



March 1, 2024

Dr. Sanjay Rai  
Acting Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

Dear Dr. Rai:

Enclosed for the Commission's review is a proposal for substantial modifications to an associate degree offered by Cecil College. This program was updated to ensure that all courses transfer to a 4-year institution.

| <b><u>Program</u></b>       | <b><u>HEGIS Code</u></b> | <b><u>CIP Code</u></b> |
|-----------------------------|--------------------------|------------------------|
| <b>AA Paralegal Studies</b> | <b>2104.00</b>           | <b>44.0701</b>         |

We have mailed 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

**Academic Programs**

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

|                                 |  |
|---------------------------------|--|
| Institution Submitting Proposal |  |
|---------------------------------|--|

*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 (fully online) | Both            |
| Program Resources   |        |               | Using Existing Resources                         | Requiring New Resources           |                 |
| Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small> |        |               | 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: |                                   |                 |

**CECIL COLLEGE  
SUBSTANTIAL MODIFICATION PROPOSAL  
AA SOCIAL WORK  
HEGIS 2104.00 CIP 44.0701**

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

The Associate of Arts in Social Work degree prepares students for transfer into a Social Work bachelor’s program at a 4-year institution. The program provides a general education background while focusing on developing an understanding of the social work field. A bachelor’s degree in social work is the minimum educational requirement for an entry-level social worker.

By introducing students to this field, 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. The College is committed to administrative, financial, and technical support for this program (see section L below) and to continuing this program to allow enrolled students to complete it.

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

The AA in Social Work prepares students for further study in this field 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 Social Work 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 1 (Access, priority 1) of the Maryland State Plan for Education. Completing two years of college at a community college is an alternative way to keep postsecondary education affordable without compromising high-quality education.

| Institution                   | Rate      | Cost per credit<br>2023-24 | Cost for 60<br>credits | Savings over 2<br>years |
|-------------------------------|-----------|----------------------------|------------------------|-------------------------|
| Cecil College                 | In-county | \$130                      | \$7,800                | -                       |
| Coppin State<br>University    | In-State  | \$209                      | \$12,540               | \$4,740                 |
| Morgan State<br>University    | In-state  | \$255                      | \$15,300               | \$7,500                 |
| Bowie State University        | In-state  | \$263                      | \$15,780               | \$7,980                 |
| Frostburg State<br>University | In-state  | \$298                      | \$17,880               | \$10,080                |
| Salisbury University          | In-state  | \$315                      | \$18,900               | \$11,100                |

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

A Social Work degree prepares students for social worker positions. Maryland’s Department of Labor, Licensing and Regulation projects a moderate increase from 2020-2030 in the number of openings for these types of positions.<sup>1</sup>

| Field  | 2020-2030 Percent Change in openings in Maryland |
|--|--|
| Child, Family and School Social Workers  | +22.2%   |
| Community and Social Service Occupations                                       | +19.1%   |
| Counselors, Social Workers, and Other Community and Social Service Specialists | +20.0%   |
| Healthcare Social Workers  | +18.7%   |
| Social Workers, All Other  | +11.4%   |

**D. Reasonableness of program duplication:**

A review of MHEC’s Program Inventory shows that there are no similar Associate degree programs in Maryland. Cecil College’s Social Work program has Statewide designation.

**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)**

Undergraduate programs in social work are offered at Coppin State University, Morgan State University, and Bowie State University. Because Cecil’s AA program in Social Work may lead to transfer to a bachelor’s degree program, graduates could choose to attend either 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. This degree was designed

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<sup>1</sup> <https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml>

by Dr. Jennifer Scott-Greenfield, chair of the Human Services department, Dr. Wayne Beckles, Associate Professor of Social Work, and Ms. Diena Gischel, Director of Advising.

The table below outlines the changes proposed for this program.

| Current Program Requirements<br>30 Credits |   |    | New Proposed Program Requirements<br>30 Credits |   |    |
|--|---|----|---|---|----|
| Course No.                                 | Course Title  | Cr | Course No.                                      | Course Title                                      | Cr |
|  |   |    | ANT 101   | Cultural Anthropology                             | 3  |
| COU 104                                    | Medical Aspects of Chemical Dependency                    | 3  | COU 104   | Medical Aspects of Chemical Dependency            | 3  |
| COU 213                                    | Ethics in Addictions Counseling                           | 3  | COU 213   | Ethics in Addictions Counseling                   | 3  |
|  |   |    | EGL   | Elective  | 3  |
|  |   |    | HST 102   | Western Civilization II                           | 3  |
| SOC 102                                    | Social Problems   | 3  | SOC 102   | Social Problems                                   | 3  |
| SOC 103                                    | Marriage and the Family                                   | 3  | SOC 103   | Marriage and the Family                           | 3  |
| SPH 121 or<br>SPH 141                      | Interpersonal Communication OR<br>Public Speaking         | 3  | SPH 121 or<br>SPH 141                           | Interpersonal Communication OR<br>Public Speaking | 3  |
| SWK 200                                    | Introduction to Social Work                               | 3  | SWK 200   | Introduction to Social Work                       | 3  |
| SWK 204                                    | Basic Interviewing Skills                                 | 3  | SWK 204   | Basic Interviewing Skills                         | 3  |
| SWK 201                                    | Social Welfare Policy<br>Research and Field<br>Experience | 3  |   |   |    |
| SWK 202                                    | Elder Care Experiential Lab                               | 2  |   |   |    |
| SWK 203                                    | Substance Abuse<br>Experiential Lab                       | 3  |   |   |    |
| ELECT                                      | Elective  | 1  |   |   |    |

The proposed changes to the AA in Social Work require the following courses:

| Course Code | Courses<br>(30 Credits)                | Credits |
|-------------|--|---------|
| ANT 101     | Cultural Anthropology                  | 3       |
| COU 104     | Medical Aspects of Chemical Dependency | 3       |
| COU 213     | Ethics in Addictions Counseling        | 3       |
| EGL         | Elective                               | 3       |
| HST 102     | Western Civilization II                | 3       |
| SOC 102     | Social Problems                        | 3       |
| SOC 103     | Marriage and the Family                | 3       |

|                       |   |   |
|-----------------------|---|---|
| SPH 121 or<br>SPH 141 | Interpersonal Communication OR<br>Public Speaking | 3 |
| SWK 200               | Introduction to Social Work                       | 3 |
| SWK 204               | Basic Interviewing Skills                         | 3 |

## COURSE DESCRIPTIONS

**ANT 101 Cultural Anthropology (SS)** 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

**COU 104 Medical Aspects of Chemical Dependency** provides the student an overview of the physiological and psychological effects of alcohol and other sedative-hypnotics, narcotics, stimulants, and psychedelics on the drug user. Areas that will be examined for each drug classification include drug absorption, distribution, metabolism and half-life, tolerance and cross tolerance, and drug elimination. Credits: 3 Corequisite(s): EGL 101

**COU 213 Ethics in Addictions Counseling** will introduce students to ethical issues pertinent to Addictions Counseling. Students will be exposed to a comprehensive view of ethical issues including how to identify ethical issues and how to address a wide variety of ethical situations. Students will review codes of ethics for the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) as well as for the American Counseling Association (ACA) and the National Association of Social Work (NASW). Particular emphasis will be placed on credentialing and regulating agencies; client and counselor rights and responsibilities; confidentiality and its limits; professional relationships; professional boundaries; dual and multiple relationships; boundary crossings; and boundary violations. Specific emphasis is placed on the unique ethical issues faced in addictions counseling, including but not limited to: counselors who are in recovery, and the challenges of working with mandated client populations. Credits: 3

**HST 102 Western Civilization II (H)** covers the development of Western Civilization from the early 18th century to the present. Topics include the Old Regime, the Enlightenment, the French Revolution, socialism, imperialism, nationalism, World War I, totalitarianism, World War II, and the Post War Era. Credits: 3 Corequisite(s): EGL 101

**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 (H)** 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: EGL093

**SPH 141 Public Speaking (H)** is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, researching, writing, and delivering of multiple types of public address. To emphasize the characteristics of effective public speaking, the course also provides models of and practice with constructive criticism. Credits: 3 Corequisite(s): EGL 093

**SWK 200 Introduction to Social Work** focuses on social work as a profession. The fundamental values, ethics, skills, and knowledge relevant to social work practice will be discussed. Students examine the history, principles, and nature of social welfare, including the relationship of social welfare institutions to society and the delivery systems for social services. Students explore concepts such as human diversity, social and economic justice, the needs of oppressed and disenfranchised populations, and policy in the context of social welfare. The course requires community service activities. Credits: 3  
Prerequisite(s): EGL 093

**SWK 204 Basic Interviewing Skills** is an introduction to the principles and practices of social work interviewing and counseling. Through the use of role-play and simulated interview sessions, students will develop basic interviewing skills for assessment, planning, and intervention. Throughout the exercises, students will evaluate the outcome of the interactions and the progress of the client. Students review personal ethics while developing a counseling orientation appropriate to working with people of various social and economic backgrounds. Credits: 3 Prerequisite(s): EGL 101 Corequisite(s): SWK 200

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

- Describe ethical and professional behavior.
- Examine theories of human behavior and social systems.
- Identify present-day social issues.
- Discuss the history, framework, values, and advocacy of social work.

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

| General Education Requirements<br>(30 credits) |  | General Education Code | Credits |
|--|--|------------------------|---------|
| BIO 101  | General Biology                          | S                      | 3       |
| BIO 111  | General Biology Lab                      |                        | 1       |
| BIO 123 or<br>BIO 203                          | Foundations of Nutrition OR<br>Nutrition | S                      | 3       |
| EGL 101  | College Composition                      | E                      | 3       |
| EGL 102  | Composition and Literature               | H                      | 3       |
| HST 101  | Western Civilization I                   | H                      | 3       |
| MAT 127  | Introduction to Statistics               | M                      | 4       |
| PSY 101  | Introduction to Psychology               | SS                     | 3       |
| SCI  | Science Elective with Lab                | S/SL                   | 4       |
| SOC 101  | Introduction to Sociology                | SS                     | 3       |

Total Credits: 30

**BIO 101 General Biology (S)** introduces the student to the basic biological principles common to all living things, with emphasis on evolution, molecular biology, diversity, ecology, physiology and genetics. Credits: 3 Prerequisite(s): MAT 092 or MAT 097. Corequisite(s): EGL 101

**BIO 111 General Biology Lab** is a laboratory course designed to actively involve the student in the process of science. The student will perform experimental activities in the field or lab that study ecology, molecular biology, and genetics using team work and scientific instrumentation. Credits: 1 Prerequisite(s): MAT 092 or MAT 097. Corequisite(s): BIO 101

**BIO 123 Foundations of Nutrition (S)** introduces the non-science major to the basic nutritional principles used to prepare a sound diet and live a healthy nutrition lifestyle. Particular emphasis is placed on: food origins/ethnic foods, general food groups, fuel nutrients, diet analysis and energy expenditure, food safety, societal and fad eating trends and their relationship to health. Credits: 3 Prerequisite(s): MAT 093 or MAT 096. Corequisite(s): EGL 093, MAT 097

**BIO 203 Nutrition** studies the principles of nutrition and their application in both health and disease and throughout the life cycle. The course is intended primarily for students going into nursing or related fields. Credits: 3 Prerequisite(s): BIO 101 or BIO 130 or BIO 208

**EGL 101 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 and Literature (H)** 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

**HST 101 Western Civilization I (to 1715) (H)** is an overview of western Civilization from prehistory to the early 18<sup>th</sup> century. Topics include Ancient Near East, Minoan Civilization, Greek Civilization, Rome, the Middle Ages, the Renaissance, the Reformation, and the Scientific Revolution. Credits: 3 Corequisite(s): EGL 101.

**MAT 127 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 Prerequisite(s): EGL 093, MAT 093 or MAT 095 or MAT 097, a Grade of C or better in MAT 093 or MAT 095

**PSY 101 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(s): EGL 093

**SOC 101 Introduction to Sociology (SS)** 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

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

#### H. Adequacy of articulation

Cecil College has long-standing articulation agreements for its Social Work program with Salisbury University (see Appendix A). Salisbury offers courses on Cecil’s campus for students who have earned an AA in social work, providing them with a convenient choice for pursuing a Bachelor’s degree.

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

| Faculty Member   | Credentials  | Status    | Courses Taught  |
|--|--|-----------|---|
| Wayne Beckles,<br>Associate Professor<br>of Social Work      | Ed.D. Morgan State<br>University (Education)                         | Full-time | COU 104 Medical Aspects of Chemical<br>Dependency<br>COU 213 Ethics in Addiction Counseling<br>SOC 102 Social Problems<br>SWK 200 Introduction to Social Work |
| Melissa Burke,<br>Assistant Professor<br>of Biology          | M.A.T. University of<br>Maryland (Secondary<br>Education of Biology) | Full-time | BIO 123 Foundations of Nutrition<br>BIO 203 Nutrition   |
| Jennifer Casper,<br>Associate Professor<br>of Sociology      | Ph.D. University of<br>Missouri – Columbia<br>(Sociology)            | Full-time | SOC 101 Introduction to Sociology<br>SOC 103 Marriage and the Family  |
| Meredith Dillenger,<br>Assistant Professor<br>of Biology     | M.Ed. Cabrini<br>University (Education)                              | Full-time | BIO 101 General Biology<br>BIO 111 General Biology Lab  |
| Craig Frischkorn,<br>Professor of<br>English                 | Ph.D. SUNY Buffalo<br>(English)                                      | Full-time | SPH 121 Interpersonal Communication   |
| Christopher<br>Gaspere, Assistant<br>Professor of<br>English | M.A. Washington<br>College (English)                                 | Full-time | EGL 101 College Composition   |
| John Kelleher,<br>Assistant Professor<br>of History          | M.A. Indiana<br>University (Russian<br>History)                      | Full-time | HST 101 Western Civilization I<br>HST 102 Western Civilization II   |

| Faculty Member                                       | Credentials  | Status    | Courses Taught                     |
|--|--|-----------|------------------------------------|
| Jennifer Levi,<br>Professor of<br>English            | Ph.D. University of<br>Delaware (English)                  | Full-time | SPH 141 Public Speaking            |
| Meredith Lutz<br>Stehl, Professor of<br>Psychology   | Ph.D. Drexel<br>University (Clinical<br>Psychology)        | Full-time | PSY 101 Introduction to Psychology |
| Kim Sheppard,<br>Professor of<br>Mathematics         | M.S. Clemson<br>University<br>(Mathematics)                | Full-time | MAT 127 Introduction to Statistics |
| Nathanael Tagg,<br>Associate Professor<br>of English | M.F.A. Rutgers<br>University (English)                     | Full-time | EGL 102 Composition and Literature |
| Rebecca S. Larson                                    | M.S.W. University of<br>Maryland (Clinical<br>Social Work) | Part-time | SWK 204 Basic Interviewing Skills  |
| Ann Persson<br>Bennett                               | M.A. College of<br>William and Mary<br>(Anthropology)      | Part-time | ANT 101 Cultural Anthropology      |

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's Catalyst - The Center for Teaching and Learning offers regular monthly workshops on refining pedagogical techniques, course design, and identifying technologies to improve face-to-face, hybrid, HyFlex, and online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics.

**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 books 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 85 online databases that support programs offered at Cecil College. The following databases may help most with varying aspects of the AA in Social Work: Academic Search Complete, CINAHL, Healthcare Administration, Health & Medical, Health Source, Humanities International Complete, MEDLINE, Nursing & Allied Health, Opposing Viewpoints in Context, Ovid, ProQuest Central, Public Health, PubMed, Psychology, Social Science, and Sociology.

CCVM Library offers both a 22,500-volume physical book collection, and 255,000 volume online eBook collection for student use with texts directly related to courses required for the AA in Social Work, 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 several course 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. All students and faculty are provided with College email addresses.

The North East campus computer lab provides computers and technology resource staff, during regular lab hours, to assist students. The Academic Success 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 math as well as 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) | \$258,525     | \$284,255     | \$311,025     | \$338,835     | \$362,815     |

|    |  |                  |                  |                  |                  |                  |
|----|--|------------------|------------------|------------------|------------------|------------------|
| a. | Number of F/T students                     | 29               | 31               | 33               | 35               | 37               |
| b. | Annualized Tuition/Fee Rate <sup>2</sup>   | \$4,725          | \$4,865          | \$5,005          | \$5,145          | \$5,215          |
| c. | Total F/T Revenue (a x b)                  | \$137,025        | \$150,815        | \$165,165        | \$180,075        | \$192,955        |
| d. | Number of P/T students                     | 45               | 48               | 51               | 54               | 57               |
| e. | Credit Hour Rate                           | \$135            | \$139            | \$143            | \$147            | \$149            |
| f. | Annualized Credit Hour Rate <sup>3</sup>   | \$2,700          | \$2,780          | \$2,860          | \$2,940          | \$2,980          |
| g. | Total P/T Revenue (d x e x f)              | \$121,500        | \$133,440        | \$145,860        | \$158,760        | \$169,815        |
| 3. | Grants, Contracts & other External Sources | \$0              | \$0              | \$0              | \$0              | \$0              |
| 4. | Other Sources                              | \$55,535         | \$59,305         | \$63,075         | \$66,845         | \$70,615         |
|    | <b>Total (add 1-4)</b>                     | <b>\$314,060</b> | <b>\$343,560</b> | <b>\$374,100</b> | <b>\$405,680</b> | <b>\$433,430</b> |

Cecil College expects that this program will enroll approximately 74 students in the first year, with subsequent moderate growth. Based on enrollment trends in this program from the past several years, we expect that approximately 60 percent of these students will enroll part-time.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Consolidated fees (\$21/credit). On average, full-time Cecil students take 35 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)       | \$70,087 | \$71,239 | \$72,438 | \$73,660 | \$74,905 |
| a. | # FTE                       | .80      | .80      | .80      | .80      | .80      |
| b. | Total Salary                | \$58,895 | \$59,778 | \$60,675 | \$61,585 | \$62,509 |
| c. | Total Benefits              | \$11,192 | \$11,461 | \$11,763 | \$12,075 | \$12,396 |
| 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      |

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

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

|    |                        |                 |                 |                 |                 |                 |
|----|------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 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>\$70,087</b> | <b>\$71,239</b> | <b>\$72,438</b> | <b>\$73,660</b> | <b>\$74,905</b> |

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is estimated based on the number of social work courses taught by full-time faculty members, estimated at 80% (.80 FTE) of one faculty member’s annual teaching load.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 3.5% 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 (Canvas) 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 Academic 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.


The College has several programs and clubs for minority students. The Peer-to-Peer Mentorship program for all underrepresented students pairs new students with more seasoned students to assist them in finding academic resources to help them succeed. Underrepresented students are also highly encouraged to attend at least one leadership conference or event each semester. Some of the conferences students have attended in the past include: West Chester University Latinx Communities Conference; Male Students of Color Conference at Montgomery College; Student Leadership Conference; The National Association for the Advancement of Colored People (NAACP) Banquet; Community College Student Advocacy Day in Annapolis; and The Alpha Phi Alpha Fraternity Inc. Scholarship Banquet. The Multicultural Student

Union, a student club at the College, sponsors annual celebrations and values diversity in social, cultural, educational, and volunteer activities.

The Cecil College Library's Diversity & Inclusivity Subject Guide collects resources on topics such as: gender equality, LGBTQ+, people with disabilities, various cultural communities, and inequalities in social services. Resources include articles, websites, videos, etc. that are freely available on the web, as well as resources such as e-books and database articles which are only available to the College Community.

**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.

**APPENDIX A**  
**ARTICULATION AGREEMENTS**

**CECIL COLLEGE  
And  
SALISBURY UNIVERSITY**

**PROGRAM ARTICULATION AGREEMENT**

**Associate Degree  
Arts and Science**

**Baccalaureate Degree  
Social Work**

**2019 through 2023**



# Associate-Baccalaureate Program Articulation Agreement

Between

Cecil College  
and  
Salisbury University

## AGREEMENT

**WHEREAS** Cecil College, and Salisbury University are committed to expanding educational opportunities, and

**WHEREAS** the two institutions are committed to providing a smooth transition for students wishing to earn an associate degree and a baccalaureate degree, and

**WHEREAS** the intent of the two institutions is to avoid duplication of curricula where appropriate within articulated programs of studies, and

**WHEREAS** the two institutions better serve the educational growth of students and the economic development of the community through cooperative educational planning and optimal utilization of community resources,

**BE IT HEREWITH RESOLVED** that this agreement commits the partners to full support of an articulation process between similar academic programs offered by the two institutions.

## PROVISIONS OF THE AGREEMENT

1. This program articulation agreement applies to Cecil College's Associate Degree in Arts and Science and Salisbury University's Baccalaureate Degree Program in Social Work.
2. The institutions agree to follow the joint program curriculum and course by course articulation delineated in this document.
3. Both educational institutions will cooperate toward developing, disseminating, and presenting the articulated program information to students.
4. Graduates of the Cecil College program who have completed the Associate of Arts in Social Work degree with a cumulative grade point average of 2.0 or higher will automatically be granted admission to Salisbury University as a social work major. However, in compliance with the Council on Social Work Education's accreditation requirements, a student's admission to the social work professional program is a separate process which occurs during the fall of the student's junior year and requires a 2.5 grade point average. **Only matriculated Salisbury University students in good academic standing can be considered for program acceptance.** Specific information regarding requirements for the program can be found in the Social Work Undergraduate Student Handbook which will be made available to Cecil College advisors.
5. All articulated course credits earned with a C or better will be accepted for transfer according to the program matrix.
6. Students intending to transfer should complete the admissions application for Salisbury University following the third semester of their associate degree program.
7. Students are subject to all the policies and procedures of both institutions.
8. Students are subject to all specific policies pertaining to students admitted to the Baccalaureate Degree Program in Social Work.
9. This articulation agreement is based on the present curricula contained in this document and it is effective for a five-year period from 2019 to 2023.
10. Both institutions at any time may initiate changes to this articulation agreement. Both institutions reserve the right to modify the programs as deemed necessary and agree to inform the appropriate individuals of said changes. Salisbury University will honor the articulation agreement for students transferring to Salisbury University by Fall, 2023.

| General Education Requirements      |   |           | Transferring to Salisbury University |  |           |
|-------------------------------------|---|-----------|--------------------------------------|--|-----------|
| BIO 101 and 111                     | General Biology [S] and General Biology Lab   | 4         | BIOL 101                             | Fundamentals of Biology                                      | 4         |
| BIO 123 or 203                      | Foundations of Nutrition [S] or Nutrition   | 3         | BIOL 217                             | Nutrition  | 3         |
| EGL 101                             | College Composition [E]   | 3         | ENGL 103                             | Composition and Research                                     | 3         |
| EGL 102                             | Composition and Literature [H]  | 3         | GENE LIT                             | Literature (GED)   | 3         |
| HST 101                             | Western Civilization I [H]  | 3         | HIST 101                             | World Civilizations I  | 3         |
| MAT 127                             | Introduction to Statistics [M]  | 4         | MATH 155                             | Modern Statistics with Computer Analysis*                    | 4         |
| PSY 101                             | Introduction to Psychology [SS]   | 3         | PSYC 101                             | General Psychology*  | 3         |
| SCI                                 | Science Elective with Lab [SL]  | 4         | GENE SCL                             | Lab Science (GED)  | 4         |
| SOC 101                             | Introduction to Sociology [SS]  | 3         | SOCI 101                             | Introduction to Sociology*                                   | 3         |
| PHI 201 or HCD 270                  | Ethics - Contemporary Moral Issues [H] or Ethical Issues in Healthcare  | 3         | PHIL 203 or GENE HUM                 | Ethics or Humanities (GED)                                   | 3         |
| <b>Program Requirements</b>         |   |           |                                      |  |           |
| ELECT                               | Elective  | 1         | ELEC 100                             | General Elective   | 1         |
| HEA 140 or COU 104                  | Alcoholism and Drug Addiction or Medical Aspects of Chemical Dependency   | 3         | HLTH ELE                             | Health Elective  | 3         |
| SOC 102                             | Social Problems [SS]  | 3         | SOCI 201                             | Social Problems*   | 3         |
| SOC 103                             | Marriage and the Family [SS]  | 3         | SOCI 220                             | The Family   | 3         |
| SPH 121 or 141                      | Interpersonal Communications [H] or Public Speaking [H]   | 3         | CMAT 205 or 100                      | Interpersonal Communication or Fundamentals of Communication | 3         |
| SWK 200                             | Introduction to Social Work [SS]  | 3         | SOWK 200                             | Introduction to the Social Work Profession*                  | 3         |
| SWK 201                             | Social Welfare Policy Research and Field Experience   | 3         | SOWK ELE                             | Social Work Elective   | 3         |
| SWK 202                             | Elder Care Experiential Lab   | 2         | SOWK ELE                             | Social Work Elective   | 2         |
| SWK 203                             | Substance Abuse Experiential Lab  | 3         | SOWK ELE                             | Social Work Elective   | 3         |
| SWK 204                             | Basic Interviewing Skills   | 3         | SOWK INT                             | Basic Interviewing: Skills and Techniques                    | 3         |
| HST 102                             | Western Civilization II [H]   | 3         | HIST 102                             | World Civilizations II                                       | 3         |
| ANT 101                             | Cultural Anthropology [SS]  | 3         | ANTH 100                             | Cultural Anthropology & Linguistics*                         | 3         |
| EGL 203, 204, 205, 206, 209, or 210 | British Lit. to 18th century, British Lit. 18th century to Present, American Lit. to 1865, American Lit. 1865 to Present, Introduction to African-American Literature or Topics in World Literature [H] | 3         | ENGL LIT                             | English Literature Elective                                  | 3         |
| ELECT                               | Elective  | 1         | ELEC 100                             | General Elective   | 1         |
| <b>Total Semester Hours:</b>        |   | <b>70</b> | <b>Total Transfer Credits:</b>       |  | <b>70</b> |

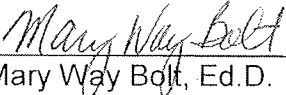
\* denotes Social Work pre requisite - "C" or above

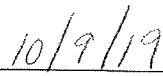
Summary: 70 hours transferred  
50 hours needed in SU core social work courses  
FTWL 106 Lifelong Fitness & Wellness needed to complete BASW degree  
\*Students must receive a "C" or better in SWK 204 to receive SU credit for Basic Interviewing: Skills and Techniques


**APPROVAL**

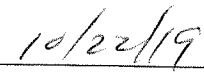
This program articulation agreement is between Cecil College's Associate of Arts in Social Work and Salisbury University's Bachelor of Arts Degree in Social Work.

Approval is granted for a five-year term from 2019 through 2023 according to the terms of this agreement by:

  
\_\_\_\_\_  
Mary Way Bolt, Ed.D.  
President  
Cecil College

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Karen L. Olmstead, Ph.D.  
Provost and Senior Vice President  
of Academic Affairs  
Salisbury University

  
\_\_\_\_\_  
Date