



June 17, 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 Arts degree offered by Cecil College:

AA Psychology
HEGIS Code 2001.00; CIP Code 42.0101

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.

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 Bolt</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 3/2019



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Provide Link to Most Recent Academic Catalog			URL:			
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Revised 3/2019

**CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
AA PSYCHOLOGY
HEGIS 2001.00 CIP 42.0101**

A. Centrality to institutional mission statement and planning priorities:

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, with a focus on expanding students' general knowledge of psychological theory while also enhancing skills of scientific inquiry and critical thinking. Specific course work will focus on student ethical awareness and social integrity, communication skills across diverse presentation modalities, and application of psychological related theory to professional development. 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. Students selecting this program should consult with an academic advisor early in the program.

The changes to this program were designed to align with APA standards for two-year programs, to allow students to meet core competencies to allow them to progress in the field, and to account for student demand for courses.

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 AA in Psychology prepares students for further study in a psychology or counseling 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 psychology 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.

Institution	Rate	Cost per credit 2019-20	Cost for 60 credits	Savings over 2 years
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 Psychology degree prepares students for careers in counseling and psychology. Examples of these fields include clinical psychologists, school counselors, and family social workers. Maryland's Department of Labor projects an increase from 2016-2026 in the number of openings for forensic science technicians.¹

Field	2016-2026 Percent Change in openings in Maryland
Clinical, counseling and school psychologists	+15.1%
Educational, guidance, school and vocational counselors	+9.1%
Psychologists, all other	+5.8%
Child, family and school social workers	+2.7%

D. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals no other Associate degree programs in Psychology in Maryland. Most community colleges offer an area of concentration in psychology or social sciences within a general studies or arts and sciences program.

According to COMAR 13B.02.03.09, "proposed programs in undergraduate core programs consisting of basic liberal arts and sciences disciplines are not considered unnecessarily duplicative." This AA program in Psychology is a basic social science discipline, preparing students for further study in a bachelor's degree program, and is therefore not duplicative.

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 psychology are offered at University of Maryland Eastern Shore, Coppin State University, Morgan State University, and Bowie State University. Graduates from Cecil's AA 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:

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

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 AA Psychology Program Requirements

(changes are italicized)

OLD Program Requirements		NEW Program Requirements	
Course Number and Title	Cr	Course Number and Title	Cr
<i>HEA 136 Stress Management</i>	<i>3</i>		
PSY 101 Intro to Psychology	3	PSY 101 Intro to Psychology	3
PSY 201 Human Growth and Development	3	PSY 201 Human Growth and Development	3
PSY 227 Intro to Abnormal Psychology	3	PSY 227 Intro to Abnormal Psychology	3
		<i>PSY 228 The Helping Relationship</i>	<i>3</i>
<i>Choose 3 from:</i> <i>PSY 203 Child Growth and Development</i> <i>PSY 207 Educational Psychology</i> <i>PSY 222 Organizational Psychology</i> <i>SOC 101 Intro to Sociology</i> <i>SOC 102 Social Problems</i> <i>SOC 103 Marriage and the family</i>	<i>9</i>	<i>Choose 2 from:</i> <i>PSY 203 Child Growth and Development</i> <i>PSY 207 Educational Psychology</i> <i>PSY 222 Organizational Psychology</i> <i>SOC 102 Social Problems</i> <i>SOC 103 Marriage and the family</i>	<i>6</i>
<i>Electives</i>	<i>3</i>	<i>Electives</i>	<i>6</i>
		<i>SPH 121 Interpersonal Communication or</i> <i>SPH 141 Public Speaking</i>	<i>3</i>
		<i>SOC 101 Intro to Sociology</i>	<i>3</i>
Total Credits	24	Total Credits	30

The revised AA program in Psychology requires the following courses:

Course Code	Courses (30 Credits)	Credits
PSY 101	Introduction to Psychology	3
PSY 201	Human Growth and Development	3
PSY 227	Introduction to Abnormal Psychology	3
PSY 228	The Helping Relationship: Intro to Theory/Technique	3
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking*	3
SOC 101	Introduction to Sociology	3

Course Code	Courses (30 Credits)	Credits
Select 2: PSY 203 PSY 207 PSY 222 SOC 102 SOC 103	Select 2: Child Growth and Development Educational Psychology Organizational Psychology (SS) Social Problems (SS) Marriage and the Family (SS)	6
Electives	Two elective courses should be chosen based on personal or career interests or the requirements of the institution to which transfer is planned	6

*SPH 141 recommended.

COURSE DESCRIPTIONS

PSY 101 Introduction to Psychology 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(s): EGL 093

PSY 201 Human Growth and Development studies the developing person through the lifespan, from conception to death. Current research and theories are studied in order to describe and explain physical, cognitive, social, emotional, and personality development in infancy, childhood, adolescence, young adulthood, middle age, and late adulthood. The importance of specific environmental contexts in development, and applications of research and theory are emphasized. Credits: 3 Prerequisite(s): 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. Credits: 3 Prerequisite(s): PSY 101

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. Credits: 3 Corequisite(s): EDU 207

PSY 222 Organizational Psychology 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. Credits: 3 Prerequisite(s): 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. Credits: 3 Prerequisite(s): PSY 101

PSY 228 The Helping Relationship: Introduction to Theory and Technique introduces basic conceptual and methodological skills necessary for success in careers that involve helping relationships. The course includes exposure to therapeutic theory, as well as application of basic listening and empathy building skills required for consultation and encouraging motivation to change. In addition this course serves to reinforce skills around scientific inquiry, critical thinking, ethics, social responsibility, diversity awareness, and communication, as they are applicable to continued study within the field of psychology and career development within the field. Credits: 3 Prerequisite(s): PSY 227

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. Credits: 3 Corequisite(s): EGL 093

SOC 102 Social Problems is a study of the problems faced by today's society to include causes, ramifications to individuals, and how they might be solved. Credits: 3 Prerequisite(s): 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. Credits: 3 Corequisite(s): 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, as well as 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. Credits: 3 Corequisite(s): EGL 093

SPH 141 Public Speaking 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(s): EGL 093

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

Goal 1: General Knowledge in Psychology

- Through the application of theory and concepts to simple psychological problems, students should demonstrate a basic knowledge of key terms, theoretical frameworks and historical milestones in the field.
- 1.1 Describe key concepts, principles, and overarching themes in psychology
- 1.2 Develop a working knowledge of psychology's content domains
- 1.3 Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- The use of the scientific method as it applies to understanding complex problems within the field is essential. Students will be exposed to concepts of research methodology and

critical behavioral analysis. Using research in the field, students will learn basic skills information literacy, research design, and formation of hypotheses and conclusions.

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research
- 2.5 Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

- Students will learn basic skills of how to approach personal and professional interactions with ethical awareness and social integrity. Ethical standards for behavior in the field will be discussed. A specific focus on the impact of social-cultural variables will be provided to support increased diversity.
- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels

Goal 4: Communication (ALL)

- Students will demonstrate increased abilities to clearly present their ideas, both through written, oral and interpersonal communication. Given that this is a skill present through all the courses, a developmental approach will be taken. Students in entry level 101 courses will be required to demonstrate basic writing skills and adequate use of APA format in the course. As students progress in the psychology sequence they will be required to demonstrate an ability to write for different purposes and give effective oral presentations to classmates.
- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others
- 4.4 Use APA format effectively

Goal 5: Professional Development (PSY 227; PSY 228)

- The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. In addition, career professionals can be enlisted to support occupational planning and pursuit.
- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation.

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

General Education Requirements (30 credits)		General Education Code	Credits
EGL 101	College Composition	E	3
EGL 102	Composition and Literature	H	3
HST 201 OR HST 202	United States History I or United States History II	H	3
MAT 127	Introduction to Statistics	M	4
HUM 101	Introduction to Critical Inquiry	H	3
BIO 130 & 131 OR CHM 103 & 113	Principles of Biology I and Lab Or General Chemistry I and Lab	S/SL	4
BIO 132 & 133 OR CHM 104 & 114	Principles of Biology II and Lab Or General Chemistry II and Lab	S/SL	4
Select 2: ANT 101 or SOC 105 or GEO 102	Select 2: Cultural Anthropology or Perspectives in Human Diversity or Cultural Geography	SS	6

ANT101 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. Credits: 3 Corequisite(s): EGL 093

BIO 130 Principles of Biology I 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. Credits: 3 Corequisite(s): 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. Credits: 1 Corequisite(s): BIO 130

BIO 132 Principles of Biology II 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. Credits: 3 Prerequisite(s): BIO 130, BIO 131, MAT 121 Corequisite(s): BIO 133

BIO 133 Principles of Biology II Lab 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. Credits: 1 Corequisite(s): 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. Credits: 3 Corequisite(s): CHM 113, EGL 101, MAT 121 or MAT 127

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. Credits: 3 Prerequisite(s): CHM 103, CHM 113 Corequisite(s): CHM 114

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. Credits: 1 Corequisite(s): CHM 103

CHM 114 General Chemistry II Lab will build upon the basic chemistry laboratory techniques and procedures learned in CHM103. 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. Credits: 1 Prerequisite(s): CHM 103, CHM 113 Corequisite(s): CHM 104

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.

EGL 102 Composition & Literature introduces students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and an analytical research paper are assigned. Credits: 3 Prerequisite(s): EGL 101

GEO 102 Cultural Geography 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. Credits: 3 Prerequisite(s): EGL 093

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. Credits: 3 Corequisite(s): EGL 101

HST 202 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

HUM 101 Introduction to Critical Inquiry fosters the characteristics of successful academic pursuit: openness, curiosity, creativity, persistence, and metacognition. In the context of a common reader and the students' own academic and career goals, students will practice critical thought, information assimilation, investigation, discussion, collaboration, and qualitative and quantitative analysis as they develop the habits of mind and cultural literacy necessary for college and global citizenship. Credits: 3
Prerequisite(s): EGL 091 or equivalent Corequisite(s): MAT 097 and EGL 093

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.

SOC 105 Perspectives in Human Diversity introduces the concepts of diversity consciousness, recognizing and overcoming diversity barriers, and identifying and appreciating cultural differences. Ethical and practical considerations are integrated through the use of case studies, projects, and reaction papers. Credits: 3 Prerequisite(s): EGL 093

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).

Faculty Member	Credentials	Status	Courses Taught
Wayne Beckles, Associate Professor of Social Sciences	Ed.D. Morgan State University (Education)	Full-time	SOC 102 Social Problems SOC 105 Perspectives in Human Diversity
Kelsey Bianca, Assistant Professor of Social Sciences	M.A. Washington College (Psychology)	Full-time	PSY 201 Human Growth and Development PSY 227 Introduction to Abnormal Psychology
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

Faculty Member	Credentials	Status	Courses Taught
Anne Edlin, Professor of Mathematics	Ph.D. Temple University (Mathematics)	Full-time	HUM 101 Introduction to Critical Inquiry
Christopher Gaspere, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 Freshman Composition
John Kelleher, Assistant Professor of History	M.A. Indiana University (Russian History)	Full-time	HST 201 United States History I HST 202 United States History II
Prameela Kuraguntla, Professor of Biology	Ph.D. University of Minnesota (Cell and Developmental Biology)	Full-time	BIO 130 Principles of Biology I BIO 131 Principles of Biology I Lab
Ebony Roper, Associate Professor of Chemistry	Ph.D. Howard University (Chemistry)	Full-time	CHM 103 General Chemistry I CHM 104 General Chemistry II CHM 113 General Chemistry I Lab CHM 114 General Chemistry II Lab
Jennifer Scott- Greenfield, Professor of Education	Ph.D. Temple University (Psychological Studies in Education)	Full-time	PSY 203 Child Growth and Development PSY 207 Educational Psychology
Meredith Lutz Stehl, Professor of Psychology	Ph.D., Drexel University (Clinical Psychology)	Full-time	PSY 101 Introduction to Psychology PSY 228 The Helping Relationship
Nathanael Tagg, Associate Professor of English	M.F.A. Rutgers University (English)	Full-time	EGL 102 Composition and Literature
Christine Warwick, Assistant Professor of Biology	M.S. University of St. Joseph (Biology)	Full-time	BIO 132 Principles of Biology II BIO 133 Principles of Biology II Lab
Sue Bailey	M.S.W. Delaware State University (Social Work)	Part-time	SOC 103 Marriage and the Family
Anne Persson Bennett	M.A. College of William and Mary (Anthropology)	Part-time	ANT 101 Cultural Anthropology
Bruce Fox	M.A. University of Delaware (Social Studies – World History)	Part-time	GEO 102 Cultural Geography
Karen Long	M.A.T. Wayne State University (Education, with English and Speech concentrations)	Part-time	SPH 121 Interpersonal Communications SPH 141 Public Speaking

Faculty Member	Credentials	Status	Courses Taught
Rebecca Walker	M.B.A. Loyola College (Business Administration)	Part-time	PSY 222 Organizational Psychology

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 psychology program: Academic Search Complete, Humanities International Complete, ProQuest Central, ProQuest Arts and Humanities, ProQuest Research Library, ProQuest Health and Medical, ProQuest Psychology, ProQuest Public Health, ProQuest Sociology, ProQuest Science, ProQuest Social Science, Medline, Joanna Briggs Institute, and Ovid.

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 criminal justice courses, 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

	Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Reallocated funds	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$197,625	\$211,279	\$229,950	\$245,044	\$265,479
a.	Number of F/T students	17	17	18	18	19
b.	Annualized Tuition/Fee Rate ²	\$4,125	\$4,249	\$4,376	\$4,507	\$4,643
c.	Total F/T Revenue (a x b)	\$70,125	\$72,229	\$78,772	\$81,135	\$88,212
d.	Number of P/T students	51	54	57	60	63
e.	Credit Hour Rate	\$119	\$121	\$125	\$128	\$131
f.	Annualized Credit Hour Rate ³	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
g.	Total P/T Revenue (d x e x f)	\$127,500	\$139,050	\$151,178	\$163,909	\$177,268
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$22,848	\$23,778	\$25,122	\$26,052	\$27,396

² Assumes Cecil County resident taking 33 credits per year.

³ Assumes Cecil County resident taking 20 credits per year.

	Total (add 1-4)	\$220,473	\$235,057	\$255,072	\$271,096	\$292,875
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Cecil College expects that this program will continue to 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.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$155,764	\$158,170	\$160,532	\$162,931	\$165,366
a.	# FTE	2	2	2	2	2
b.	Total Salary	\$135,100	\$137,127	\$139,183	\$141,271	\$143,390
c.	Total Benefits	\$20,664	\$21,043	\$21,349	\$21,660	\$21,976
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
	Total (Add 1-7)	\$155,764	\$158,170	\$160,532	\$162,931	\$165,366

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. The equivalent of two full-time faculty members teach 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.