC 171 – Intro to Human Srvc Soc Work– 3 credits

Spring Semester I

- NAT SCI-BIO/Natural Sciences – 4 credits
- ART/HUM Arts & Humanities – 3 credits

- SOC 161 – Sociology– 3 credits
- PSC 201 – Theories of Counseling– 3 credits
- ENG 102 – Intro to Literature – 3 credits

Fall Semester II

- PSC 211 – Individual Counseling– 3 credits
- SOC 162 – Social Problems– 3 credits
- PSC 250 – Human Growth & Development– 3 credits
- MAT 204 – Intro to Statistics– 3 credits
- PED 103 – Wellness for Life– 3 credits

Spring Semester II

- IDC 201 – Nature of Knowledge – 3 credits
- DIV Diversity Elective – 3 credits
- NAT SCI-BIO/Natural Sciences – 4 credits
- FA Fine Arts Elective – 3 credits

Course Descriptions:

FSC 101 – Freshman Seminar Course

A course engaging students in key skill areas designed to increase success in college. This course asks students to: practice effective written and oral communication, both individually and in a collaborative presentation; examine and discuss strategies related to academic success; explore opportunities and services available at Chesapeake College; develop a basic understanding of policies affecting students; and to demonstrate and utilize basic technological competencies. FSC 101 must be taken within the first 12 load hours if required in the program of study. 1 credit [FALL/SPRING] One hour lecture per week.

Note: FSC 101 must be taken within the first 12 load hours if required in the program of study. Students who have completed 18 or more hours with a cumulative GPA of 2.0 from another institution may be exempted. Non-degree-seeking students are not required to take FSC 101 unless they move into a major requiring it.

ENG 101 – Composition

Instruction in the writing process and fundamentals of academic writing. Students will learn to write clearly organized, well supported, thesis-driven essays. Analysis of written works and other texts, research methods and information literacy, and ethical use of resource materials are studied. A formal research paper is a required component of the class. 3 credits [FALL/SPRING/SUMMER] Three hours per week.

Prerequisite(s): Complete ENG 094 or ENG 100 as a prerequisite, or appropriate placement score.

Corequisite: ENG 095+ if determined by appropriate placement score.

Note: ENG 101 must be completed with a minimum grade of “C” to fulfil all college English Composition requirements. All developmental courses must be completed with a grade of “C” or better in order to progress to the next developmental level or into college-level courses.

COM 101 – Fund of Oral & Organizational Communication

Foundations of communication theory and practice relevant to individual, small group, and business and professional settings. Major units include theories of communication, interpersonal communication, group discussion (teamwork), organizational culture, diversity, listening, conflict management, interviewing, public speaking and visual aids. 3 credits [FALL/SPRING/SUMMER] Three hours lecture per week.

PSC 267 – Ethical Issues in Counseling

An in-depth study of ethical issues in counseling when providing services to clients. Topics include an emphasis on the examination of legal and ethical codes and professional standards, analysis of ethical dilemmas in practice, and consequences of ethical violations in the various areas of human services and addiction. 3 credits [FALL] Three hours lecture per week.

Prerequisite(s): Completion of all developmental requirements.

Prereq/Corequisite: PSC 150

SOC 171 – Intro to Human Srvcs Soc Work

An examination of the roots of social welfare, social work and human services in the experience of man; a philosophical and historical orientation to human services and social work; roles and modes of intervention of social work relating to human needs and social issues; survey of human services in the social welfare framework. The social, legal, and ethical aspects of human services will be examined within the profession. 3 credits [FALL] Three hours lecture per week.

SOC 161 – Sociology

An introduction to sociological concepts, theories, and methods. The influence of the social environment on the individual in such areas as role, status, personality, mobility, and social control is studied. 3 credits [FALL/SPRING/SUMMER] Three hours lecture per week.

Prerequisite(s): Complete MAT 023 as a prerequisite, or appropriate placement scores.

Note: All developmental courses must be completed with a grade of “C” or better in order to progress to the next developmental level or into college-level courses.

PSC 201 – Theories of Counseling

An examination of the basic techniques and theories used in counseling. Areas of study will include interviewing skills, information giving, and crisis handling. 3 credits [SPRING] Three hours lecture per week.

Prerequisite(s): PSC 150

ENG 102 – Intro to Literature

An introduction to fiction, drama, and poetry, with emphasis on the writing of critical essays. A research paper is required. 3 credits [FALL/SPRING/SUMMER] Three hours per week.

Prerequisite(s): ENG 101

PSC 211 – Individual Counseling

An in-depth study of theories and techniques used in counseling. Areas of study will include counseling special populations, the role of the counselor and the use of self in the counseling process. A study of the physical, intellectual, emotional, and social development of the human organism. Emphasis is given to the various stages of the life span, and the developmental influence of social class, the family, the school, and the group. 3 credits [FALL] Three hours per week.

Prerequisite(s): PSC 201

SOC 162 – Social Problems

A sociological analysis of the major social problems prevalent in American society. Consideration will be given to the social problems of poverty, crime, race relations, mental illness, alcoholism, drug addictions, and population. 3 credits [SPRING] Three hours lecture per week.

Prerequisite(s): Complete ENG 094 and MAT 023 as prerequisites, or appropriate placement scores.

Note: All developmental courses must be completed with a grade of “C” or better in order to progress to the next developmental level or into college-level courses.

PSC 250 – Human Growth & Development

A study of the physical, intellectual, emotional, and social development of the human organism. Emphasis is given to the various stages of the life-span, and the developmental influence of social class, the family, the school, and the group. 3 credits [FALL/SPRING/SUMMER] Three hours per week.

Prerequisite(s): PSC 150

MAT 204 – Intro to Statistics

An introduction to probability and statistics. Topics included are sampling methods; organization of data; measures of: central tendency, dispersion, and position; probability; probability distributions; confidence intervals; and hypothesis tests. 3 credits [FALL/SPRING/SUMMER] Three hours per week.

Prerequisite(s): Complete MAT 031+ as a prerequisite, or appropriate placement score.

Note: All developmental courses must be completed with a grade of “C” or better in order to progress to the next developmental level or into college-level courses.

PED 103 – Wellness for Life

The introduction of basic concepts and behavioral choices to become fit and promote wellness for life. All aspects of the total person will be covered, with emphasis on achievement of full potential in the physical, mental, emotional, social, environmental, and spiritual aspects of wellness for life. Assessment activities and program design will be emphasized. 3 credits [FALL/SPRING/SUMMER] Three hours lecture per week.

IDC 201 – Nature of Knowledge – 3 credits

The way knowledge is acquired in different disciplines, cultures, and times. The course compares the acquisition of knowledge in the social sciences, the humanities, and the natural sciences. Emphasis is on understanding, analyzing, discussing, and evaluating methods of learning used by prominent writers in various disciplines and on applying such methods to one's own experience. 3 credits [FALL/SPRING/SUMMER] Three hours per week.

Prereq/Corequisite: Completion of at least one of the eligible courses from each category of the General Education Limited Distribution Core.

5. Discuss how general education requirements will be met, if applicable.

Not applicable.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Chesapeake College provides students with clear, comprehensive, and timely information regarding all academic programs, including curriculum requirements, degree completion pathways, and available support services. Program information, including curriculum structure, course requirements, academic policies, financial aid resources, tuition and fees, and payment policies, is published through the College's official website and academic

catalog. These resources are publicly accessible and updated regularly to ensure accuracy and transparency for current and prospective students.

Additional program information is communicated through the College's marketing materials, recruitment initiatives, and admissions processes. Prospective students receive guidance from admissions counselors and academic advisors who provide detailed explanations of program requirements, transfer opportunities, and career pathways associated with the program.

All curriculum updates and program changes are processed through the College's formal curriculum review and approval process and managed through the institution's integrated curriculum and catalog management system. This process is overseen by the Director of Program Development to ensure that updates are accurately reflected across the catalog, website, advising resources, and marketing materials. Relevant updates are also communicated to the College's marketing, recruitment, and admissions teams to ensure consistent messaging.

Students receive a detailed course syllabus at the beginning of each course that outlines course objectives, assignments, grading policies, and expectations for faculty and student interaction. For courses delivered fully or partially online, syllabi and course orientations include information regarding required technology competencies, technical equipment requirements, and use of the College's learning management system, Canvas.

Students are also informed of available academic and student support services, including advising, tutoring, library services, disability support services, and financial aid counseling. These resources are designed to support student success and ensure that students have access to the tools necessary to complete their academic program.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The Social Work program will be fully supported through Chesapeake College's established marketing, recruitment, and admissions processes. All promotional materials, program webpages, recruitment presentations, and catalog listings will be updated to clearly and accurately represent the program's curriculum, transfer pathways, and career opportunities.

The College's marketing and communications team works collaboratively with academic leadership to ensure that all published materials accurately reflect approved program requirements and institutional policies. Program descriptions will clearly outline degree requirements, program outcomes, transfer opportunities, and available student support services.

Admissions and recruitment staff will also be provided with updated program information to ensure prospective students receive accurate and consistent guidance during the admissions and advising process. This coordinated approach ensures transparency, consistency of information, and alignment across all institutional communications related to the program.

H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

The proposed Associate of Arts in Social Work significantly strengthens transfer pathways for students by aligning directly with baccalaureate and advanced degree programs in social work. The primary articulation agreement is with Salisbury University through the Eastern Shore Higher Education Center (ESHEC), which is co-located on Chesapeake College's campus. This agreement provides a clear, seamless pathway for students to progress from the Associate of Arts in Social Work to Salisbury University's Bachelor of Social Work (BSW) program and, subsequently, to the Master of Social Work (MSW) program.

Under the articulation agreement with Salisbury University, courses completed at Chesapeake College transfer directly into the BSW curriculum, minimizing loss of credit and reducing time to degree completion. The agreement includes clearly defined course equivalencies that support efficient academic planning and progression. In collaboration with Salisbury University faculty and advising staff, Chesapeake College has structured the Social Work associate degree to meet the transfer prerequisites and introductory social work competencies required for entry into the BSW program at ESHEC.

In addition to the articulation with Salisbury University, students pursuing the Social Work associate degree may also transfer to other four-year institutions offering accredited social work programs. Academic advising at Chesapeake College helps students identify alternative transfer options based on individual goals. Transfer guides, degree audits, and advising resources are provided to support students in planning coursework that meets the curricular requirements of their intended transfer institution.

Chesapeake College maintains updated information on statewide transfer agreements and participates in Maryland's Transfer Assurance Guide (TAG) and other statewide articulation frameworks, further supporting student mobility across public higher education institutions. These mechanisms ensure that general education and discipline-specific credits earned in the Social Work program are applicable toward the bachelor's degree, regardless of the transfer destination.

Through these intentional articulation strategies and agreements, the Social Work program provides students with reliable and well-defined academic pathways to advanced credentials, supporting both student success and workforce preparation.

See Appendix A for our current articulation agreement with Salisbury University from our Liberal Arts & Sciences AA to their Social Work BA. A new agreement will take its place once this proposed AA in Social Work is approved. The crosswalk has been updated to show courses from the proposed new program.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

The program will be overseen by Ruth Plinke, LCPC, who also oversees Chesapeake's Human Services Behavioral Health and Addictions Counseling programs. Ruth has worked in the human services and academic field for over 35 years. She earned a M.Ed. in Guidance and Counseling from UMES in 1997 and is a Licensed Clinical Professional Counselor.

As mentioned previously, the coursework in the Social Work program is currently already offered. Collectively, the following full-time social science faculty have experience in Research, Human Growth and Development, Anthropology, Criminal Justice, Developmental Disabilities, Mental Health Disorders, Sociology, Substance Abuse, and Counseling:

Program Coordinator: Ruth Plinke, LCPC

- Assistant Professor of Psychology
- Coordinator Human Services/Behavioral Health
- B.A., Wilmington College of Ohio
- M.Ed. University of Maryland, Eastern Shore
- Additional Studies: Bowie State University, Washington College, Loyola College, College of Notre Dame
- Courses taught: PSC 267, PSC 201, PSC 211, SOC 171

Shannon Smythe Fleishman

- Department Chair Social Sciences
- Associate Professor of Sociology
- MPP, Georgetown University
- PhD, Pennsylvania State University
- Courses taught: SOC 161, IDC 201

Jennifer L Hawley

- Assistant Professor of Psychology
- A., State University College of New York at Oswego
- M.A., Eastern New Mexico University
- Additional Studies: UMASS-Lowell
- Courses taught: PSC 250, SOC 171

Herb L. Ziegler

- Professor of Psychology/Sociology
- B.A., M.A., State University of New York at Stony Brook
- Ph.D., University of Maryland, College Park
- Additional Studies: Brooklyn College
- Courses taught: SOC 161, SOC 162

Carol Wilson-Robbins

- Professor of Kinesiology & Wellness
- Physical Therapist Assistant Program Coordinator
- Exercise Science & Sport Management Program Director
- A.A., Chesapeake College
- B.S., West Chester University
- M.S., University of Maryland
- Ph.D., Capella University
- Physical Therapist Assistant
- Course taught: PED 103

- 2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in:**
 - a) Pedagogy that meets the needs of students**
 - b) The learning management system**
 - c) Evidence-based best practices for distance education, if distance education is offered**

Full-time and Adjunct Faculty have many opportunities for professional development. Chesapeake College's Teaching and Learning Center (TLC) provides training to faculty in the use of our learning management system, Canvas, and in the use of other technologies that enhance student engagement and success. The Director and staff of the TLC have expertise in instructional design and technology and are always ready to discuss pedagogical solutions and technical tools.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

The Learning Resource Center (LRC) provides students, faculty, and community members with various resources to meet their informational and research needs and supports the

programs that make up the current curriculum offerings. The LRC has a collection of 30,000 print titles, more than 300,000 e-books, 1,500 audiovisual materials, 50 print serial subscriptions, and over 100,000 electronic print serials. The LRC subscribes to over 50 databases providing full-text material, bibliographic citations, images, audio, and films.

In addition to the resources listed above, the LRC also houses the Academic Support Center, which provides tutoring services and writing assistance to students.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program particularly as related to spaces for classrooms, staff and faculty offices, and laboratories from studies in the technologies and sciences.**

In addition to classroom and lab spaces, students have the opportunity to utilize all of the College’s resources, including the library, Academic Support Center, computer labs, small group conference areas, and student dining/lounge areas.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institution electronic mailing system**

Chesapeake College provides students, full-time and adjunct faculty, and staff with a college email address. Students and faculty regularly use Canvas’ internal messaging system to communicate.

- b) A learning management system that provides the necessary technological support for distance education**

Chesapeake College uses Canvas as it’s learning management system. New students are encouraged to enroll in the Chesapeake Online Student Orientation Canvas course to learn how to use Canvas. Computer support is available by calling the college’s Help Desk. Canvas-related help and resources is available within Canvas.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

1. **Reallocated funds:** This program will utilize existing faculty resources and administrative staff.

Tuition and Fee Revenue: We are projecting no more than a 2% tuition increase each year. Fees include Consolidated Fees¹ of \$37 per credit hour and Registration Fees² of \$10 per registration transaction.

2. **Grants & Contracts:** While the tuition and course fees are designed to cover the immediate costs of the program, additional grants and private donations may assist with site overhead and infrastructure needs, but are not included below.
3. **Other sources:** Miscellaneous course fees, which subsidizes the cost of consumable supplies and materials used for instruction. Special course delivery charges are not included.
4. **Total Year:** See below

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$39,996.00	\$63,870.00	\$80,724.00	\$98,082.00	\$115,362.00
a. Number of F/T Students	7	9	11	13	15
b. Annual Tuition/Fee Rate	\$5,040.00	\$6,210.00	\$6,300.00	\$6,390.00	\$6,450.00
c. Total F/T Revenue (a x b)	\$35,280.00	\$55,890.00	\$69,300.00	\$83,070.00	\$96,750.00
d. Number of P/T Students	3	5	7	9	11
e. Credit Hour Rate	\$131.00	\$133.00	\$136.00	\$139.00	\$141.00
f. Annualized Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$4,716.00	\$7,980.00	\$11,424.00	\$15,012.00	\$18,612.00
3. Grants, Contracts & Other external sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 – 4)	\$39,996.00	\$63,870.00	\$80,724.00	\$98,082.00	\$115,362.00

TABLE 2: PROGRAM EXPENDITURES AND NARRATIVE RATIONALE

The Social Work program’s coursework is already existing and will be implemented with existing administrative staff and campus resources, requiring no new expenses for

¹Consolidated Fee: Helps cover the cost of the Academic Support Center, student activities, technology, and general expenses of the college. This fee also covers use of the physical education facilities and equipment which all students have access to.

²Registration Fee: Defrays cost of clerical support and supplies for registration processing.

personnel. Campus resources are funded through the College’s general operating budget each year.

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support & equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$0	\$0	\$0	\$0	\$0

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

The college gains input on course quality and faculty evaluation from Student Response Surveys conducted for all credit classes offered each semester through an online survey issued via College email. The data is collected by the Office of the Vice President for Workforce and Academic Programs and provided electronically to the appropriate academic dean. Faculty members receive their survey reports by course section once the semester has ended.

Faculty up for promotion and faculty changing or renewing contract status will be evaluated by one peer evaluator (optional for contract renewal) and by the appropriate Dean once during the academic year. Faculty who are tenured or on a six-year contract, who are not up for promotion within the six-year period, will be reviewed every three years, by the Dean only, and annually, when professional improvement is needed.

Instruments for evaluation of teaching faculty for contract renewal or promotion include a professional portfolio of achievements (promotion only) or an electronic dossier (contract renewal only), a peer evaluation packet, student response surveys, a self-evaluation form, and a supervisor's evaluation form.

The evaluation of SLOs is addressed above in section G3.

- 2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessment of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

The college uses a five-year internal program review process for all of its courses and programs. Additionally, all courses are reviewed annually with student opinion surveys. Faculty developed and approved assessment plans are implemented to monitor student mastery of all identified course and program goals and student learning outcomes. Programs also make use of Program Advisory Committees (PACs) with membership consisting of college faculty, administration and local leaders from the community.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)

- 1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

Chesapeake College will use its ongoing outreach strategies to feeder high schools and to communities with high concentrations of minority populations. College has a strong dual enrollment program which will be used to encourage early decisions about career goals and career exploration. Also, the college, working in cooperation with the local county schools, has initiatives such as grow your own programs, community mentors, and new financial incentives, to recruit and retain more minority students. The college has an aggressive "early alert" system as part of its student retention initiatives.

O. Relationship to Low Productivity Programs Identified by the Commission

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

This program is not related to low productivity programs identified by the Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Chesapeake College follows C-RAC guidelines for distance education.

PROGRAM ARTICULATION AGREEMENT**between****Chesapeake College and Salisbury University****Associate of Arts in Liberal Arts and Sciences****to****Bachelor of Arts in Social Work****September 2024 through August 2029**

This Program Articulation Agreement (“Agreement”), dated this 4th day of September 2024, is by and between Chesapeake College, a community college located in Wye Mills, Maryland, and Salisbury University, a constituent institution of the University System of Maryland (collectively, the “Parties” or “Institutions”). This Agreement sets forth the joint curricula and program requirements for the completion of the Associate of Arts in Liberal Arts and Sciences from Chesapeake College and the Bachelor of Arts in Social Work at Salisbury University.

RECITALS

Whereas, Chesapeake College and Salisbury University are committed to partnering to the expand educational opportunities and collaborative academic programming of their respective institutions; and

Whereas, the two Institutions are committed to providing a smooth transition for students wishing to earn an associate degree and a baccalaureate degree; and

Whereas, the intent of the Institutions is to avoid duplication of curricula, where appropriate, within articulated programs of studies; and

Whereas, the Institutions agree that the educational growth of students and the economic development of the community is better served through cooperative educational planning and optimal utilization of community resources.

Therefore, this Agreement commits the Parties to full support of an articulation process to deliver coursework for students, resulting in the associate of arts degree from Chesapeake College and credit toward the Bachelor of Arts in Psychology at Salisbury University. The Parties agree to the following:

I. ACADEMIC REQUIREMENTS

- A. The Institutions agree to follow the joint program curriculum and course by course articulation delineated in Appendix 1, which is attached hereto and made a part of this Agreement.
- B. Both Institutions will cooperate toward developing, disseminating, and presenting the articulated program information to students.
- C. Students who have graduated from Chesapeake College program must first apply to Salisbury University. Once a completed application is received, Chesapeake College graduates who have completed the associate's degree program in Liberal Arts & Sciences, with a cumulative grade point average of 2.0 or higher will be granted admission to Salisbury University as a Social Work major.
- D. All articulated course credits applied towards satisfying Bachelor of Arts in Psychology major requirements earned with a C or better will be accepted for transfer according to the articulation pathway in Appendix 1.
- E. Students intending to transfer should apply for admission by the priority deadline for the semester for which they intend to enroll.
- F. Students are subject to all specific policies pertaining to students admitted to the Salisbury University baccalaureate degree program in Bachelor of Arts in Social Work.

II. TERM

- A. The term of this Agreement commences as of the date set forth in the introductory paragraph of this Agreement. This Agreement is based on the present curricula contained in this document and its appendices, and is effective for a five-year period from September 2024 to August 2029.
- B. Either party may terminate this Agreement with notice to the other Party, pursuant to Section III.G below. Upon termination or expiration of this Agreement, the Parties shall develop a process that will reasonably allow students admitted to and enrolled in joint programming to continue their studies.

III. GENERAL PROVISIONS

- A. Each Institution is responsible for the administration of its respective courses, including content, requirements, faculty and student services (to include, but not limited to, admissions, financial aid, class registration, etc.).
- B. When enrolled in a Salisbury University course, the student is subject to all policies and procedures applicable to Salisbury University students. When enrolled in a Chesapeake College course, a student is subject to all policies and procedures applicable to Chesapeake College students. Additional joint policies and procedures may be adopted and implemented at the discretion of both Parties.
- C. The Parties recognize that course scheduling beyond the associate's degree level resides exclusively with Salisbury University and will be coordinated with Chesapeake College by the designated Salisbury University representative. Where academic calendars differ, the partners will work together to coordinate class offerings and class schedules.
- D. The disclosure of information about individual students is limited by the federal Family Educational Rights and Privacy Act (FERPA). The Parties agree that release of student educational records to the other Party is conditioned upon the submission of a signed agreement by the student authorizing such release.
- E. The Parties shall publicize any joint offerings in their respective catalogs, website, and other materials as appropriate. Notwithstanding the foregoing, neither Party may use the names or marks of the other without the prior approval of the other Party.
- F. The Parties shall inform students in their respective programs of the complementary program opportunities available at each other's respective institution, support each other's marketing efforts toward the same, and encourage such students to apply to programs consistent with an individual student's interests.
- G. Notwithstanding anything in this Agreement to the contrary, both Parties retain full authority over their respective courses, programs, and requirements. Both Parties reserve the right to make changes to their respective courses, programs, and requirements. However, each Party shall give to the other reasonable notice and details of changes to this articulation Agreement and other changes in its courses, programs, and requirements that may affect this Agreement. Further, neither Party will terminate this Agreement at a time that would deter a "cohort-in-progress" from completing graduation within the originally designated timeframe.
- H. The Parties designate the following persons as their respective representatives to coordinate and manage the activities under this Agreement:

Chesapeake College:

David Harper
Vice President for
Workforce and Academic Programs
1000 College Circle
Wye Mills, Maryland 21679
dharper@chesapeake.edu
(410) 827-5832

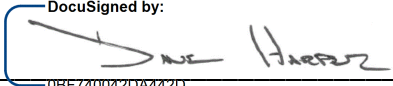
Salisbury University:

Amy S. Benjamin
Director, Regional & Affiliate Operations
Academic Commons 220B
1101 Camden Avenue
Salisbury, MD 21801
asbenjamin@salisbury.edu
(410) 546-5979

- I. The designated representatives shall meet as needed, at a mutually agreeable time and location, to discuss various collaborations and other topics of interest to either Institution. A Party may change its representative by giving notice to the other party.
- J. Either institution may at any time recommend changes to this Agreement. Both Institutions reserve the right to modify the programs as deemed necessary and agree to inform the appropriate representatives of the other Institution of recommended changes. This Agreement may be modified only by a writing signed by both parties.
- K. All notices under this Agreement must be in writing; delivered in person, by U.S. mail or by email.
- L. Nothing in this Agreement is intended to form a joint venture between the Parties. Nothing in this MOU is intended to create rights or benefits for any person or entity other than the Parties.
- M. This Agreement integrates the entire agreement of the Parties and supersedes any and all prior and/or contemporaneous agreements between the Parties, written or oral, with respect to the subject matter of this Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officials.

CHESAPEAKE COLLEGE

DocuSigned by:
By: 
OBFF740042DA442D...
David Harper
Vice President for
Workforce and Academic Programs

Date: 9/4/2024

SALISBURY UNIVERSITY

Signed by:
By: 
48F4E04E913D42C...
Laurie L. Couch
Provost and Senior Vice President
of Academic Affairs

Date: 9/4/2024

APPENDIX 1

Articulation Pathway

The following pathway includes course equivalencies, including general education requirements and courses necessary to satisfy major requirements.

While the student is not required to take all courses in the precise order recommended in the articulation pathway, all course equivalencies described in the pathway and the manner in which they fulfill general education and major requirements at Salisbury University are binding. Students are strongly advised to seek appropriate advising with regard to the completion of requirements for the associate of arts degree, transition to Salisbury University, and completion of all requirements for the Bachelor of Arts in Social Work.

AA 215 – Social Work

BA – Social Work

YEAR 1: Chesapeake College

FALL	EQUIVALENT	CR	SPRING	EQUIVALENT	CR
FSC 101 Freshmen Seminar		1	NAT SCI-BIO/Natural Sciences Elective (BIO 101 Fund of Biology)	XXXX XXX (BIOL 101)	4
ENG 101 Composition	ENGL 103	3	ART/HUM Arts & Humanities Elective (ART 101 Intro to Art)	XXXX XXX (ART 104)	3
COM 101 Fund of Oral Comm	COMM 100	3	SOC 161 Sociology	SOCI 101	3
PSC 267* Ethical Issue in Counseling	SOWK Elective	3	PSC 201* Theories of Counseling	SOWK 310	3
SOC 171 Intro to Human Services	SOWK 200	3	ENG 102 Intro to Literature	ENGL HE	3
PSC 150 General Psychology	PSYC 101	3			
TOTAL CREDITS		16	TOTAL CREDITS		16

YEAR 2: Chesapeake College

FALL	EQUIVALENT	CR	SPRING	EQUIVALENT	CR
PSC 211* Individual Counseling	SOWK Elective	3	DIV Diversity Elective (HIS 131 World Civilization I)	XXXX XXX (HIST 101)	3
SOC 162 Social Problems	SOCI 201 Social Problems	3	IDC 201 The Nature of Knowledge	GENE SI	3
PSC 250* Human Growth & Development	SOWK 300	3	NAT SCI-BIO/Natural Sciences Elective (SCI 142 Earth Science)	XXXX XXX (GEOG 104)	4
MAT 204 Intro to Statistics	MATH 155	3	FA Fine Arts Elective (MUS 101 Intro to Music)	XXXX XXX (MUSC 114)	3
PED 103 Wellness for Life	GENE PW	3			
TOTAL CREDITS		15	TOTAL CREDITS		13

YEAR 3: Salisbury University

FALL	CR	SPRING	CR
SOWK 300 Theoretical Analysis I	4	SOWK 302 Human Behavior in the Social Environment II	4
SOWK 306 Social Welfare History and Contemporary Issues	4	SOWK 309 Privilege and Oppression	4
SOWK 310 Basic Interviewing: Skills and Techniques	2	SOWK 320 Social Work Practice I	4
XXXX XXX Social Work or General Elective	4	SOWK 330 Policy Practice: Analyst and Advocate	4
TOTAL CREDITS	14	TOTAL CREDITS	16

YEAR 4: Salisbury University

FALL	CR	SPRING	CR
SOWK 400 Social Work Practice II	4	SOWK 410 Social Work Practice III	4
SOWK 416 Social Work Research I	4	SOWK 417 Social Work Research II	4
SOWK 420 Field Instruction I	4	SOWK 421 Field Instruction II	4
XXXX XXX Social Work or Free Elective	3	XXXX XXX Social Work or Free Elective	3
TOTAL CREDITS	15	TOTAL CREDITS	15

General Notes:

BASW graduates are guided by the values of social justice and human rights. They provide a wide range of services to individuals, families, small groups, communities and organizations. Social workers most commonly work in nonprofit or government agencies. They can also be employed by schools, hospitals, communities, and volunteer groups.

Chesapeake College Notes:

Students take FSC 101 1st semester at Chesapeake but it does not transfer to SU

- PSC 201 – pre-requisite – PSC 150
- PSC 211 -- pre-requisite – PSC 201
- PSC 250 – pre-requisite – PSC 150
- PSC 267 – pre-requisite/co-requisite – PSC 150

Students can transfer up to 70 credits to SU with a completed associates degree

General Education Elective examples are in parentheses

Salisbury University Notes:

Social Work or Free Elective in Fall and Spring of Year 4 may be three or four credits.