



April 14, 2020

Dr. James D. Fielder  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

Dear Dr. Fielder:

Enclosed for the Commission's review is a proposed substantial modification for an existing Associate of Applied Science degree offered by Cecil College:

**AAS Criminal Justice**  
**HEGIS Code 5505.04; CIP Code 43.0107**

We have enclosed a check for \$250 to cover the Commission's fee for this review.

Should you have any questions or require additional information, please contact Dr. Colleen Flewelling, Associate Dean for Academic Assessment and Development, at 443-674-1948 or [cflewelling@cecil.edu](mailto:cflewelling@cecil.edu).

Sincerely,

Christy Dryer, DNP  
Vice President of Academic Programs



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

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

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus		Distance Education ( <i>fully online</i> )
Program Resources			Using Existing Resources		Requiring New Resources
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Mary Way Balt</i>		Date: 4/9/2020
			Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

**CECIL COLLEGE**  
**SUBSTANTIAL MODIFICATION PROPOSAL**  
**AAS CRIMINAL JUSTICE**  
**HEGIS 5505.04 CIP 43.0107**

**A. Centrality to institutional mission statement and planning priorities:**

The Criminal Justice Program at Cecil College is structured around the study of crime, deviance, and forensics. The Criminal Justice curriculum will prepare and empower students to be critical thinkers and responsible citizens, and to analyze criminal and social behavior from a deeper perspective. Criminal Justice majors gain the skills and the depth of knowledge that enable them to understand, interpret and explain a wide range of criminal behavior. The Criminal Justice program provides students with an opportunity to pursue studies leading to careers within the field or four-year degree programs.

The changes to this program reflect an increased interest among Cecil College students for programs leading toward further study in forensic science.

Thus, this program directly supports Cecil College's mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce.

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

The AAS in Criminal Justice prepares students for criminal justice jobs or further study in a criminal justice or forensic science program at a four-year institution. Students' expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which have criminal justice or forensic science programs with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Success) of the Maryland State Plan for Education.

<b>Institution</b>	<b>Rate</b>	<b>Cost per credit 2019-20</b>	<b>Cost for 60 credits</b>	<b>Savings over 2 years</b>
Cecil College	In-county	\$119	\$7,140	-
University of Maryland Eastern Shore	In-state	\$224	\$13,440	\$6,300
Bowie State University	In-state	\$248	\$14,880	\$7,740
Towson University	In-state	\$299	\$17,940	\$10,800
University of Maryland Global Campus	In-state	\$300	\$18,000	\$10,860

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

A Criminal Justice degree prepares students for careers in criminal justice or forensic science. Examples of these fields include forensic science technicians and police and sheriff's patrol officers. Maryland's Department of Labor projects an increase from 2016-2026 in the number of openings for forensic science technicians.<sup>1</sup>

Field	2016-2026 Percent Change in openings in Maryland
Forensic Science Technicians	+6.8%
Police and sheriff's patrol officers	-1.1%

**D. Reasonableness of program duplication:**

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals several other Associate degree programs in Criminal Justice in Maryland.

Institution	Program Name	Degree Offered
Allegany College of Maryland	Criminal Justice	Associate
Anne Arundel Community College	Law Enforcement and Criminal Justice Forensic Studies Juvenile Justice	Associate
Baltimore City Community College	Law Enforcement and Correctional Admin.	Associate
Carroll Community College	Law Enforcement	Associate
Frederick Community College	Police Science	Associate
Hagerstown Community College	Administration of Justice	Associate
Howard Community College	Police Science	Associate
Montgomery College	Criminal Justice	Associate
Wor-Wic Community College	Criminal Justice	Associate

Because the closest criminal justice program is located at Baltimore City Community College (56 miles from North East, MD), this degree at Cecil College will allow students in Cecil County a more accessible and affordable option to study addictions and chemical dependency counseling nearby their residence.

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<sup>1</sup> <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>

#### **E. Relevance to high-demand programs at Historically Black Institutions (HBIs)**

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBI's.

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

Bachelor's degree programs in forensic science or criminal justice are offered at University of Maryland Eastern Shore, Morgan State University, and Bowie State University. Graduates from Cecil's AAS program could choose to attend any of these institutions.

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

The following information on degree requirements, learning outcomes, and course descriptions will be made available to students in the college catalog, which is available on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College's Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee comprised primarily of faculty, for approval.

#### **Changes Made to AAS Criminal Justice Program Requirements** *(changes are italicized)*

OLD Program Requirements			NEW Program Requirements		
Course	Course Title	Cr	Course	Course Title	Cr
CRJ 101	Intro to the Criminal Justice Sys	3	CRJ 101	Intro to the Criminal Justice Sys	3
<i>CRJ 110</i>	<i>Police Community Relations</i>	3	<i>CRJ 111</i>	<i>Police and Society</i>	3
CRJ 133	Forensic Techniques in Crime Scene Investigations	3	CRJ 133	Forensic Techniques in Crime Scene Investigations	3
CRJ 201	Criminal Investigation	3	CRJ 201	Criminal Investigation	3
CRJ 205	Criminal Law	3	CRJ 205	Criminal Law	3
CRJ 208	Ethics in the Criminal Justice System	3	CRJ 208	Ethics in the Criminal Justice System	3
CRJ 214	Delinquency and Juvenile Justice	3	CRJ 214	Delinquency and Juvenile Justice	3
CRJ 221	Criminology	3	CRJ 221	Criminology	3
<i>CRJ 225</i>	<i>Police Organization and Administration</i>	3	<i>CRJ 230</i>	<i>Professional Studies in Criminal Justice</i>	3
CRJ 275	Physical Fitness	1	<i>CRJ 275</i> <i>PED 104</i>	<i>Physical Fitness OR</i> <i>Walking for Fun &amp; Fitness OR</i>	<i>1</i>

			<i>PED 106 PED 169 PED 196</i>	<i>Running for Fun and Fitness OR Tai Chi Chuan OR Tennis I</i>	
CRJ 299	Cooperative Education Experience in Criminal Justice	3	CRJ 299	Cooperative Education Experience in Criminal Justice	3
EGL 211	Technical Writing	3	EGL 211	Technical Writing	3
	<b>Total OLD Program Credits</b>		<b>34</b>	<b>Total NEW Program Credits</b>	<b>34</b>

The revised AAS program in Criminal Justice requires the following courses:

Course Code	Courses (34 Credits)	Credits
CRJ 101	Intro to the Criminal Justice Sys	3
CRJ 111	Police and Society	3
CRJ 133	Forensic Techniques in Crime Scene Investigations	3
CRJ 201	Criminal Investigation	3
CRJ 205	Criminal Law	3
CRJ 208	Ethics in the Criminal Justice System	3
CRJ 214	Delinquency and Juvenile Justice	3
CRJ 221	Criminology	3
CRJ 230	Professional Studies in Criminal Justice	3
CRJ 275 PED 104 PED 106 PED 169 PED 196	Physical Fitness OR Walking for Fun & Fitness OR Running for Fun and Fitness OR Tai Chi Chuan OR Tennis I	1
CRJ 299	Cooperative Education Experience in Criminal Justice	3
EGL 211	Technical Writing	3

## COURSE DESCRIPTIONS

**CRJ 101 Introduction to the Criminal Justice System** Introduction to the Criminal Justice System is an introduction to the social and historical background of law enforcement and corrections. This course includes an orientation to the United States criminal justice system while examining the roles of the modern federal, state, and local law enforcement and correctional agencies. Credits: 3  
Prerequisite(s): EGL 093

**CRJ111 Police and Society** will focus on the history, structure, role, and function of policing, along with emphasizing building relationships between law enforcement and the community they serve. Types of policing and police-community relations will be explored. Students will examine the functions of policing including patrol, order maintenance, investigation and community policing. This course will focus on the contact police officers have with the community and cultural awareness. A number of contemporary police problems will be presented including corruption, discretion, deadly force and minority relations within society. Credits: 3. Prerequisite: CRJ101

**CRJ133 Forensic Tech in Crime Scene Investigation** will introduce students to the theory and methods of the collection, preservation, and identification of physical evidence. Emphasis is on the history and development of forensic science, processing the crime scene, and the introduction to various items of physical evidence, including firearms, identification of ballistics, document examination, fingerprints, properties of glass and soil, and dangerous drugs. Credits: 3 Prerequisite(s): CRJ 101

**CRJ201 Criminal Investigation** is a study of the basic principles of investigation. This course will introduce students to the theory of investigation, search of the crime scene, questioning of witnesses and suspects, collection and preservation of evidence, sources of information, interviews and interrogations, techniques in surveillance, stakeouts, and raids for their implications in proper criminal investigative reports and court proceedings. Credits: 3 Prerequisite(s): CRJ 101

**CRJ205 Criminal Law** will introduce students to the general legal principles of American criminal law. This course will survey the historical development of criminal law, the elements of crime under the common law, and the fundamental theories of criminal responsibility. Credits: 3. Prerequisites: CRJ 101

**CRJ208 Ethics in Criminal Justice** provides the student with the information needed to examine ethical dilemmas within the complex criminal justice system. The course begins with a discussion of the major ethical systems, moral development, and the ideal of justice. The course will include an analysis of types of misconduct and corruption in policing, courts, and corrections. The course will provide not only a theoretical foundation, but also practical applications, allowing each student to make individual decisions. Credits: 3 Prerequisite(s): CRJ 101

**CRJ 214 Delinquency and Juvenile Justice** will introduce students to all aspects of juvenile justice from arrest, intake, adjudicatory hearings, dispositions, and aftercare. This course is an orientation to the divergent theories, philosophies, values, attitudes, and historical events that have contributed to the operation of the modern juvenile justice system. It will examine the legal rights of juveniles and landmark U.S. Supreme Court cases. Credits: 3 Prerequisite(s): CRJ 101

**CRJ221 Criminology** will introduce students to the general theories of crime causation and the impact crime has on society. This course will provide a general survey of the nature and causes of crime and efforts of the criminal justice system to predict, prevent, modify and correct this behavior. Credits: 3 Prerequisite(s): CRJ101

**CRJ230 Professional Issues in Criminal Justice** includes an intensive examination of specialized, current topics in criminal justice. This course uses empirical evidence to provide a contemporary approach to analyzing and evaluating crime and social deviance using a critical theoretical framework, and examines specific areas within criminology. Topics may vary from semester to semester. Credits: 3. Prerequisite: CRJ101

**CRJ275 Criminal Justice Physical Fitness Lab (ACT)** is a specialized physical education course for criminal justice majors that emphasizes an understanding of physical fitness and its direct application to the criminal justice profession. Topics include wellness, physical fitness, and self-evaluation. The general requirements for the police physical agility portion of the civil service examination are explained and incorporated into this course. Credits: 1

**CRJ299 Cooperative Education Experience in Criminal Justice** will enable students to connect academic course work to the knowledge, skills, and emotional challenges that are found in the professional world. The course focuses on the many issues involved in the total externship experience, especially those related to student's personal and professional development during his/her externship education. Credits: 3 Prerequisite(s): CRJ101

**EGL211 Technical Writing** entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. Credits: 3 Prerequisite(s): EGL101

**PED104 Walking for Fun and Fitness I (ACT)** This introductory course is designed to provide students with the skills and knowledge necessary to continue participation in fitness and wellness activities as a lifelong commitment to maintaining physical fitness. Emphasis is placed on general walking terminology, logging and/or journaling, health-related components, and injury prevention and care. Students will be given the opportunity to design a walking program, and modify it to meet his or her individual short- and long-term goals. Credits: 1

**PED106 Running for Fun and Fitness (ACT)** is designed to provide students with the theoretical and practical knowledge and experience to enhance their cardiovascular fitness, primarily through running. The course will explore basic concepts in running mechanics, safety considerations, and setting up a training program. Students will complete a pre- and post-assessment of their fitness, with the opportunity to create goals and attain them within the course. Credits: 1

**PED169 T'ai Chi Ch'uan (ACT)** introduces the student to the Yang style of this ancient Chinese martial art, which promotes a highly sophisticated mode of body coordination and more acute mental processes. It has been used for centuries as both a method of relaxation and fitness. Students will be given the opportunity to learn the basic principles, characteristics, history, and performance of the Yang style of T'ai Chi Ch'uan. Credits: 1

**PED196 Tennis I (ACT)** is a physical activity-based introduction to tennis. Emphasis will be on the fundamentals of the basic strokes and strategies in singles and doubles play. Topics will also include selection of equipment, scoring the game, and proper etiquette. Credits: 1

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

- Critically evaluate theoretical perspective to explain the nature of crime and apply criminological theories to specific types of crime- to understand how and why crime happens.
- Critically evaluate laws and court decisions about crime and criminal behavior.
- Understand, articulate and evaluate how various factors (social, personal, historical, economic,) influence human behavior and its impact on policies and laws within the Criminal Justice System.
- Explain the organization and administration of the criminal justice system
- Explain the role of research in criminal justice
- Explain and analyze the Criminal Justice Process, the role of discretion among criminal justice actors, and evaluate best practices.
- Analyze how ethical principles and ethical codes of conduct apply to criminal justice professionals.
- Communicate effectively both orally and in writing, demonstrate basic knowledge of information technology as applied to criminal justice research and practice.



In addition, all Computer Science students take the following General Education requirements:

General Education Requirements (26 credits)		General Education Code	Credits
EGL 101	College Composition	E	3
HST 202	United States History II	H	3
MAT 127	Introduction to Statistics	M	4
SPH 141	Public Speaking	H	3
SCI	Biology, Chemistry, or Physics elective with lab	S/SL	4
PSY 101	Introduction to Psychology	SS	3
SOC 101	Introduction to Sociology	SS	3
SPN 101	Introductory Spanish	H	3

**EGL101 College Composition (E)** 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 a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

**HST202 United States History II (H)** 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. Credits: 3 Corequisite(s) EGL 101

**MAT127 Introduction to Statistics (M)** 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. Credits: 4 Prerequisites: EGL093, MAT 093 or MAT095 or MAT 097 or a grade of C or better in MAT093 or MAT095.

**PSY101 Introduction to Psychology (SS)** is both the scientific and philosophical study of behavior and thought. Topics covered include methods used to study behavior, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. Credits: 3. Prerequisite: EGL093.

**SOC101 Introduction to Sociology (S)** 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. Credits: 3  
Corequisite(s): EGL093

**SPH141 Public Speaking (H)** is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. Credits: 3 Corequisite: EGL093

**SPN101 Introductory Spanish (H)** is an introduction to the Spanish language. It presents the fundamentals necessary for understanding, speaking, reading and writing basic Spanish. Topics include basic pronunciation and vocabulary, greetings, and other social conventions. Students will also be introduced to Spanish and Latin American culture, history, and geography. Credits: 3

Cecil College does not contract with another institution or non-collegiate organization in providing this program.

#### **H. Adequacy of articulation**

Cecil College has developed articulation agreements with Towson University and DeSales University (in Pennsylvania) for this program. In addition, through an articulation agreement with the Cecil County Sheriff's Office, the College recognizes coursework completed at a police academy accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA). This agreement allows students who have completed police academy training to more easily complete the AAS in Criminal Justice.

#### **I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

<b>Faculty Member</b>	<b>Credentials</b>	<b>Status</b>	<b>Courses Taught</b>
Christopher Castillo, Associate Professor of Mathematics	Ph.D., University of Delaware (Mathematics)	Full-time	MAT 127 Introduction to Statistics
Jack Cohen, Assistant Professor of Social Sciences	M.Div., Palmer Theological Seminary	Full-time	SOC 101 Introduction to Sociology
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 Freshman Composition EGL 211 Technical Writing

Faculty Member	Credentials	Status	Courses Taught
Ashley Fundack, Assistant Professor of Criminal Justice	Ph.D., Walden University (Criminal Justice)	Full-time	CRJ 101 Intro to Criminal Justice System CRJ 201 Criminal Investigation CRJ 205 Criminal Law CRJ 208 Ethics in Criminal Justice CRJ 214 Delinquency and Juvenile Justice CRJ 221 Criminology CRJ 230 Professional Issues in Criminal Justice CRJ 299 Cooperative Education Experience
John Kelleher, Assistant Professor of History	M.A. Indiana University (Russian History)	Full-time	HST 202 United States History II
Daniel Roman, Asst. Professor of Health, Fitness, and Exercise Science	M.S. California University of Pennsylvania (Exercise Science)	Full-time	PED 106 Running for Fun and Fitness (ACT)
Meredith Lutz Stehl, Professor of Psychology	Ph.D., Drexel University (Clinical Psychology)	Full-time	PSY 101 Introduction to Psychology
Jim Crivaro	M.S. West Chester University (Health and Physical Education)	Part-time	PED 196 Tennis
Richard Gibson	M.S. Johns Hopkins University (Management)	Part-time	CRJ 111 Police and Society
Karen Long	M.A.T. Wayne State University (Education, with English and Speech concentrations)	Part-time	SPH 121 Interpersonal Communications SPH 141 Public Speaking
Paula Luteran	Ph.D. University of Pennsylvania (Spanish and Romance Literatures)	Part-time	SPN 101 Introductory Spanish
Charles O'Brien	B.S. West Chester University	Part-time	PED 104 Walking for Fun and Fitness I (ACT)
Pam Ratliff	M.S. Temple University (Sports Administration)	Part-time	PED 169 Tai Chi Chuan
James Russell	M.S., Johns Hopkins University (Business Management)	Part-time	CRJ 133 Forensic Tech in Crime Scene Investigations CRJ 275 Criminal Justice Physical Fitness Lab

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's instructional technologist offers regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester she offers the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also

funds faculty participation in academic conferences, including conferences focused on pedagogical topics. In 2018-19, Cecil College also piloted the Faculty Guild professional development program with selected full-time and part-time faculty; six additional faculty members are participating in this program in 2019-20.

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

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries within the state of Maryland. CCVM Library also subscribes to Inter-Library Loan, where students and faculty can request physical books, eBooks, and scholarly articles from institutions nationwide.

Students can make an appointment to meet one-on-one or in groups with the Instructional Librarian for assistance with the following: narrowing down a research topic, finding articles in the library databases, finding books and eBooks, evaluating resources, and crafting citations. The Instructional Librarian also visits classes upon request to teach library information sessions tailored to class projects and curricula.

The library subscribes to approximately 84 online databases that cover the majority of disciplines offered at Cecil College. The following databases in particular may help most with varying aspects of the criminal justice program: Academic Search Complete, ProQuest Central, ProQuest Research Library, ProQuest Criminal Justice, Humanities International Complete, ProQuest Military, Military and Government Collection, ProQuest Political Science, ProQuest Psychology, ProQuest Public Health, ProQuest Sociology, and ProQuest Social Science.

CCVM Library offers both a 20,000 volume physical book collection, and 190,000 volume online eBook collection for student use with texts directly related to the Biomedical Science concentration, as well as a list of open resources on its Open Educational Resources (OER) LibGuide that both students and faculty can utilize. The library also has a number of program required textbooks on reserve for students to use in the library. CCVM Library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support student projects and teacher instruction throughout the academic year.

**K. 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 department 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 technology includes state-of-the-art smart 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.

The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff, during regular lab hours, to assist students. The 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.

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

1. Complete  [Table 1: Resources \(pdf\)](#) and  [Table 2: Expenditure\(pdf\)](#).  [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

**TABLE 1: RESOURCES**

	<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1.	Reallocated funds	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$126,497	\$139,876	\$156,125	\$171,776	\$187,985
a.	Number of F/T students	11	12	13	14	15
b.	Annualized Tuition/Fee Rate <sup>2</sup>	\$3,927	\$3,993	\$4,125	\$4,224	\$4,323
c.	Total F/T Revenue (a x b)	\$43,197	\$47,916	\$53,625	\$59,136	\$68,845
d.	Number of P/T students	35	38	41	44	47
e.	Credit Hour Rate	\$119	\$121	\$125	\$128	\$131
f.	Annualized Credit Hour Rate <sup>3</sup>	\$2,380	\$2,420	\$2,500	\$2,560	\$2,620
g.	Total P/T Revenue (d x e x f)	\$83,300	\$91,960	\$102,500	\$112,640	\$123,140
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$15,404	\$16,898	\$18,416	\$19,958	\$22,959
	<b>Total (add 1-4)</b>	<b>\$141,901</b>	<b>\$156,774</b>	<b>\$174,541</b>	<b>\$191,734</b>	<b>\$210,944</b>

Cecil College expects that this program will start with five students and experience modest growth.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time Cecil students take 33 credits per year; part-time students take 20 credits per year on average.

<sup>2</sup> Assumes Cecil County resident taking 35 credits per year.

<sup>3</sup> Assumes Cecil County resident taking 20 credits per year.

**TABLE 2: EXPENDITURES**

	<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1.	Faculty (b + c below)	\$69,326	\$70,422	\$71,535	\$72,667	\$73,818
a.	# FTE	1	1	1	1	1
b.	Total Salary	\$55,000	\$55,825	\$56,662	\$57,512	\$58,375
c.	Total Benefits	\$14,326	\$14,597	\$14,873	\$15,155	\$15,443
2.	Admin. 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
	<b>Total (Add 1-7)</b>	<b>\$69,326</b>	<b>\$70,422</b>	<b>\$71,535</b>	<b>\$72,667</b>	<b>\$73,818</b>

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. One full-time faculty member teaches in this program.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 2.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

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

Faculty members are evaluated 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. In addition, faculty members are assessed in the classroom by the appropriate dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College's process of monitoring student satisfaction.

All faculty members are contractually obligated to complete an annual report that includes assessment results. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years.

The College's Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years.


Student retention rates are regularly monitored by the division dean.

**N. 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 embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "Graduates will illustrate knowledge of ...the Diversity of Human Cultures" as one of the institution's six General Education learning goals.

**O. Relationship to low productivity programs identified by the Commission:**

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

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

Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.