



COPPIN
STATE UNIVERSITY
EST. 1900

Dual Enrollment Student Handbook 2024-2025



revised 10/7/2024.

WELCOME!!



Welcome to Coppin State University and specifically to the Dual Enrollment Program. We appreciate your dedication to our partnership and your commitment to the standards of college level courses. We hope this handbook will be helpful in addressing any questions you might have during our partnership with your district. We are here to support you as a new Coppin State “Eagle Students.” This student handbook provides invaluable information for all students interested in, or completing, dual enrollment at Coppin State University. Our career pathways will serve as a guide to course selection with the hope of linking coursework to career pathways and promoting future lifelong learning.

Sincerely,

Joseph D. Clark, Dual Enrollment Coordinator

Introduction

Coppin State University, a historically Black institution in a dynamic urban setting, serves a multi-generational student population and provides innovative education opportunities while promoting lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. Founded in 1900, Coppin State University is a comprehensive Historically Black Institution (HBI) originally founded for teacher education. Named in 1926 in honor of Fanny Jackson Coppin, an outstanding African American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success.

Dual enrollment allows students the unique opportunity to take challenging university courses while completing high school graduation requirements. Courses identified for dual enrollment opportunities align with Maryland high school graduation requirements. Participating in dual enrollment program at Coppin State University provides an opportunity for high school students to demonstrate readiness for university-level course work and completing university-level coursework that are accepted as credit towards a degree at Coppin State University. Dual enrollment provides the opportunity for a high school student to get an early start and earn credits towards a bachelor's degree while still enrolled in high school.

Dual enrollment allows students to enroll in two separate, academically related institutions. In this case, dual enrollment refers to high school students taking college or university courses. A “dually enrolled student” means a student who is dually enrolled in a secondary school in Maryland and an institution of higher education in the same State. The credits earned at the university also count as credit on the high school transcript and may even satisfy high school graduation requirements. Dual enrollment program at Coppin State University prepares students for success at Coppin by completing rigorous university-level course(s) while in high school.

The credits a student earns in **Dual Enrollment** will count toward a degree at Coppin State University or transfer to Baltimore City Community College or any University System of Maryland university. Students who complete dual enrollment courses are guaranteed admission to the university and may qualify for studentships to support their pursuit of a bachelor's degree.



PATHWAYS TO SUCCESS

▲ Eagle Achievement Center

Career Awareness



Career Exploration



PATHWAY CHOICE

- Behavioral and Social Science
- Business, Finance, Marketing, and Information Technology
- Civis, Political Science, and Criminal Justice
- Education
- Engineering, Manufacturing, and Industrial Technology
- Humanities and Performing Arts
- Math and Computer Science
- Natural and Physical Science
- Nursing, Health Information Management and Health Science

Maryland's Career Clusters



SUCCESSFUL CAREER AND LIFELONG LEARNING

What Are Career Pathways

Each Pathway is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. A chosen Pathway focuses on a student's elective courses and offers Post-Secondary Preparation for All [16 Career Clusters](#).

- [Agriculture, Food & Natural Resources](#)
- [Architecture & Construction](#)
- [Arts, A/V Technology & Communications](#)
- [Business Management & Administration](#)
- [Education & Training](#)
- [Finance](#)
- [Government & Public Administration](#)
- [Health Science](#)
- [Hospitality & Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law, Public Safety, Corrections & Security](#)
- [Manufacturing](#)
- [Marketing](#)
- [Science, Technology, Engineering & Mathematics](#)
- [Transportation, Distribution & Logistics](#)

[Click On Career Cluster](#)

Why Should I Choose A Career Pathway

- To help focus on a career area that matches interests in high school.
- To help set goals and discover classes necessary to achieve those goals.
- To create career awareness and encourage planning for post-secondary education and opportunities.
- To provide knowledge that relates your high school education to the world after graduation.

How Do I Choose A Career Pathway

- You will research various career fields through the Eagle Achievement Center (EAC).
- Your college academic advisor, school counselor, parents, and teachers can assist you with this choice.
- You can complete the self-assessment in the Eagle Achievement Center (EAC).

Why Should I Have An Academic Plan

Choosing your future is one of the most exciting and challenging decisions you will make. You can choose your future, not leave it to chance or luck. Planning for your future will give you a better chance of reaching that goal.

Your Future Is Your Choice

Everyone enters the work force at some point. Through our **Eagle Academic Achievement Center**, our dual enrollment students will have the opportunity to chart their own personalized pathway for a future career inclusive of the necessary skills, training, and/or college degree necessary for achieving their post-secondary vision and plan. As an institution, we realize to plan your career, you need to plan your high school academic program. The courses you take and your experiences and accomplishments in high school can lead you to your chosen career path. However, not having an academic plan and not preparing along the way can slow you down in your career preparation. Career implies more than just a job – it includes education, work, and lifestyle. Achieving success and a satisfying career takes planning, studying, training and vision. Your choice of courses now allows you

to move on to your career plan smoothly and successfully later.

Preparing Graduates to be College & Career Ready

On average, a 4-year college degree will provide lower unemployment and 66% higher wages. In addition, 93% of middle school students aspire to go on to college, yet only 44% enroll. Nevertheless, many students who pursue a 4-year degree do so without an understanding of what they are investing in for their future. On the other hand, there is an increased demand for jobs that do not require a 4-year degree, but students are not well-informed on how to access them.

- In 2021–22, the average total cost of attendance for first-time, full-time undergraduate students living on campus at 4-year institutions was higher at private nonprofit institutions (\$55,800) than at private for-profit institutions (\$32,900) and public institutions (\$26,000).
- In 2020, the overall 6-year graduation rate for first-time, full-time undergraduate students who began seeking a bachelor's degree at 4-year degree-granting institutions in fall 2014 was 64 percent. That is, by 2020, some 64 percent of students had completed a bachelor's degree at the same institution where they started in 2014. The 6-year graduation rate was 63 percent at public institutions, 68 percent at private nonprofit institutions, and 29 percent at private for-profit institutions.
- The overall 6-year graduation rate was 60 percent for males and 67 percent for females. The 6-year graduation rate was higher for females than for males at both public (66 vs. 60 percent) and private nonprofit (71 vs. 64 percent) institutions. However, at private for-profit institutions, males had a higher 6-year graduation rate than females (31 vs. 28 percent).



National Center for Education Statistics



**COPPIN STATE UNIVERSITY
DUAL ENROLLMENT
PROGRAM**

Personalized Academic and Career Education Roadmap (PACER)

The goal of our Coppin State University dual enrollment students, is to have a Personalized Academic and Career Education Roadmap (PACER) through our **Eagle Academic Achievement Center** to ensure that all students are considering their post-high school goals as they plan and select a sequence of rigorous interconnected courses and experiences upon entering their chosen college and/or university. We believe that engaging students in personalized plans of study and connecting them to pathway and career readiness experiences will make their high school education more relevant while also preparing them to make more informed post-high school decisions.

Each student's PACER may consist of:

- An entirely academic course of study or
- A blend of academic, online, college in the high school or dual enrollment courses
- And all students will plan for pathway experiences [learning opportunities] outside of the regular classroom.

Why Dual Enrollment

Coppin State University's Dual Enrollment Program was established to encourage a greater number of high school students to enroll and earn college credit while still in high school. The College views dual enrollment as an opportunity for eligible students to broaden their exposure to college programs and courses while at the same time getting a head start on their college education.

Benefits of Dual Enrollment

- Provides students with the opportunity to earn college credit towards a college degree while in high school.
- Saves students money by significantly decreasing tuition, fees, and textbook costs.
- Reduces the length of time it will take to earn a degree after high school graduation.
- Enriches course offerings that can be applied to a high school diploma.
- Fosters a smoother transition between high school and college.
- Enhances student interest in pursuing post-secondary education.

Mission

The Coppin State University Dual Enrollment program is committed to providing students access to college level coursework and units while attending high school. High school students will be offered clear pathways toward degrees and certificates to gain a jump start on post-secondary education and be more likely to complete an educational goal.

Potential Student Outcomes:

- Explore career pathways prior to high school graduation.
- Get a head start on earning college credit.
- Save money on tuition and fees.
- Build self-confidence in college level rigor and ease the transition to college.
- Eliminate the duplication of coursework between high school and college.

Other Potential Outcomes:

- Increase communication between high school and college instructors and counselors.
- Reduce remediation rates.
- Increase high school graduation rates.
- Increase in students attending Coppin State University and/or other HBCU Institutions after high school graduation.
- Decreased dropout and transfer rate.
- Increase in the number of people in our community with college degrees.

Federal Guidelines About Dual Enrollment and Dual Credit

All stakeholders must understand the concept of academic control, responsibility, and Family Educational Rights and Privacy Act (FERPA) requirements. The high school is not the responsible party for monitoring the student's academic performance at Coppin State University. Participating schools must obtain permission to have Coppin State University conduct correspondence with parents of dual-enrolled students per the FERPA agreement.

Question	Dual Enrollment (DE)	Advanced Placement (AP)	International Baccalaureate (IB)
Are college letter grades awarded to students and recorded for credit at the college?	Yes	No	No
Is the classroom instructor required to have at least a master's degree in the subject being taught (i.e., Academic Courses)?	Yes	No	No
Is there direct accountability to national, state, and local educational authorities?	Yes	No	No
Is the program managed by a higher educational institution with national academic accreditation?	Yes	No	No
Is college credit for the class awarded to students based on single test scores?	No	Yes	Yes
Is the program managed by corporate entities which have no academic accreditation?	No	Yes	Yes

Admissions Eligibility Requirements

To enroll in a university-level course at Coppin State, a high school student must

- Be a 10th, 11th, or 12th grader on the first day of the semester in which the course is offered.
- Have an articulated plan for high school and college attendance which will include all courses required for high school graduation with time remaining in the schedule to include college courses.
- Maintain a 2.5 high school cumulative grade point average.
- Be enrolled in a Maryland public or private high school.
- **Completed Maryland Residency Form**
- Have the full consent of the guidance counselor/school administrator to register for college courses.
- Have the full consent of the parent/guardian to participate.

Returning Students And The Office of Records and Registration

Students who wish to continue as dual enrollment students will not need to reapply. However, to be considered for the following semester, each student **must have received a minimum grade of 2.0 in each dual enrollment course completed and complete the Dual Enrollment Addendum Form**. For students who do not maintain enrollment for consecutive semesters, they will be **"term deactivated"** and must re-apply for admissions.



Cost of Attendance

Guided by its goal to provide a seamless pathway for high school students to pursue a bachelor's degree, Coppin State University is offering participation at in-state tuition rates for non-HBCU states and no costs to Coppin Academy and Baltimore City Public School students, parents, and schools.

Registration Process for Accepted

To ensure a smooth transition in the course selection process, the Dual Enrollment Building Liaison role is to work closely with accepted students to guide them through the registration process. By following these steps and working closely with the Dual Enrollment Building Liaison, accepted students can navigate the registration process effectively and make informed decisions about their academic pathway in the dual enrollment program.

Initial Meeting with Building Liaison: Accepted students will have an initial meeting with the Dual Enrollment Building Liaison at their respective high schools. During this meeting, the liaison will provide students with important information about the dual enrollment program, including [course offerings](#), academic requirements, and registration procedures.

Setting Up Accounts: Once the student is accepted, the Building Liaison will assist students in setting up their username, student ID#, and Eaglelink accounts. These accounts are essential for accessing course materials, communicating with instructors, and managing academic progress throughout the dual enrollment program.

Advisor Session: Before completing the course selection process, students will meet with either the High School Building Liaison and/or the Professional School Counselor during an advisor session. This meeting is crucial for discussing academic goals, selecting appropriate courses, and addressing any concerns or questions that students may have about the dual enrollment program.

Course Selection: After meeting with the High School Building Liaison and/or the Professional School Counselor, students will proceed to select their courses for the upcoming semester. The High School Building Liaison and/or the Professional School Counselor will guide them in choosing courses that align with students' academic interests, career goals, and college readiness.

Finalizing Registration: Once students have selected their courses, the Building Liaison will finalize students' registration by completing the "Course Registration Form" with all appropriate "wet" signatures. Once the Course Registration Form is completed, it should be submitted to the Dual Enrollment Coordinator confirming course schedules and ensuring that all requirements **Course Load**

Reasoning For Course Limit

Dual Enrollment students are allowed to register for a maximum of **six credits per semester**. This limit is in place to ensure that students can balance their high school coursework with the rigor of college-level classes. By capping the number of credits, institutions aim to prevent students from becoming overwhelmed and ensure they can succeed academically in both environments.

The restriction on the number of credits a Dual Enrollment student can take per semester is based on several factors:

- **Academic Preparedness:** High school students may not be fully prepared for the intensity and workload of college courses. Limiting the number of credits allows them to gradually adjust to the demands of higher education.
- **Time Management:** Balancing high school commitments with college coursework requires strong time management skills. By restricting the course load, students are encouraged to prioritize their responsibilities effectively.
- **Success Rate:** Research has shown that students who take too many courses at once may struggle academically or experience burnout. Limiting the credit hours aims to enhance student success rates in Dual Enrollment programs.

Benefits of Course Load Limit

Enforcing a maximum credit limit for Dual Enrollment students offers several benefits:

- **Academic Success:** By preventing students from overloading themselves, institutions promote academic success and help students maintain a strong GPA.
- **Reduced Stress:** A manageable course load reduces stress levels among high school students, allowing them to focus on learning and personal growth.
- **Graduation Timeline:** By pacing their college credits, Dual Enrollment students can better plan their academic journey and potentially graduate from college earlier.

Dual Enrollment students are not eligible for the following:

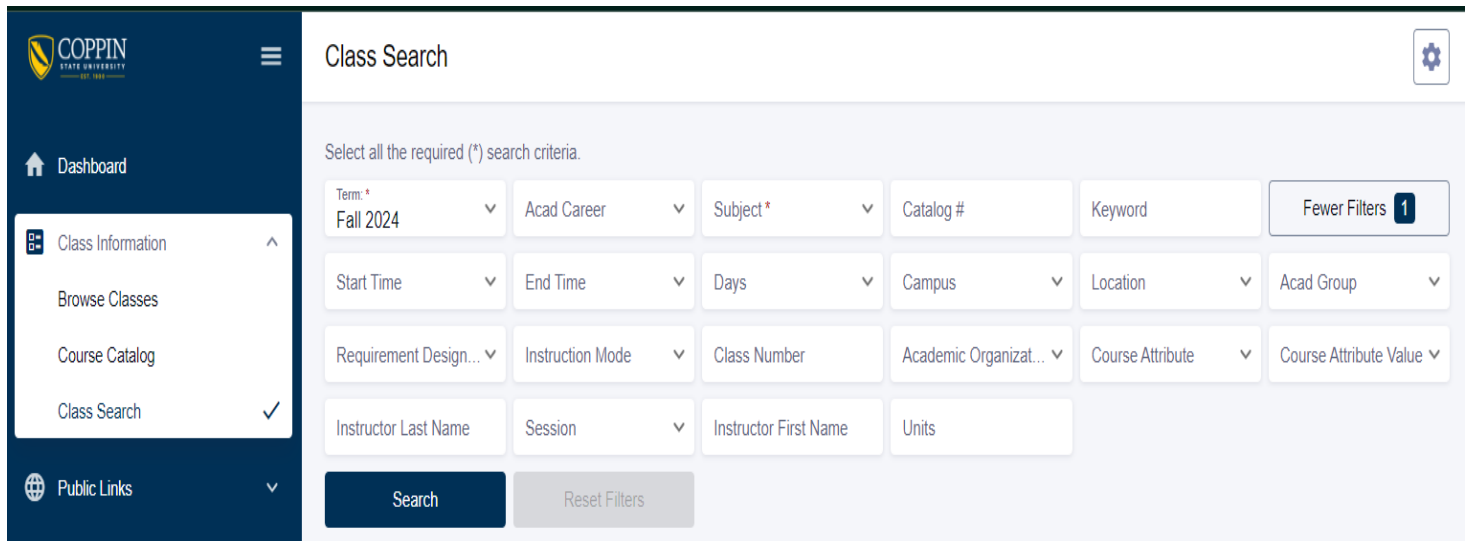
- Enrollment in more than two classes per semester
- Evening courses
- Graduate courses
- Any course that requires a pre-requisite that has not been met.

Seeking Assistance

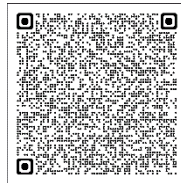
- Contact the Dual Enrollment Coordinator for any issues or questions regarding your course request.

Course Program Offerings and Search

Each participating district provides a list of course equivalencies to guide the dual enrollment process. Additional courses may be offered as electives but must be determined in consultation with the Counselor. At least eleven students reflect a full load and is the minimum course enrollment preferred.



SCAN QR-Code



Step-by-Step Process for Class Search:

STEP 1: Scan QR-Code

STEP 2: Navigate to “Class Schedule”

- On the Registrar or Course Schedule page, look for a link or button labeled “Class Schedule” or “Course Schedule Search.”

STEP 3: Choose the Term

- You will be prompted to select a **term/semester** for which you want to search classes (e.g., Fall 2024, Spring 2025, etc.).
- Select the desired term and click “Submit” or “Search.”

STEP 4: Enter Search Criteria

- On the search page, you will have diverse options to narrow down your search. You can:
 1. Select the **Subject** (e.g., Psychology, English, Biology, etc.).
 2. Specify the **Course Number** (if known).
 3. Choose the **Course Level** (e.g., Undergraduate, Graduate).
 4. Select **Instruction Mode** (e.g., In-Person, Online, Hybrid).
 5. Set any additional filters like **Day** or **Time** preferences.

STEP 5: Search for Classes

- After entering your desired search criteria, click the “Search” or “Submit” button to view available courses.

STEP 6: View Search Results





















- The search results will display a list of available classes that match your criteria.
- Each course will typically include details such as:
 1. **Course Title and Number**
 2. **Instructor’s Name**
 3. **Credits**
 4. **Meeting Days/Times**
 5. **Location (Building and Room)**
 6. **Seats Available**

STEP 7: Review Class Information

- Click on any course title or section number for more detailed information about the class, such as prerequisites, course description, or additional notes from the instructor.



Resource “HUB

 EagleLINKS Login	 Course Catalog	 Browse Classes	 Class Search	 Order Transcript
 Reset Your Password	 24/7 Tech Support	 Campus Map	 Student Health Insurance Site	 Athletics Calendar
 BlackBoard	 Eagle Achievement Center	 Eagle Guide Student Handbook	 YouTube	 EagleCard
 Campus Bookstore	 Campus News	 Campus Events and Calendar	 Campus Parking	 Eagle Express Shuttle

Course Selection, Guided Pathways and Transferability

Course Selection

Selection of dual enrollment courses is the responsibility of the Building Level Liaison and/or Professional School Counselor with guidance from building administration.

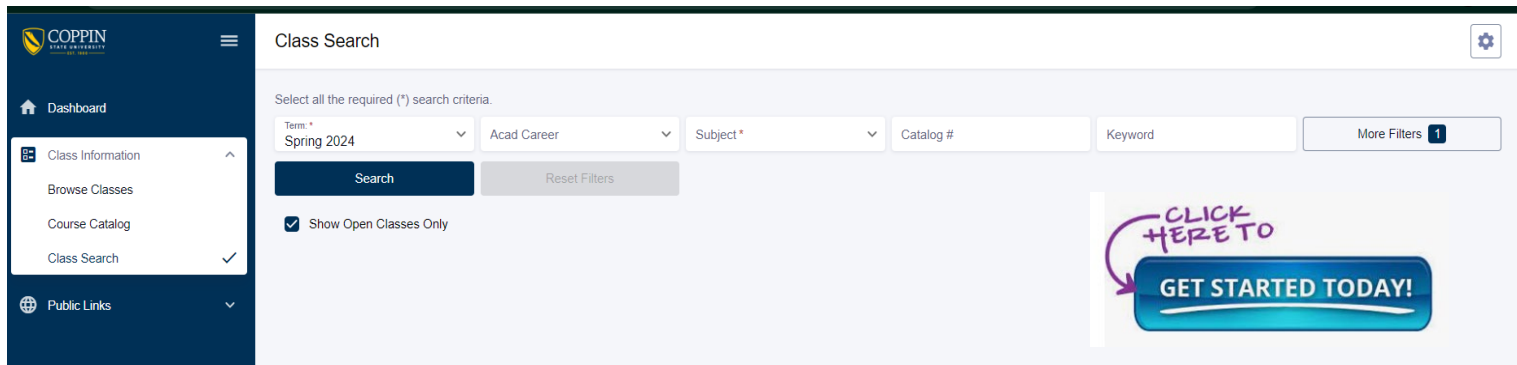
Guided Pathways

Coppin State University has restructured each program so that students know what they need to take each semester to achieve their goals. Additionally, for most students, following a program pathway. Pathways also help ensure a seamless transfer to four-year programs.

Transferability

The credit you earn for dual enrollment classes will become part of your permanent college transcript at Coppin State University. Most of our dual enrollment classes transfer to other institutions.

Steps for Completing Course Request in [Eaglelinks](#)



The screenshot displays the 'Class Search' interface in Eaglelinks. On the left is a dark blue navigation sidebar with the Coppin State University logo and menu items: Dashboard, Class Information (with a sub-menu for Browse Classes, Course Catalog, and Class Search), and Public Links. The main content area has a search bar with the following fields: Term (Spring 2024), Acad Career, Subject, and Catalog #. There is a 'Search' button and a 'Reset Filters' button. A checkbox labeled 'Show Open Classes Only' is checked. On the right side of the search area, there is a 'More Filters' button with a '1' indicator. A blue button with a purple arrow pointing to it says 'CLICK HERE TO GET STARTED TODAY!'.

Step 1: Accessing [Eaglelinks](#):

- With the assistance of your Site Building Liaison and/or Professional School Counselor, log in to your Coppin State University student account.
- Navigate to the Eaglelinks portal.

Step 2: Initiating Course Request:

- Click on the “Student” tab.
- Select “Registration.”
- Choose “Add or Drop Classes.”

Step 3: Selecting Term:

- Pick the appropriate term for which you want to request courses.

Step 4: Adding Courses:

- Enter the CRN (Course Registration Number) of the courses you wish to add.
- Click on “Submit Changes.”

Step 5: Reviewing and Confirming Courses:

- Verify that the courses added are correct.



- Confirm your course selections.

Steps for Completing Course Request in [Eaglelinks](#)

The screenshot shows the 'Class Search' page in Eaglelinks. On the left is a navigation menu with options like Dashboard, Class Information, Browse Classes, Course Catalog, Class Search, and Public Links. The main search area includes a 'Select all the required (*) search criteria' section with dropdown menus for Term (Spring 2024), Acad Career, Subject, and Catalog #, along with a Keyword field and a 'More Filters' button. Below these are 'Search' and 'Reset Filters' buttons. A checkbox for 'Show Open Classes Only' is checked. On the right, there is a blue button with a purple arrow pointing to it that says 'CLICK HERE TO GET STARTED TODAY!'.

Step 6: Finalizing Course Request:

- Submit your course request.
- Check for any confirmation messages regarding your request.

Step 7: Checking Registration Status:

- Monitor your registration status to ensure that your course request has been processed successfully.
- Watch your course request to also make sure that it has not been dropped/dissolved because of under-described enrollment.

Step 8: Making Changes (if needed):

- With authorization from the Site Building Level Liaison and/or Professional School Counselor, if necessary, follow similar steps to drop or change courses before the deadline. The Dual Enrollment Coordinator must approve and take the registration “hold flag” off to make updates and changes to the schedule.



Importance of Academic Calendar

As a dual enrollment student, reviewing the academic calendar is essential for students' academic success and time management. The academic calendar outlines key dates and events for an academic year and semester. It includes vital information such as the start and end dates of each term, exam periods, holidays, deadlines for class registration, withdrawal, tuition payments, and other academic events. The calendar serves as a guide for students, faculty, and staff to keep track of the academic cycle and important deadlines throughout the school year.

As a dual enrollment student, managing two academic schedules—one for high school and one for college—can be challenging. Reviewing both academic calendars is crucial to help you anticipate any overlaps or conflicts between high school events (such as tests, extracurricular activities, or holidays) and college responsibilities (such as exams, assignments, or deadlines). By staying aware of both schedules, you can plan to avoid stress, prevent scheduling conflicts, and ensure you meet all your academic obligations in both environments.

Here is why it is important:

Manage Dual Enrollment Deadlines

- As a dual enrollment student, you are balancing high school and college coursework. The academic calendar highlights important dates for both institutions, such as:
 - Registration deadlines: Ensuring you enroll in classes on time.
 - Add/Drop periods: Adjusting your schedule if needed.
 - Mid-term and final exam dates: Preparing ahead for tests and avoiding last-minute stress.
 - Assignment deadlines: Keeping track of when projects or papers are due to avoid conflicts with high school responsibilities.

Avoid Missed Deadlines

- Missing key deadlines for course registration, grade submission, or tuition payments can lead to academic or financial penalties. By regularly reviewing the academic calendar, you can avoid these consequences and stay on top of your academic obligations.

Plan for Breaks and Holidays

- Knowing when school breaks, holidays, and exam periods occur allows you to plan for rest, family time, or part-time work without interfering with your academic responsibilities. It also helps in coordinating your high school and college schedules, especially if the two calendars do not align perfectly.

Prepare for Mid-Semester Progress Reports

- Many dual enrollment programs require mid-semester progress reports to assess your academic standing. The academic calendar often lists when progress reports are due, helping you stay aware of your performance and make necessary adjustments.

Stay Aligned with University Requirements

- Each college has specific timelines for tasks such as confirming class rosters, submitting grades, or attending mandatory orientations. Being aware of these dates through the academic calendar ensures that you meet all university requirements, which is essential for maintaining good standing in your dual enrollment program.

Coordinate High School and College Schedules

- As a dual enrollment student, managing two academic schedules can be challenging. Reviewing the academic calendar helps you anticipate when there might be overlaps or conflicts between high school events (like tests or extracurriculars) and college responsibilities (such as exams or deadlines). You can then plan to avoid stress or schedule conflicts.

Stay Ahead of Academic Policies

- Academic calendars often include key dates for withdrawals, grade appeals, and graduation applications. Understanding these policies and dates helps you make informed decisions about your academic path and any adjustments that may be necessary.

NOTE: It is important to note that college courses operate independently of your high school schedule. This means that even if your high school is closed for holidays, professional development days, or any other reason, you are still responsible for attending your college classes.

- Any absences from your college courses will be considered unexcused unless they are due to legitimate reasons approved by your college.
- Unexcused absences can negatively impact your grades and academic standing, so it is crucial to prioritize attending all college classes, regardless of your high school's schedule.
- By reviewing and understanding both the high school and college academic calendars, you can better manage your time, avoid unnecessary absences, and ensure success in your dual enrollment program.

Academic Policies

Importance of Attendance for Dual Enrollment Students

Attendance is a critical aspect of academic success and participation in the Dual Enrollment program for high school students. Regular attendance ensures that students are actively engaged in their college-level courses, which can significantly impact their learning outcomes and overall performance. By attending classes consistently, students can interact with instructors, participate in discussions, complete assignments on time, and stay up to date with course material. Dual enrollment students must adhere to the attendance policy at their high school and Coppin State University, which may differ. The attendance policy for your course will be outlined in your course syllabus. Any class/coursework missed due to absences may be made up at the discretion of the instructor.

Students need to familiarize themselves with the attendance policies of their institution to avoid receiving an **"AW"** grade and any associated consequences. Each instructor that has dual enrollment students in their classes will set an attendance policy for the course, which is stated in the course syllabus. Students are required to meet all attendance requirements and students who have class trips and/or external activities at the time when class is scheduled are expected to meet the course requirements.

Ramifications for Poor Attendance

Poor attendance in the Dual Enrollment program can have several negative consequences for students:

1. **Academic Performance:** Missing classes can lead to gaps in understanding course content, which may result in lower grades or difficulty keeping up with coursework. Consistent attendance is crucial for achieving academic success and mastering the material covered in college-level courses.
2. **Program Participation:** Failure to attend classes regularly may jeopardize a student's standing in the Dual Enrollment program. Attendance records are often used as part of a student's overall evaluation of college courses. Poor attendance will be reflected in high school transcripts, potentially affecting future academic opportunities.
3. **Missed Learning Opportunities:** Every class session offers valuable learning opportunities, including lectures, discussions, group activities, and hands-on experiences. Students who are frequently absent may miss valuable information and engagement that could enhance their educational experience.
4. **Professionalism and Responsibility:** Regular attendance is a fundamental aspect of professionalism and responsibility. Developing good attendance habits during high school can prepare students for the expectations of higher education and future careers where punctuality and reliability are essential.

Students should be aware that non-attendance or missing sessions may result in removal from the program at the end of the semester. Students who violate the Class Attendance Policy before the official withdrawal period will receive an **"AW"** as a grade. Students who violate the Class Attendance Policy after the official withdrawal period will receive an **"FX"** as a grade.

- **"AW" stands for Administrative Withdrawal.** Students who violate the Class Attendance Policy before the official withdrawal period will receive an **"AW"** as a grade. This grade indicates that the student has been administratively withdrawn from the course due to attendance policy violation. Administrative withdrawal is used when a student fails to meet the attendance requirements set by the university or the instructor. It serves to enforce attendance policies and ensure that students are actively participating in their courses. The **"AW"** grade does not carry any academic credit and may have implications for a student's academic standing or financial aid eligibility.
- **FX** is issued to students at Coppin State University who violate the Class Attendance Policy after the official withdrawal period. This grade is assigned when a student stop attending classes without officially withdrawing from the course. The **FX** grade indicates that the student failed due to excessive absences and did not complete the required coursework. Dual Enrollment students who receive an **FX** grade may face academic consequences, such as removal from the program.

Dropping a Course or Withdrawing from a Course

Dropping a course or withdrawing from a course may have various consequences on your academic standing and financial aid eligibility. It is essential to understand the policies and procedures before making such decisions. A student may drop or withdraw from the course/s using an electronic process in EagleLINKS. A dropped course will not reflect on a student's transcript. Students have the option to withdraw from a course approximately three weeks before the semester concludes. Before withdrawing or dropping from a course, dual enrollment students must consult their high school guidance counselor to determine the impact on their high school graduation requirements. The high school counselor must sign the **"Dual Enrollment Withdrawal Form"** in Appendix D.

Dropping a Course

Dropping a course means removing oneself from a course after the add/drop period has ended. This action may have an impact on your academic record and financial aid eligibility. According to the University Academic Calendar, the add/drop period usually lasts for the first few days of the semester. After this period, students must follow the withdrawal procedure to drop a course.

Withdrawing from a Course

Withdrawing from a course involves officially removing oneself from a class after the add/drop period has ended. The process typically requires students to complete a **"Dual Enrollment Withdrawal Form"** and submit it to the Dual Enrollment Coordinator. The deadlines for withdrawal vary depending on the course format (traditional, hybrid, or online) and the semester (fall, spring, summer).

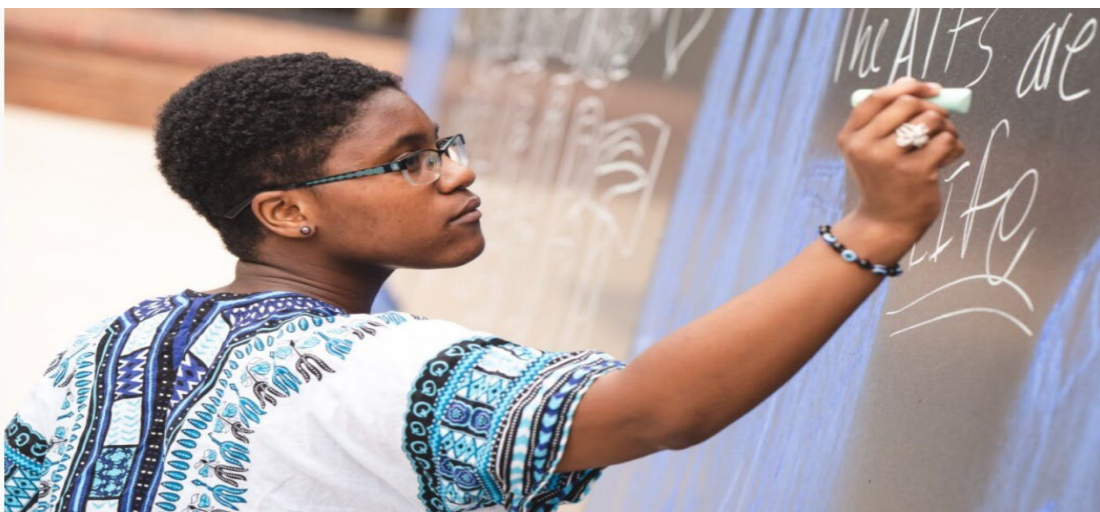
Consequences of Dropping or Withdrawing from a Course

The consequences of dropping or withdrawing from a course depend on numerous factors such as the reason for withdrawal, the point in time when you initiate the process, and your overall academic performance. Generally, withdrawing from a course can affect your **GPA, financial aid eligibility, and Satisfactory Academic Progress (SAP)** status.

How to Drop or Withdraw from a Course

To drop or withdraw from a Dual Enrollment course, follow these steps:

1. **Check the Academic Calendar:** Consult the Coppin State University Academic Calendar to determine the last day to drop or withdraw from a course without academic penalties.
2. **Contact Your Instructor:** Before deciding, discuss your situation with your instructor to understand the implications for your academic performance.
3. **Seek Advising Support:** Consult with Building Level Liaison and/or Professional School Counselor to discuss the implications of your decision on your academic plan and future goals.
4. **Complete the Required Forms:** Obtain and fill out the appropriate **"Dual Enrollment Withdrawal Form"** from the Dual Enrollment Coordinator.
5. **Submit the Forms:** Submit the completed forms to the Dual Enrollment Coordinator before the deadline.



***PLEASE NOTE:** Dual Enrollment students are not permitted to add any courses to their schedule after their Registration and Orientation Day with approval from Dual Enrollment Coordinator. In addition, students should review the academic calendar for official ADD/DROP and Withdrawal deadlines**

Academic Honor Code

Coppin State University is committed to the academic, ethical, and social development of our students. We strive to uphold the College's core values of honesty, responsibility, fairness, respect, & compassion. In addition, we strive to foster a learning environment that is both challenging and supportive of all our students. It is the responsibility of every student enrolled at Coppin State University to avoid all forms of academic dishonesty including, but not limited to, the following:

1. **Plagiarism:** The intentional or unintentional use of another source of written words or ideas as one's own. It will be taken for granted that any work, oral or written, that a student does for any course is his/her original work. Any violation of this rule constitutes plagiarism. Plagiarism includes any form of cheating on examinations, tests, quizzes, and any unacknowledged and/or undocumented use of another's writing or ideas published or unpublished, including copying or rewording information found on the internet. Students will be expected to adhere to the Coppin State University plagiarism policy printed in the Coppin State Student Handbook or available at [The Eagle Guide Student Handbook 2020-2021 \(coppin.edu\)](http://coppin.edu).
2. **Cheating:** Any act or attempt to gain an unfair advantage in academic endeavors, or to assist or protect someone else who has done so.
3. **Falsification, Fabrication or Misrepresentation:** The creation or alteration of data, research, or resources/citations in connection with an academic assignment or records.
4. **Copyright Infringement:** The unauthorized use of copyrighted work. Such as when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner. For more information, please see Board Policy 3361 – Copyright Policy.
5. **Lying:** Intentionally making false or misleading statements in verbal, written, visual, electronic, or other forms.
6. **Complicity In Or Aid Of Academic Dishonesty:** Intentionally or knowingly helping or attempting to *assist* another person in activities such as: allowing other students to copy from one's works, assisting in cheating, sharing test questions/answers, taking an examination for another student, selling/offering course materials such as term papers, essays, projects, etc., and any other
7. **Submission Of Paper or Academic Work Purchased or Obtained:** Submitting any paper or academic work that was purchased or otherwise obtained from an outside source. An outside source includes (but is not limited to) a commercial vendor of research papers, a file of research papers or tests maintained by a student organization or other body or person, or any other source of papers or of academic work that was authored or prepared by a person other than the student who submits it.
8. **Bribery:** Providing or offering a favor or reward, in exchange for a grade, credit, or other item of academic value.
9. **Harassment:** To create an unpleasant or hostile situation for another person, especially by uninvited and unwelcome verbal, electronic, or physical conduct.
10. **Threats:** to express the intention to inflict evil, injury, or damage to someone or something.
11. Any other behavior which disrupts the educational process within the classroom.

Academic Information and Regulations Grading System

Final grades assigned for completed course work carry a corresponding letter value. The values are noted at this link: [Academic Policies | Coppin State University](#)

Grading Symbols are as follows:

A	-	Excellent.....	four grade points
B	-	Good.....	three grade points
C	-	Fair.....	two grade points
D	-	Poor, but passing.....	one grade points
E	-	Failing.....	zero grade point (no credit)

Roles and Responsibilities

Success Strategies

A wealth of resources and student support services are available for students to be successful in their dual enrollment classes, including academic advising, counseling, library resources, and academic tutoring.

Partner High Schools

Partner high schools play a crucial role in the success and implementation of dual enrollment programs. Building Level Liaisons are instrumental in facilitating academic support, facilitating logistics, monitoring student progress, promoting college readiness, ensuring equity and inclusion, and collaborating with college partners to enhance the overall educational experience for participating students.

The key roles of partner high schools in dual enrollment programs include:

1. **Providing Academic Support:** Partner high schools in collaboration with the university should offer academic support to students enrolled in dual enrollment courses. This support may include counseling, tutoring, study resources, **attendance intervention**, and guidance to ensure that students succeed academically in both their high school and college coursework.
2. **Facilitating Logistics:** Partner high schools assist in coordinating logistics related to dual enrollment, such as scheduling classes, evaluating transportation needs, and ensuring that students have access to necessary resources for their college-level coursework.
3. **Monitoring Student Progress:** Partner high schools should work with the Dual Enrollment Coordinator in monitoring the progress of students enrolled in dual enrollment programs. They should familiarize themselves with university deadlines (i.e., add/drop deadline, withdrawal deadline, etc.). In addition, they work closely together to ensure that students are meeting academic requirements, attendance policy, and completing their courses.
4. **Promoting College Readiness:** Partner high schools help prepare students for the transition to higher education by fostering a college-going culture, providing information on postsecondary options, and supporting students in developing essential skills for success in college.
5. **Ensuring Equity and Inclusion:** Partner high schools play a critical role in promoting equity and inclusion within dual enrollment programs. They work to ensure that all eligible students have access to these opportunities, regardless of their background or circumstances.
6. **Collaborating with College Partners:** Partner high schools collaborate closely with sharing best practices and create a seamless educational experience for participating students.

Student Responsibilities

Dual enrollment students are college students and are expected to be prepared for the academic rigor and challenge of college-level work. As a college student, you are expected to take responsibility for your education, which will require you to listen, ask appropriate questions, and do the work necessary to be successful in your classes.

Some of your responsibilities include:

- Responsible for knowing which courses they are registered for in Eaglelinks, when the courses begin/end, location of courses and logging into their Blackboard account and what delivery mode the course is being offered.
- Ensuring that your coursework and assignments are quality work and submitted on time,
- Organize your work and commitments, including developing a folder and notebook for each class. Keep a planner with important due dates.
- Check your Coppin State University email account regularly.
- Be prepared – always read your textbook, and materials and complete your assignments BEFORE class.
- Read your syllabus – the syllabus will provide you with valuable information about what the course is about, what will be taught, grading, instructor information, and how to be successful in the course.
- Remember to listen, ask questions, take notes, and participate in class discussions.
- **Make sure that you check in for mandatory attendance with Dual Enrollment Ambassadors. Attendance is crucial for academic success and maintaining participation in the program.**
- Keeping your parents informed on how your dual enrollment classes are going,
- Understanding how the grade earned in your dual enrollment classes impacts you,
- **Logging into your Eaglelink account regularly to check for updates and review pertinent emails, and**
- Spending the appropriate time reading, reviewing notes, studying, and preparing to be successful in your college courses.



Parent Responsibilities

Parents and guardians should talk with their child about the benefits of dual enrollment and support their child's efforts to pursue post-secondary education. Please encourage your child to set goals, be successful in college and pursue their academic dreams.

Resources for Your Dual Credit Student

At Coppin, we are not only concerned about your academic success, but we are also concerned about the whole of you. We have worked hard to make sure our students have a variety of resources to allow them to bring their whole selves to school. Because when you can bring your whole self to school, you can be ready to work toward all the opportunities you have dreamed of. Student support at Coppin State University looks like many different things. It looks like peer and professional tutors are ready to help students in research, math, and writing. It looks like trained mental health professionals are prepared with resources to help you through the worst of what you are going through. It looks like accommodation and improved access through the Disability Support Services. It is an emergency fund for students with urgent home and life challenges. It is professional guidance on how to take that next career step. Student support looks like all this, and so much more.

Parlett L. Library

While the resources of your high school library may meet some of your students' research needs, please strongly encourage them to also use the Coppin State University Libraries' college-level research materials. Dual credit instructors who are assigned a Coppin State University ID number may check out materials. Parlett L. Moore Library is a member of the Library Information Management System (LIMS) of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits state higher education institutions to share resources. LIMS provides a USMAI union online public access catalog that contains more than 1,400,000 titles. Moore Library has five floors, two computer labs for student use/work, two smart classrooms, four study rooms, the Parren Mitchell smart conference room, and the Cab Calloway room/art gallery.

Eagle Ambassador (DEEA)

Dual Enrollment Eagle Ambassador will assist dual enrollment students, with the navigation of and connection with student services and campus resources. Dual Enrollment Eagle Ambassadors will assist instructors with attendance verification, virtual academic support through the **Eagle Achievement Center**, small group academic planning sessions, help with in-person orientation sessions, registration, peer coaching, and campus navigation. In addition, Dual Enrollment Eagle Ambassador will support students by serving as a resource to the Coppin State University campus. Dual Enrollment Eagle Ambassadors will meet with students, both in groups and individually, to address questions and/or concerns that may arise as students navigate at the Coppin State University campus.

Eagle Achievement Center

Tutoring resources are available for each of the Coppin State University students. Online tutoring may also be available for some academic disciplines. The [Eagle Achievement Center \(EAC\)](#), located in the Parlett L. Moore Library, will house centralized advising, **academic coaching, math and writing labs**, career exploration, and other essential student support services needed to better help address retention. Dual enrollment students will have access to the services provided within the EAC.

Blackboard

Blackboard Learn is the learning management system (LMS) used by Coppin faculty to facilitate student instruction and grading. Blackboard integrates several tools to diversify learning opportunities. Blackboard provides announcements, course information, grades, due dates, etc. While the dual enrollment course may or may not be offered via Blackboard, the LMS is used to provide access to learning tools and to support communication between students and faculty. Coppin will provide instructions and guidance on how to access and use Blackboard during a scheduled orientation session at each high school each semester. Additionally, enrollees will have access to instructional videos to guide them in the effective use of Blackboard. More information is available at [Blackboard | Coppin State University](#)

To access Blackboard at Coppin State University, you can follow these steps:

Step 1: Go to the Coppin State University Website: Open your web browser and navigate to the official website of Coppin State University.



Step 2: Go to the Student Portal: Open your “[student portal](#)” browser and navigate to [Blackboard](https://eaglebb.coppin.edu). <https://eaglebb.coppin.edu>

Step 3: Locate the Blackboard Link: Look for a link or tab on the university’s website that says “Blackboard”.

Step 4: Click on the Blackboard Link: Once you find the Blackboard link, click on it to access the Blackboard login page.

Step 5: Enter Your Credentials: On the Blackboard login page, you will need to enter your username and password. These credentials are typically provided to you by the university when you are accepted. you enroll in courses.

Step 6: Access Your Courses: After entering your credentials, you should be able to access your courses, assignments, grades, and other relevant information on Blackboard.

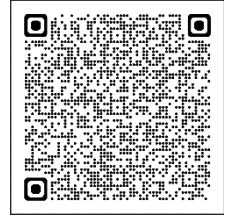
Step 7: Logout: Remember to log out of your Blackboard account when you are done to ensure the security of your information.

By following these steps, you should be able to easily access Blackboard at Coppin State University and stay up to date with your online learning activities.



Eagle Identification Card

Each dual enrollment student will also receive a valid Coppin State University identification card (the Eagle card). The student can utilize the virtual card process or may travel to campus to complete the process to secure an Your Eagle Card is your official Coppin State University ID. Please email them at EagleCard@coppin.edu or call at 410-951-3570. If you have any questions or concerns. Scan QR-Code to get started.



What is the Coppin Eagle Card?

Use it to:

- Check out books, materials, and technology in the library.
- Access recreation and wellness resources in the Wellness Center
- Get free or discounted admission to athletic and campus events.
- Purchase books and materials at the bookstore.
- And much more!

Your Card has a front and a back. The front of your card has your:

- First and last name
- 7-digit Coppin ID#
- Photo
- 16-digit card number (like a credit card number)
- Classification (i.e., student, faculty, staff, etc.)

The back of your card has your:

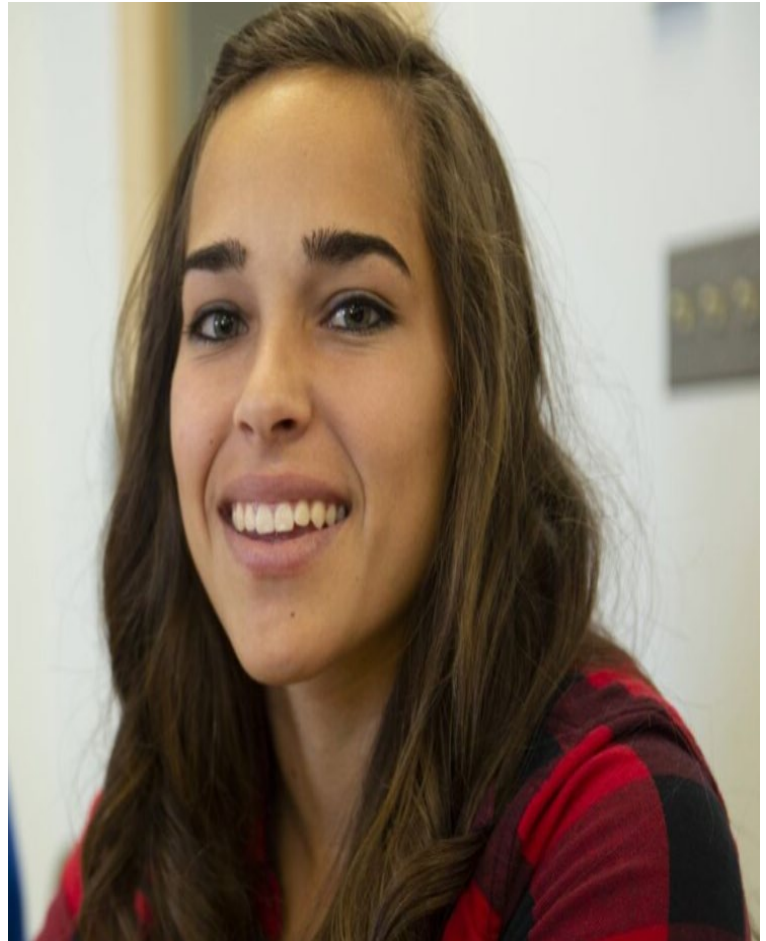
- Library barcode and number 5-digit Prox #

How to Take Your Eagle Card Photo (submit your photo virtually)

1. Check your Coppin email for a message from Eagle Card - Online Photo
2. Click the "Submit Your Photo" link within the email.
3. Enter your Coppin Email Address if necessary to request access.
4. Take a full head shot picture in front of a plain white or lightly colored background (make sure you face forward and look directly at the camera)

Picture ID Requirements

- No headwear (religious coverings are acceptable)
- No sunglasses (including prescription sunglasses)
- Prescription glasses are ok—your eyes cannot be hidden, and the glasses cannot glare in your photo.
- No filters, other people, animals, objects, or added text.



Upload Valid Government Issued Identification

- Valid passport with photo
- Military ID card with photo
- Valid U.S. state-issued driver's license or ID with photo
- Valid U.S. federal government ID with photo

Use Your Eagle Card Around Campus

Your Eagle Card can take you all around campus. From accessing academic buildings to doing laundry in the residence halls, your Card makes sure you have access to the places, people, and activities you need.

Facility	Location
Eagles Nest - Convenience Store	Talon Center
Einstein Brothers' Bagels	HHSB
Follett Bookstore	Tawes Center
Tawes Diner	Tawes Center
Mail and Print Services	PEC
Parking and Transportation	Talon Center
Subway	Tawes Center
Talon Dining Hall	Talon Center

Dining on Campus

Dining services create dining menus and environments that promote, improve, and maintain health and wellness for the entire Coppin campus community. There are multiple dining services available at Coppin State University. In addition to the services in the Dining Hall, located in the Talon Center, students can dine in the Café in the Tawes Building, where there is also a Subway Sandwich shop. There are also Einstein's Bagels on the first floor of the Health and Human Services Building (HHSB). Snack machines are available in each building on campus.

Campus Bookstore

The Coppin State University Follett Higher Education bookstore is located on the first floor of the Tawes Building. The Bookstore carries new, used, and digital textbooks for rent or purchase; reference materials, including study guide; school supplies; Coppin clothing and gifts; reading books and magazines; personal care items; greeting cards; and a large variety of snacks and drinks.

University Police and Emergencies

It is the mission of the Coppin State University Police Department (CSUPD) to improve the human condition by providing a safe environment in which to learn, work and visit. The CSUPD is committed to cultivating a relationship of collaboration and trust with our students, faculty, staff, and visitors by maintaining open, respectful communication and partnerships while providing the highest level of customer service and protection to our Campus Community. We will maintain the highest level of professionalism and readiness while remaining open to critique. As the vision of public safety continues to evolve, we pledge to always keep the safety of our Coppin Campus Community as our top priority.

Frequently Asked Question

Do I have to buy the books for my class?

- Yes, unless a professor indicates a textbook is not mandatory.

What is a syllabus?

- A syllabus is a summary of the main topics of a course and expectations to be covered in a course. The length and information provided will differ for each course. You will want to keep the syllabus for reference while you complete the course. Often, valuable information such as due dates, assignments, and professor contact information are found on the syllabus.

If I am struggling in my course, who can I ask for help?

- You should first contact your professor. If you are struggling with the coursework, your instructor will have the best suggestions on how to improve. You can also contact our Eagle Achievement Center, located on the 4th Floor of the Parlett Longmore Library for a variety of student support services, including academic coaching.

How do I withdraw from a class?

- Please contact your High School Counselor immediately if you want to drop a course. Keep in mind that there are deadlines for withdrawing and there is also an impact on your high school graduation timeline.

If I am having problems with my campus email or blackboard, who can help me?

- Our Information Technology Division affords all students access to the Help Desk located in Science and Technology Center, room 122 and at 410 951 3872. They are also accessible by email at ITSSC@coppin.edu. More information is available at the Help Desk website at [Online IT Help Center | Coppin State University](#).

How do I contact a professor outside of class?

- Each professor is required to have weekly office hours to accommodate meetings with students. You will find the available times and office location on your course syllabus. You can also contact the professor through Blackboard or their Coppin State University email account.

How do I know if my class is cancelled?

In the event the campus is closed due to inclement weather or any such situation, authorized officials from the University will send a text message to cell phone or email. Notification of class cancellation is also posted to Blackboard. If the dual enrollment course is offered on site at the high school, course cancellations will adhere to the public schools closing details. Details on adding or changing cellphone numbers to receive campus alerts are posted at this link [Campus Alerts | Coppin State University](#)

How do I contact the Dual Enrollment Liaison?

Joseph Derek Clark III
Dual Enrollment Coordinator
Coppin State University
GHJ Building – Room 736
2500 W. North Avenue
Baltimore, Maryland 21216
410-951-3011 (Office)
dualenrollment@coppin.edu

Crosswalk of Courses for Dual Enrollment Credit

Dual Enrollment Between Coppin State University And Baltimore City Public School System

COPPIN STATE UNIVERSITY Course (https://eaglemobile.coppin.edu/app/catalog/listSubjects or https://catalog.coppin.edu/search_advanced.php?catoid=9)	Baltimore City Public School System Course	Yes = Will Meet Graduation Requirement For Baltimore City Public School System Elective Only=Credit Will Be Offered Only As An Elective
ECON 103 - Introduction to Business & Entrepreneurial Economics	Social Studies	ELECTIVE ONLY
ECON 201 - Introduction to Economics	Social Studies	ELECTIVE ONLY
GEOG 101 - Elements of Geography	Social Studies	ELECTIVE ONLY
GEOG 102 - World Regional Geography	Social Studies	ELECTIVE ONLY
PHIL 102 - Logic	Social Studies	ELECTIVE ONLY
PHIL 103 - Introduction to Philosophy	Social Studies	ELECTIVE ONLY
HIST 201 - World History I	Social Studies	yes
HIST 202 - World History II	Social Studies	yes
HIST 203 - United States History I	Social Studies	yes
HIST 204 - United States History II	Social Studies	yes
HIST 205 - African American History I	Social Studies	ELECTIVE ONLY
SPAN 101 - Elementary Spanish	WCL	YES
SPAN 102 - Elementary Spanish	WCL	YES
MISY 150 - Technology Fluency	Technology	ELECTIVE ONLY
ENGL 101 - English Composition I	ELA	ELECTIVE ONLY
ENGL 102 - English Composition II	ELA	ELECTIVE ONLY
HEED 101 - Personal Health	Health	YES
HEED 105 - Emerging Issues in Mental Health and Well-Being	Health	ELECTIVE ONLY
HEED 110 - Drug Abuse Education	Health	ELECTIVE ONLY
COSC 199 - Introduction to Computer Programming	Technology	YES
IDIS 102 - Music and Dance	Fine Arts	
IDIS 103 - Visual Arts and Theatre	Fine Arts	YES
SPCH 105 - Speech Communications	ELA	ELECTIVE ONLY
THEA 100 - Introduction to Theatre	Fine Arts	YES
THEA 211 - Acting for Non-Majors	Fine Arts	YES
ART 103 - Basic Design--Two Dimensional	Fine Arts	YES
ART 104 - Basic Design--Three Dimensional	Fine Arts	YES
MATH 131 - College Algebra for Mathematics and Science Majors	Mathematics	YES
MATH 132 - Pre-calculus	Mathematics	ADVANCED MATH
MATH 201 - Calculus I	Mathematics	ADVANCED MATH
MATH 203 - Basic Statistics	Mathematics	ADVANCED MATH
BIOL 101 - Biological Science	Science	ELECTIVE ONLY
BIOL 103 - General Botany	Science	ELECTIVE ONLY
PSYC 201 - General Psychology	Social Studies	ELECTIVE ONLY
POSC 201 - Introduction to Political Science	Social Studies	ELECTIVE ONLY
POSC 202 - U.S. Government	Social Studies	ELECTIVE ONLY
SOC1 201 - Introduction to Sociology	Social Studies	ELECTIVE ONLY
ANTH 207 - Cultural Anthropology	Social Studies	ELECTIVE ONLY
PHSC 101 - Physical Science	Science	ELECTIVE ONLY
PHSC 102 - Earth and Space Science	Science	ELECTIVE ONLY

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

Art 103 Basic Design - 2 Dimensional

A foundation course concerned with the elements and principles of design, line, form, shape, color, texture, harmony, direction, value, balance, contrast, etc. And their application in solving problems of unity. Emphasis is placed upon the relationship of form to material and purpose, upon unifying contrasting elements, and upon comprehending man-made order, structure, composition, and organization.

Art 104 Basic Design – 3 Dimensional

The course is designed to introduce students to the fundamental principles and techniques of three-dimensional design. This course focuses on developing students' understanding of spatial relationships, form, volume, and structure in art and design. Students enrolled in Art 104 will explore various materials and methods used in creating three-dimensional artworks. They will learn how to manipulate space, shape, texture, and color to create visually engaging and conceptually strong three-dimensional pieces.

ANTH 207 – Cultural Anthropology

A study of the cultural similarities and differences among the peoples of the world past and present. A survey of the major theoretical fields of anthropology, evolutionism, functionalism, historicism, and structuralism. Selected cultures throughout the world are introduced and analyzed (i.e., hunting and gathering, horticultural, agrarian). This course is offered once a year during the Fall Semester.

BIOL 101 – Biological Science

The principles and concepts of biology with an explanation of how they may be applied to the interpretation of natural phenomena, concentrating on topics representing a cross section of the biology disciplines. (3 hours lecture, 3 hours lab and 1 hour recitation per week)

BIOL 103 – General Botany

A study of the structure, physiology, reproduction, and evolution of plants, emphasizing classification, genetics, pathology, and economic use of plants as a foundation for more advanced courses. (3 hours lecture and 3 hours lab per week). This course is offered once a year during the fall Semester.

COSC 199 – Introduction to Computer Programming

Upon completion of this course, students will have acquired the skills needed to design and document structured solutions to various programming applications. They will learn to write simple programs in JAVA. A variety of problem-solving tools will be introduced, as will data representation, documentation techniques and the use of various editors.

ECON 103 – Introduction to Business and Entrepreneur Economics

A survey of the development, structures, activities, and problems of business enterprises in the United States that examines the role of entrepreneurship in the growth of business enterprise, job creation, and economic growth.

ECON 201 – Introduction to Economics

A Systematic study and examination of the elements of macro-economic theory, presenting an analysis of the total economy and focusing on concepts such as national income, employment, inflation, and economic growth.

ENGL 101 – English Composition I

The study of usage, mechanics, rhetoric, the elements of composition, and appropriate readings to develop the ability to write clear expository prose. Topics for essays derived from critical reading and class discussions of selections from the reader.

ENGL 102 – English Composition II

An introduction to academic writing and writing in the undergraduate curriculum. Instruction in techniques common in academic papers, such as summary, paraphrase, annotation, and critique. Instruction in basic research methods and the writing of documented papers.

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

GEOG 101 – Elements of Geography

A course designed to introduce students to the field of geography and its relationship to other disciplines. Content will focus on the various subfields of geography and the tools involved in their study.

GEOG 102 – World Regional Geography

This course will give a survey of important geographical characteristics and major problems of the major world regions.

HEED 101 – Personal Health

An introduction to the concepts concerning individual, family, and community health problems. This course will focus on lifestyles and the roles of individuals and help them to refine their health.

Heed 105 – Emerging Issues in Mental Health and Well-being

This course consists of a series of interdisciplinary seminars, discussions and contemporary readings that focus on emerging issues and relevant approaches to mental health and well-being. The course is intended for students who are interested in exploring career options in mental health. This course is not required of Coppin social work students. However, it is the HLTH course recommended for social work students to satisfy the general education requirement in health education at Coppin.

HEED 110 – Drug Abuse Education

A study of the principles and factual bases of drug use and abuse, viewing drug dependence as a sign of deeper emotional and psychological problems expressed through abnormal social behavior. Included are laws and restrictions governing drug use and social, economic, and community problems resulting from drug use and abuse.

HIST 201 - World History I

This course covers a survey-analysis of world institutions, their origins and development from the prehistoric period through the Ancient and Medieval ages, the Renaissance, the Reformation, and the age of discovery and colonization. The course examines the development of political, economic, and social institutions in Africa, Asia, Europe, and the Americas.

HIST 202 – World History II

This course will cover a survey-analysis of world institutions, their origins and development from the age of Enlightenment to the present, including the American and French Revolutions, the Age of Napoleon, the Vienna Settlement, the Industrial Revolution, Socialism, Marxism, World War I, the Depression, Communism, World War II, the emergence from colonization of African and Asian nations, and other historical events and ideologies.

HIST 203 – United States History I

A study of the discovery, exploration, and early settlement of North America, including the rivalries of the European powers in North America, the American Revolution, and the political and economic forces which shaped the development of the United States through the Civil War.

HIST 204 – United States History II

A survey-synthesis of the economic, social, and political forces which affected the American nation after the Civil War, emphasizing the rise of large-scale industry and the emergence of this nation as a great power.

HIST 205 – African American History I

The course depicts the African background of the African American and the integral role African Americans played in the exploration and the development of the United States. Also examined is the impact of the constitutional, political, economic, social, cultural, and religious development of the United States as related to the African American in the context of both a slave and a free society.

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

IDIS 102 – Music and Dance

An interdisciplinary introduction to elements, media, representative artists, and genres in music and in dance. Students are expected to attend and critique dance and instrumental concerts at theatres and/or concert facilities in the Baltimore-Washington area. The course is taught, and students are evaluated collaboratively by faculty specialists in music and dance.

IDIS 103 – Visual Arts and Theatre

An interdisciplinary introduction to elements, media, representative artists, and genres in theatre and in the visual arts. Students are expected to attend and critique theatre performances and art exhibits at theatres, museums, and/or art galleries in the Baltimore-Washington area. The course is taught, and students are evaluated collaboratively by faculty specialists in the visual arts and theatre.

MATH 131 – College Algebra for Mathematics and Science Majors

Real numbers field; sets of real numbers; linear equations and inequalities, absolute value; exponents; radicals; polynomials and roots of polynomial equations; complex numbers; linear, quadratic, rational and radical functions; systems of equations with two variables; methods of combining functions; inverse functions, the Cartesian plane and graphs of equations and inequalities; exponential and logarithms functions and equations. TI82/83 Graphing Calculator is required.

MATH 132 – Pre-Calculus

Review of the equations and graphs of algebraic, exponential, and logarithmic functions; circular and right triangle trigonometry; trigonometric functions and their graphs; trigonometric identities, Law of Sines, Law of Cosines; trigonometric form of a complex number, DeMoivre's Theorem, roots of complex numbers, polar coordinates, and graphs; sequences and series. A TI 82/83 calculator is required for this course.

MATH 201 – Calculus

Review of function concepts, limit and continuity of a function; derivative of a function; differentiability and continuity; derivatives of algebraic, composite, power, sine and cosine functions; implicit differentiation; maxima and minima; Rolle's Theorem and the Mean Value Theorem; differentials, anti-differentiation, integration, the definite integral, the Fundamental Theorem of Calculus; applications, approximate integration. A TI82/83 graphing calculator is required for this course.

MATH 203 – Basic Statistics

Basic concepts of probability theory and their applications in statistical analysis, including descriptive statistics, sample space, frequency distributions; measures of central tendency and variation, normal distribution, and sampling theory.

MISY 150 – Technology Fluency

This course discusses the components and capabilities of computer systems, types of computers, computer network terms, types of hardware, diverse software, and their uses.

Students will learn how to use:

1. Data analytics software (such as student self-audit tool and SPSS)
2. A communication software package (such as Skype for Business).
3. A cloud file storage/file-sharing service (such as OneDrive).
4. A Learning Management System (such as Blackboard).
5. A Geographic Information System (such as ArcGIS).
6. An Operating System with Graphical User Interface.
7. Word-processing, spreadsheet, database management system, and presentation packages.
8. Various documentation styles.

PHIL 102 – Logic

The development of a facility with techniques of informal logic and critical thinking, including identification, analysis, composition, and evaluation of claims, definitions, explanations, and arguments; identification and dissolution of informal fallacies; and the composition of logically sophisticated argumentative essays.

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

PHIL 103 – Introduction to Philosophy

A study of the origins of philosophy and some of the principal developments in the history of philosophic thought, identifying and assessing its present trends and contradictions to aid the student in achieving greater clarity and consistency in the development of a personal philosophy of life.

PHSC 101 – Physical Science

An introduction to the physical sciences, designed to give the non-science major knowledge of scientific principles and practice in using the scientific method. Areas covered in the course include math, physics, chemistry, earth science and astronomy. (3 hours lecture, 2 hours lab, and 1 hour recitation per week).

PHSC 102 – Earth and Space Science

A survey of the present knowledge of the earth and its environment with emphasis on the basic concepts in ecology, astronomy, meteorology, and space science. (3 hours lecture and 3 hours lab per week). This course is offered once every even year during the Spring Semester.

POSC 201 – Introduction to Political Science

This is a general, comparative introduction to the concepts, subject matter, and general issues of political science. This course examines various approaches to studying politics. The institutions, policies, and benefits of modern government, including the government of the United States, will be a major focus of analyzing the relationship between the government and the governed.

POSC 202 – U.S. Government

A study of how the United States system of government is designed to function, emphasizing ways in which individual citizens can go about making their government relevant to their needs. Myths and misunderstandings concerning national goals are explored and discussed in detail.

PSYC 201 – General Psychology

An introduction to the study of human behavior surveying psychological activity such as learning, perception, intelligence, cognition, motivation, personality, and the physiological and neurological bases of behavior.

SOCL 201 – Introduction to Sociology

An introduction to the systematic study of society, including a study of the major concepts in sociology and the scientific approach in dealing with social phenomena.

SPAN 101 – Elementary Spanish

This is a beginning Spanish course that assumes no prior knowledge or experience with Spanish. The course uses a variety of instructional methodologies, e.g., natural approach, to help students achieve the mastery of basic language skills: reading, speaking, listening, and writing.

SPAN 102 – Elementary Spanish

This is the continuation of SPAN 101 and is designed to give a foundation in the four language skills of understanding, speaking, reading, and writing.

SPCH 105 – Speech Communications

Focuses on both the theory and the practice of rhetoric. Students critique historically significant speech texts and other forms of public rhetoric. They also present speeches adapted to genres, audiences, purposes, and occasions.

Crosswalk of Courses Descriptions

Dual Enrollment Between Coppin State University And Baltimore City Public School System

THEA 100 – Introduction to Theatre

The Introduction to Theatre 100 course is an exploration of theatre through acting, directing, designing, writing, managing, and viewing perspectives. THEA 100 is a GER course in the arts. This course will support, inform, provoke, and shape the academic framework of the University's first learning outcome-competency in oral and written communication! This competency is the most important skill the student will use to find their "voice" as significant communicators and leaders in the 21st century. This course will help to anchor the GER (General Education Requirement) for arts to increase reading proficiency and enhance fluency of language, persuasive speech, verbal/nonverbal expression, and overall comprehension skills.

THEA 211 – Acting for non-Majors.

An introduction to practice and appreciation of acting, this course provides students with an opportunity to expand their creativity and imagination; increase their relaxation, concentration, and vocal strength and flexibility; manage stage fright, and learn some basic steps in character development. Students explore the human condition and learn physical and vocal skills that they can apply to professions outside the discipline of theatre. Students are required to attend and critique theatre performances.

University Contact Information

Undergraduate Admissions
Undergraduate Admissions | Coppin State University
410 951 3600

Office of Financial Aid
Office of Financial Aid | Coppin State University
410 951 3636

Office of Records and Registration
Office of Records and Registration | Coppin State University
410 951 3700

Bursar and Student Accounts
Bursar and Student Accounts | Coppin State University
410 951 3677

Office of the Vice President for Enrollment Management and Student Affairs
Division of Enrollment Management and Student Affairs | Coppin State University
410 951 3593

Office of the Provost and Vice President for Academic Affairs
Provost@coppin.edu
410 951 3010



COPPIN
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Campus Map



CAMPUS MAP

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