

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

Cecil College
Institution Submitting Proposal

Spring 2017
Projected Implementation Date

Associate of Arts with Statewide Designation

Award to be Offered

Psychology

Title of Proposed Program

2001.00

Suggested HEGIS Code

42.0101

Suggested CIP Code

Social Sciences

Department of Proposed Program

Jack Cohen, M.Div.

Name of Department Head

Rebecca Walker

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Mary Way Belt
Signature and Date

10/10/16

President/Chief Executive Approval

October 19, 2015 Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

Founded in 1968, Cecil College is an open-admission, learner-centered institution located in a rural community in Maryland's most northeastern county. The College's mission includes career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural, and economic development challenges of Cecil County and the surrounding region. Through its programs and support services, the College strives to provide comprehensive programs of study to prepare individuals for enriched and productive participation in society. The College enrolls approximately 8,500 students in credit and non-credit programs.

The Psychology degree provides the first two years of college for students preparing for a career in psychology, counseling, or a related field. The Psychology degree emphasizes the scientific study of behavioral and mental processes in animals and humans. The field of Psychology encompasses many areas including: research methods, social behavior, personality, human development, biological basis of behavior, consciousness, learning, memory, emotion, motivation, and mental health and adjustment. This program is designed primarily for students desiring to transfer to a four-year college or university to earn a bachelor's degree in Psychology.

The Psychology program has been offered at Cecil College since 2011, but was classified as an "option" under the College's Arts & Sciences Transfer degree. Since the Maryland Higher Education Commission does not recognize program options, we are submitting this proposal to establish a standalone Associate of Arts in Psychology Program. Since there are no other Associate degree programs in Psychology available in the state, **we are also requesting statewide designation for this program.**

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

Student Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge in learning theory, cognition, and memory
- Demonstrate knowledge of sensation and perception, as it relates to psychology
- Demonstrate knowledge in the areas of clinical and abnormal psychology as well as personality theory
- Demonstrate knowledge of social and developmental psychology
- Demonstrate knowledge of basic research methods
- Use basic statistics to test hypotheses and correctly interpret the results of their analyses

- Demonstrate knowledge of ethical guidelines within the context of academic and professional psychology

Psychology Associate of Arts

<i>General Education Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ANT 101	Cultural Anthropology	SS	3
BIO 130 & BIO 131 or CHM 103 & CHM 113	Principles of Biology I & Principles of Biology I Lab or General Chemistry I & General Chemistry I Lab	S	4
BIO 132 & BIO 133 or CHM 104 & CHM 114	Principles of Biology II & Principles of Biology II Lab or General Chemistry II & General Chemistry II Lab	S	4
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
EGL 209	Introduction to African-American Literature	H	3
GEO 102	Cultural Geography	SS	3
HST 201 or HST 202	United States History I or United States History II	H	3
MAT 127	Introduction to Statistics	M	4
SPH 121	Interpersonal Communications	H	3
<i>Program Requirements</i>			
ELECT	Elective		3
HEA 136	Stress Management		3
PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3
PSY 227	Introduction to Abnormal Psychology		3
<i>Program Electives</i>			<i>Select 9 Credits</i>
PSY 203	Child Growth Development		3
PSY 207	Educational Psychology		3
PSY 222	Organizational Psychology	SS	3
SOC 101	Introduction to Sociology	SS	3
SOC 102	Social Problems	SS	3
SOC 103	Marriage and the Family	SS	3

Total Credits Required in Program: 60

Course Descriptions:

ANT 101 Cultural Anthropology is an introduction to the basic concepts involved in analyzing human experience in religion, kinship, and political systems, as well as mating, marriage, and other cultural characteristics. Anthropological methods which relate to the study of small-scale and large-scale societies will be examined and discussed. 3 credits

Pre-requisite: EGL 093

BIO 130 Principles of Biology I (S) is the first semester of a two semester general biology sequence designed for students majoring in areas of science or health science. Basic principles of biology will be studied with emphasis on cellular and molecular biology. 3 credits

Co-requisites: BIO 131, EGL 101, MAT 121

BIO 131 Principles of Biology I Lab is the first semester of a two-semester general biology laboratory sequence designed for students majoring in areas of science or health science. Students will develop and perform experiments involving molecular biology, biochemistry, genetics, and cell biology. 1 credit

Co-requisite: BIO 130

BIO 132 Principles of Biology II (S) is the second semester of a two-semester general biology sequence designed for students majoring in areas of science or health science. Basic principles of biology will be studied with emphasis on evolution, classification of life forms and their environments, ethology, and ecology of populations and communities. 3 credits

Pre-requisites: BIO 130, BIO 131, MAT 121

Co-requisite: BIO 133

BIO 133 Principles of Biology Lab II is the second semester of a two-semester general biology laboratory sequence designed for students majoring in areas of science or health science. Students will perform experimental activities in the lab and field that include the study of evolution, organismal diversity and their environments, ethology, and ecology of populations and communities. 1 credit

Co-requisite: BIO 132

CHM 103 General Chemistry I studies the fundamental principles of chemistry including measurement, atomic structure, stoichiometry, energy relationships, chemical bonding, molecular structure, and gases. 3 credits

Pre-requisites: MAT 093 or MAT 098

Co-requisites: CHM 113, EGL 101

CHM 104 General Chemistry II is a continuation of General Chemistry I. Topics include solutions, chemical kinetics, chemical equilibrium, acids and bases, equilibria in aqueous solution, chemical thermodynamics, electrochemistry, nuclear chemistry, and coordination chemistry. 3 credits

Pre-requisites: CHM 103, CHM 113

Co-requisite: CHM 114, MAT 121

CHM 113 General Chemistry I Lab will expose students to basic chemistry laboratory techniques and procedures such as sample preparation, data collection, gravimetric analysis and titration. Because this course is designed to complement the General Chemistry I lecture course, conceptual topics include physical properties, determination of molecular weights, stoichiometry, energy, and gas laws. 1 credit

Co-requisite: CHM 103

CHM 114 General Chemistry II Lab will build upon the basic chemistry laboratory techniques and procedures learned in Chemistry 103. This course covers conceptual topics including qualitative analysis, chemical reactions in aqueous solution, acid-base reaction, reaction rates, chemical equilibrium, electrochemistry, and oxidation-reduction reactions.

Pre-requisites: CHM 103, CHM 113

Co-requisite: CHM 104

CIS 101 Introduction to Computer Concepts (I) is a non-technical course covering the use of word processing, spreadsheets, databases, and presentation software. Emphasis is placed on computer literacy and the use of personal computers. Students with limited keyboarding skills should take CIS105, Keyboarding, at the same time, or prior to, enrolling in this course. 3 credits

EGL 101 Freshman Composition teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce approximately 5,000 words of finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits

Pre-requisites: C or better in COL081 and EGL093 or equivalent skills assessment

EGL 102 Composition and Literature introduces students to the genres of fiction, poetry, and drama. Focused on these literary forms, the writing assignments further the skills of close reading, critical analysis, source-based inquiry, research, and synthesis. 3 credits

Pre-requisite: Grade of C or higher in EGL 101

EGL 209 Introduction to African American Literature explores the writers and themes fundamental to the African American literary tradition from the 18th century to the present. The course introduces critical questions and paradigms that are central to the study of African American letters and to the nation's multicultural heritage. Students should gain a greater understanding of and appreciation for African American literature's contributions to the rich diversity that is American culture, history, and literature. The course materials include fiction, poetry, drama, literary theory, essay, autobiography, film, folktale, sermon, spirituals, blues, and contemporary music. 3 credits

Pre-requisite: EGL 102

GEO 102 Cultural Geography (SS) examines the distribution of humanity over the globe. Human settlement, culture, and land use patterns, as well as complex factors which interact to create cultural diversity, cultural conflicts, and differences in levels of economic development, are studied. Basic map reading and interpretation skills are included. 3 credits
Pre-requisite: EGL 093

HEA 136 Stress Management is designed to assist the student in understanding the concept of stress. Students will learn to identify and assess their stressors and be able to implement techniques to assuage and eliminate stress. 3 credits
Pre-requisite: EGL 090

HST 201 United States History I addresses the history of the United States from the Age of Discovery through the Civil War era. Topics include Old World Background, Colonial America, the War for Independence, the Early Nation, Jeffersonian Democracy, the Jacksonian Age, Ante Bellum South, Manifest Destiny, and the Civil War. 3 credits
Co-requisite: EGL 101

HST 202 United States History II follows the internal development of the United States and the nation's rise as a world power from the post Civil War period to the present. Topics include Western Movement, Immigration, Urbanization, Industrialization, Populism, Progressivism, Imperialism, World War I, the Great Depression, World War II, and Post War America. 3 credits
Co-requisite: EGL 101

MAT 127 Introduction to Statistics introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. 4 credits
Pre-requisites: EGL 093 and Grade of C or better in MAT 093 or MAT 095

PSY 101 Introduction to Psychology is both the scientific and philosophical study of behavior and thought. Topics covered include: research methodology, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. 3 credits
Pre-requisite: EGL 093

PSY 201 Human Growth and Development studies the developing person through the lifespan from conception to death. Current research and applications are used to describe and explain physical, cognitive, social, emotional and personality development. The importance of specific environmental contexts in development is emphasized. Some of the major topics explored in the course include: prenatal development, birth, attachment, language development, abuse and neglect, parenting, moral development, gender role development, and problems and challenges of adolescence. 3 credits

Pre-requisite: PSY 101

PSY 203 Child Growth and Development studies the developing person from conception through adolescence. Current research and applications are used to describe and explain physical, cognitive, personality, social, and emotional development. The importance of specific environmental contexts in development is emphasized. Some of the major topics explored in the course include: prenatal development, birth, attachment, language development, abuse and neglect, parenting, moral development, gender role development, and problems and challenges of adolescence. 3 credits

Pre-requisite: PSY101

PSY 207 Educational Psychology involves an examination of psychological principles and practices as they apply to educational settings. Several topics related to teaching and learning are addressed, including: developmental theory and processes, student characteristics, learning, instruction, diversity, motivation, exceptionalities, effective learning environments, evaluation and measurement of learning outcomes. 3 credits

Pre-requisite: PSY 101

Co-requisite: EDU 207

PSY 222 Organizational Psychology (SS) applies the methods, facts, principles, and research of psychology to organizations and people at work. Work is an important role in the daily lives of people everywhere and represents a unique domain of psychological experience. This course will introduce major areas relevant to the behavior of people at work. Focus is on work behavior and organizational practices that contribute to overall performance and quality of life, as well as the effectiveness and efficiency of organizations. 3 credits

Pre-requisite: Grade of C or better in EGL 101

PSY 227 Introduction to Abnormal Psychology introduces students to theoretical concepts that underlie psychological disorders. The course focuses on presenting the etiology, symptoms, patterns, assessment, treatment, and prevention of abnormal behavior. 3 credits

Pre-requisite: PSY 101

SOC 101 Introduction to Sociology is the study of human society and social interaction. The course objectives are to understand the basic concepts, origins and theories of sociology; to evaluate the impact of gender and sexual orientation in family life, the workplace and education; to analyze the cultural and social forces which govern human behavior in a diverse society; to describe the positive and negative functions of group conformity; and to apply sociological concepts to everyday life. 3 credits

Co-requisite: EGL093

SOC 102 Social Problems (SS) is a study of the problems faced by today's society to include causes, ramifications to individuals, and how they might be solved. 3 credits

Pre-requisite: EGL 093

SOC 103 Marriage and the Family is a study of the relationships within the marriage and family experience, including non-traditional relationships. The differences among families and marriages, family structures and functions, changes throughout the family life cycle, and the history of marriage and family will be examined. 3 credits
Co-requisite: EGL 101

SPH 121 Interpersonal Communications is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating and what contributes to messages miscommunicated. It also provides students with practice in verbal and listening skills. Students relate communication learning to all areas of life and career skills. Classroom discussions, activities and experiments on a variety of topics are used as a basis for students' growing awareness of perception and skills in communication. 3 credits
Co-requisite: EGL 093

C. Critical and compelling regional or Statewide need as identified in the State Plan:

The proposed program meets the critical and compelling regional and statewide need outlined in Goal 5 of *Maryland Ready: 2013 Maryland State Plan for Postsecondary Education* – “Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.”

Students can complete the Associate of Arts degree in Psychology and qualify for an entry-level position as a social and human services assistant. “Social and Human Service Assistants assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families.”¹

Persons with an associate degree in psychology work in a variety of settings and perform an array of tasks. Options for employment are variable and are affected by the state's economy, the number and kind of mental health professionals seeking employment, the types of mental health facilities and the credentials required for various jobs, among other factors.

People employed in these settings with associate degree training are supervised by a psychologist, social worker or teacher. Their responsibilities may include screening and evaluating new clients, keeping records, advocating clients' needs and working with parents and teachers.

¹ Maryland Department of Labor, Licensing and Regulation, Office of Workforce Information & Performance Occupational Employment Statistics Program. (April 2016). *Social and Human Service Assistants*. Retrieved from: <http://dllr.maryland.gov/lmi/wages/2401000024/21-1093.htm>.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

Human Services Assistants can work in a variety of settings, including social welfare agencies, correctional facilities, or agencies serving special populations such as the elderly, the physically handicapped and the mentally handicapped. Employment settings may also include child welfare agencies, juvenile detention centers, vocational rehabilitation services and group homes. In the area of mental health employment is available in mental hospitals, mental health clinics, community mental health centers, counseling centers and crisis intervention units. In the area of drug and alcohol rehabilitation employment may include working under supervision as a counseling aide or paraprofessional counselor to people under treatment for abusing drugs or alcohol.

The Maryland Department of Labor, Licensing, and Regulation projects a **36% increase** in job openings for Social and Human Service Assistants for the period 2014-2024, which represents a total of **2,366 openings**.²

E. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals that there are no Associate Degree programs in Psychology in the State, but there are numerous Bachelors programs that students would be able to transfer to after completing the foundational courses in the proposed Associate of Arts Psychology.

Institution	Program	Degree
Bowie State University	Psychology	Bachelor's Degree
Coppin State University	Applied Psychology	Bachelor's Degree
Frostburg State University	Psychology	Bachelor's Degree
Goucher College	Psychology	Bachelor's Degree
Hood College	Psychology	Bachelor's Degree
Johns Hopkins University	Psychology, General	Bachelor's Degree
Loyola University Maryland	Psychology	Bachelor's Degree
McDaniel College	Psychology	Bachelor's Degree
Morgan State University	Psychology	Bachelor's Degree
Mount St. Mary's University	Psychology, General	Bachelor's Degree
Notre Dame of Maryland University	Industrial-Organizational Psychology	Bachelor's Degree
Notre Dame of Maryland University	Psychology, General	Bachelor's Degree

² Maryland Department of Labor, Licensing, and Regulation. (n.d.). *Maryland Long Term Occupational Projections (2014 - 2024)*. Retrieved from <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>.

Institution	Program	Degree
Salisbury University	Psychology	Bachelor's Degree
St. Mary's College of Maryland	Psychology	Bachelor's Degree
Stevenson University	Psychology	Bachelor's Degree
Towson University	Psychology	Bachelor's Degree
Univ. of Maryland Eastern Shore	Rehabilitation Psychology	Bachelor's Degree
Univ. of Maryland University College	Psychology	Bachelor's Degree
Univ. of Maryland, College Park	Psychology	Bachelor's Degree
University of Baltimore	Psychology	Bachelor's Degree
University of Maryland, Baltimore County	Psychology, Theoretical & Experimental	Bachelor's Degree
Washington Adventist University	Psychology	Bachelor's Degree
Washington College	Psychology, General	Bachelor's Degree

F. Relevance to Historically Black Institutions (HBIs)

No impact is anticipated on the state's historically black institutions.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Not applicable.

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

The following faculty members will teach in the program:

Faculty Member	Credentials	Status	Courses Taught
Georgia Childress, Adjunct Instructor	Ph.D. Vanderbilt University	Part-time	SOC 102 Social Problems
John L. Climent, Professor of Mathematics	Ph.D., University of Delaware	Full-time	MAT 127 Introduction to Statistics
Jack Cohen, Assistant Professor,	M.Div., Eastern/Palmer	Full-time	SOC 101 Introduction to Sociology

Faculty Member	Credentials	Status	Courses Taught
Social Sciences	Theological Seminary		
Veronica Dougherty, Professor of Biology	Ph.D. Biology University of Connecticut	Full-time	BIO 130 Principles of Biology I BIO 132 Principles of Biology II
Bruce Fox, Adjunct Instructor		Part-time	GEO 102 Cultural Geography
Carlos Lampkin Assistant Professor of Business	M.B.A., Wilmington University	Full-time	CIS 101 Introduction to Computer Concepts
Jennifer Levi, Professor of English	Ph.D., University of Delaware	Full-time	EGL 209 Introduction to African American Literature
Meredith Lutz Stehl, Assistant Professor Psychology	Ph.D. Clinical Psychology, Drexel University	Full-time	PSY 101 Introduction to Psychology PSY 201 Human Growth and Development PSY 227 Introduction to Abnormal Psychology
Frederick McDonald, Associate Professor of History	M.A., Washington College	Full-time	HST 201 United States History I HST 202 United States History II
Ann Persson, Adjunct Instructor	M.A., College of William & Mary	Part-time	ANT 101 Cultural Anthropology
Patricia D. Richardson, Instructor of Communication, Speech and Theatre	B.A., Michigan State University Graduate studies, Michigan State University	Full-time	SPH 121 Interpersonal Communications
Daniel Roman, Assistant Professor of Health, Fitness & Exercise Science	M.S., California University of Pennsylvania	Full-time	HEA 136 Stress Management
Rebecca Walker, Adjunct Instructor	MBA, Loyola College	Part-time	PSY 222 Organizational Psychology
Christine Warwick, Assistant Professor of Biology	M.S. Biology University of Saint Joseph	Full-time	BIO 131 Principles of Biology I Lab BIO 133 Principles of Biology II Lab

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Cecil College's Cecil County Veterans Memorial Library is a member of the Maryland Digital Library and the Maryland Community College Library Consortium.

Students enrolled in the Psychology Associate of Arts program have on-campus and off-campus access to the following relevant databases and online journals: EBSCOhost's Academic Search Complete, EBSCO's eBook Academic Collection (contains over 140,000 titles), ProQuest Psychology Journals (97 full-text journals), JAMA and NEJM. Titles within these resources include: eBooks *Advances in Psychology Research, Advances in Contemporary Sport Psychology, Social Psychology, Advances in Experimental Psychology Research, Introducing Qualitative Research in Psychology, and Educational Psychology, Cognition and Learning Individual Differences and Motivation*. Online journals include Psychology & Health, Psychology in the Schools, Psychology, Community & Health, and Psychology, Health & Medicine.

Instructors have the option to place textbooks and DVDs on reserve in the library for student use. The library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support their instruction. Students and faculty can submit Inter-Library Loan requests for books and articles.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building, Physical Education Complex, and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center.

The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff to assist students. The Reading/Writing Center is a free service to all Cecil College students. Tutors are available during a variety of day and evening hours to assist students with reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

The program has sufficient dedicated office space for program faculty, staff, and students. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources and a locked file cabinet to secure program materials.

There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs and telephones.

Multiple conference rooms are available for faculty meetings and or private conferences with students in the Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex.

Available instructional technology includes state-of-the-art electronic classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide course management system Blackboard, which can provide on-line learning to supplement courses.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

Please see revenue and expense charts on the next two pages.

**Cecil College – AA Psychology
Projected Revenues**

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	N/A	N/A	N/A	N/A	N/A
2. Tuition/Fee revenue (c+g below)	\$163,175	\$163,175	\$163,175	\$163,175	\$163,175
a. Number of F/T students	25	25	25	25	25
b. Annual Tuition/Fee Rate	\$107/credit	\$107/credit	\$107/credit	\$107/credit	\$107/credit
c. Total F/T Revenue (a * b)	\$88,275	\$88,275	\$88,275	\$88,275	\$88,275
d. Number of P/T students	35	35	35	35	35
e. Credit Hour Rate	\$107/credit	\$107/credit	\$107/credit	\$107/credit	\$107/credit
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d * e * f)	\$74,900	\$74,900	\$74,900	\$74,900	\$74,900
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources:					
Student Dev. Fees	\$12,200	\$12,200	\$12,200	\$12,200	\$12,200
Registration Fees	\$9,000	\$9,000	\$9,000	\$9,900	\$9,900
Total (Add 1-4)	\$184,375	\$184,375	\$184,375	\$184,375	\$184,375

Assumptions:

- Tuition revenue is conservatively projected based on an in-county rate of \$107/credit
- Full-time students complete 33 credits per year on average; Year one tuition revenue = 25 students * 33 credits = 825 total credits; 825 credits * \$107/cr. = \$88,275
- Part-time students complete 20 credits per year on average; Year one tuition revenue = 35 students * 20 credits = 700 credits * \$107/cr. = \$74,900
- Student Development Fee is \$8/credit hour; Fees for year one = 1,525 total credits * \$8 = \$12,200
- Registration fee = \$75/semester; registration fees are assumed to be two semesters each year or \$150, but students may elect to also take courses in the summer; Year one registration fees = 60 students * \$150 = \$9,000

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$81,352	\$82,567	\$83,801	\$85,052	\$86,323
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$70,500	\$71,558	\$72,631	\$73,720	\$74,826
c. Total Benefits	\$10,852	\$11,010	\$11,170	\$11,332	\$11,497
2. Administrative Staff (b + c below)	0	0	0	0	0
a. #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. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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)	\$81,352	\$82,567	\$83,801	\$85,052	\$86,323

Assumptions:

- One full-time faculty member's salary is allocated to this program
- Library resources are budgeted in the operating budget on an ongoing basis.
- Salaries are forecasted to increase @ 1.5% each year
- Health benefits are forecasted to increase @ 2.5% each year

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Individual course assessment reports document student learning outcomes which are taken directly from the course syllabus. The Assessment Committee has established a rubric for course assessment reports which requires documentation of desired learning outcomes (taken from the syllabus), indicators of student learning outcomes, direct and indirect methods of assessment, quantitative and qualitative data on student performance, and how assessment results will be used to further improve student learning outcomes in the future. Each report is reviewed to ensure that it meets the guidelines established by the Assessment Committee. Reports are

collected for one-third of all courses offered during the fall and spring semesters each academic year, resulting in a review of all courses within 36 months.

Faculty members are evaluated each and every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses.

The College has an established Program Review Policy and a Program Review and Assessment Plan. Both of these documents have been endorsed by the Faculty Senate and approved by the Board of Trustees. One-fifth (20%) of the programs are reviewed each year so that all programs are reviewed on a five-year cycle. A repository, which is accessible to all faculty members, is kept for all Program Review and Assessment documents. Additionally, a database has been established to track the status of recommended changes/revisions to programs.

Faculty members are assessed in the classroom by the Dean of Academic Programs each year for their first five years at Cecil College and every three years thereafter.

All faculty members are contractually obligated to complete an annual report: inclusive of assessment results.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Cecil College has qualified professional staff in the student advising and student support areas. Advisors seek and support other-race students consistent with the core values of the College, which encompass diversity and inclusiveness. In addition, the College has adopted a Strategic Initiative to "create educational opportunities for a diverse community of learners." The College plans to employ broad recruitment efforts to attract a racially diverse student body. Statements of non-discrimination are included in College publications and will appear in any marketing pieces for the program. In addition, the Director of Minority Student Services will assist in marketing and referring students to the new program.

N. Relationship to low productivity programs identified by the Commission:
Not applicable.