



CECIL COLLEGE

June 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 a new area of concentration in an associate degree offered by Cecil College.

Proposed Program

**AAS Skilled Trades
Transportation Concentration**

**Proposed
HEGIS Code
4999.00**

**Proposed
CIP Code
52.2001**

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.

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	
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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 (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
NEW CONCENTRATION PROPOSAL
AAS SKILLED TRADES, TRANSPORTATION CONCENTRATION
PROPOSED HEGIS 4999.00 CIP 52.2001**

A. Centrality to institutional mission statement and planning priorities:

Description of program. The Skilled Trades, Associate of Applied Science (AAS) degree program offers students the opportunity to gain specialized skills and knowledge in Transportation and Construction. This comprehensive program is designed to prepare students for a successful career in skilled trades, equipping them with the practical skills and theoretical knowledge necessary to excel in their chosen concentration. Students can choose from two significant concentrations, Transportation or Construction, with multiple sub-concentration options within each category.

How program relates to institution's approved mission. 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.

How the program supports the institution's strategic goals. Cecil College's 2021-2025 Strategic Plan includes four priorities: advance student access, equity, and success; enhance academic excellence; optimize workforce development; and expand community partnerships and engagement. This program supports the priority of enhancing academic excellence by maintaining high standards in credit and non-credit instructional programs while ensuring currency in career and transfer programs that allow students to explore, define, and achieve their goals.

Affirm the program is an institutional priority. The College is committed to administrative, financial, and technical support for this program and to continuing this program to allow enrolled students to complete it.

How the proposed program will be adequately funded for at least the first five years of program implementation. The program will be funded by tuition and fees revenue. More detail is provided in section L below.

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

Need for the advancement and evolution of knowledge. This program will advance students who currently hold credentials in transportation or construction fields and who desire to advance their careers, transitioning from labor roles into supervisory roles. Through this program they will acquire practical skills and theoretical knowledge to excel in these roles.

Societal needs. The AAS in Skilled Trades expands opportunities and choices for individuals in labor positions who wish to change and/or advance careers within their field of expertise.

Need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs. Undergraduate programs in business administration or construction management are offered at University of Maryland Eastern Shore, Morgan State University, and Bowie State University. Because Cecil's AAS program in Skilled Trades may lead to transfer to a bachelor's degree program, graduates could choose to attend either of these institutions.

Consistency with the Maryland State Plan for Postsecondary Education. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 1 (Student Access) and specifically, priority 1 (affordability of postsecondary education in Maryland) of the 2022 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. 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 Business or Construction Management programs with the cost of attending Cecil College.

Institution	Rate	Cost per credit 2023-24	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	\$130	\$7,800	-
Morgan State University	In-state	\$255	\$15,300	\$7,500
Bowie State University	In-state	\$263	\$15,780	\$7,980
Frostburg State University	In-state	\$298	\$17,880	\$10,080
Towson University	In-state	\$322	\$19,320	\$11,520
University of Maryland College Park		\$412	\$24,720	\$16,920

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

Potential industries, employment opportunities, and expected level of entry for graduates. A Skilled Trades degree prepares students for supervisory positions in technical trades industries, such as First-Line Supervisors of Construction Trades and Extraction Workers, and First-Line Supervisors of Mechanics, Installers, and Repairers. Because the College serves a rural county, staff frequently consult with local industries to determine the education levels they prefer for their staff. Lightcast, a labor market forecasting company, indicates that these first-line supervisory positions require a high school diploma or equivalent for entry level graduates; local employers have stated that they prefer that their supervisors and managers have at least an associate degree. This degree will also prepare students for positions as Construction Managers; according to Lightcast, these positions typically require a Bachelor's degree. Students pursuing Construction Management positions will need to continue their education through transfer to a four-year institution.

Market demand and availability of openings, showing quantifiable and reliable data on educational and training needs and the anticipated number of vacancies expected over the next five years.

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.¹

Field	2020-2030 Percent Change in openings in Maryland
First-Line Supervisors of Construction Trades and Extraction Workers	+8.1%
Construction Managers	+14.4%

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

First-Line Supervisors of Mechanics, Installers, and Repairers	+9.3%
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These data show that these fields are in demand in Maryland. Therefore, it is likely that graduates will be able to obtain employment in their chosen field.

Current and projected supply of prospective graduates. The College anticipates that students for the Skilled Trades degree program. Transportation concentration, will be recruited from graduates of the College’s non-credit Automotive Repair, Diesel Technology, Marine Service Technology, and Truck Driver Training (CDL A) programs. In addition, the College will continue its marketing outreach to the surrounding area to reach adult students who have been in the workforce.

D. Reasonableness of program duplication:

A review of MHEC’s Program Inventory shows that there are several similar Associate degree programs in Maryland.

Institution	Field	Degree
Anne Arundel Community College	Skilled Profession Trades Management (Statewide)	Associate
Baltimore City Community College	Construction Supervision	Associate
Community College of Baltimore County	Construction Management	Associate
Frederick Community College	Construction Management and Supervision	Associate
Howard Community College	Skilled Building Trades Construction Management	Associate Associate
Montgomery College	Building Trades	Associate
Prince George’s Community College	Building Trades Construction Management	Associate Associate

Similarities and differences between the proposed program and the programs listed above. Cecil College’s unique Skilled Trades program is based on a credential assessment for prior non-credit work completed. Once those credentials have been earned and assessed, the student would complete other business-focused program requirements in addition to general education requirements. The programs at Anne Arundel Community College, Baltimore City Community College, Community College of Baltimore County, Frederick Community College, the Construction Management program at Howard Community College, and the Construction Management program at Prince George’s Community College provide construction management courses and some business courses in addition to general education courses. The programs at Montgomery College and the Building Trades program Prince George’s Community College provide opportunities for students to take skilled trades courses and general education courses. Howard Community College’s Skilled Building Trades program is designed to include credential assessment (6 credits), program requirements in engineering, construction management and business ethics, and general education requirements. None of programs at other institutions provide credential assessment for Transportation fields.

Justification for the proposed program. Because these programs are located more than 50 miles from Cecil College's campus, offering this program at Cecil College will allow students in Cecil County a more accessible and affordable option to study nearby their residence.

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 business administration or construction management are offered at University of Maryland Eastern Shore, Morgan State University, and Bowie State University. Because Cecil's AAS program in Skilled Trades 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:

How the proposed program was established. 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 by Amanda Pringle, Workforce Development Coordinator and Dr. Miles Dean, Dean of Continuing Education and Workforce Development.

Faculty who will oversee the program. Candace Vogelsong, Chair of the Business Department, will oversee this program.

Student learning outcomes. Upon successful completion of this program, students will be able to:

- ensure safety and regulatory compliance and demonstrate the use of protocols and regulations pertinent to their chosen trade, whether in transportation or construction.
- exhibit technical prowess, applying knowledge and skills to diagnose, troubleshoot, and repair mechanical and electrical components within transportation or construction systems.
- conduct thorough inspections and maintenance, identifying issues and ensuring the reliability and functionality of vehicles, equipment, and systems.
- proficiently utilize precision measuring tools, guaranteeing accuracy in maintenance and repair tasks within transportation or construction contexts.
- communicate effectively and collaborate with peers, clients, and stakeholders, facilitating efficient operation and maintenance of transportation or construction systems.
- demonstrate critical thinking and problem-solving abilities, tackling operational and maintenance challenges in transportation or construction contexts.
- uphold ethical practices and environmental regulations, fostering sustainability and social responsibility within their respective industries.

Assessment of student achievement. 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 learning achievement of learning outcomes is documented through department annual reports that are submitted to the Dean and the Associate Dean of Academic Assessment and Development.

Program requirements. The proposed Skilled Trades AAS degree requires the following courses:

Program requirements. The proposed Skilled Trades AAS degree requires the following courses:

Course Code	Courses (40 Credits)	Credits
ACC 101	Accounting 1	3
BUS 103	Introduction to Business	3
BUS 216	Organizational Leadership	3
ELECT	Select 3 of the following BUS 190 Introduction to Entrepreneurship BUS 187 Business Ethics BUS 131 Principles of Management BUS 207 Introduction to Public Relations CIS 101 Introduction to Computer Concepts (I) TRL 101 Introduction to Logistics TRL 107 Supply Chain Management PHE 111 Introduction to CADD PHI 110 Introduction to Ethics VCP 107 Aerial Imaging: Drones for Visual Communication	9
	Skilled Trades Credential Assessment for Construction concentration*	22

* Transportation Concentration (22 Credits Through Credential Assessment)

Students must complete two of the four areas below and provide certification to receive 22 credits through credential assessment.

- **Automotive Repair:**
 - Engine Repair – ASE Certification A1
 - Suspension & Steering – ASE Certification A4
 - Brakes – ASE Certification A5
 - Electrical/Electronic Systems – ASE Certification A6
 - Engine Performance – ASE Certification A8
- **Diesel Technology** (complete all 5 Diesel Technology modules)
 - Diesel Engines – ASE Certification T2
 - Electrical/Electronic Systems – ASE Certification T6
 - Preventive Maintenance Inspection – ASE Certification T8
- **Marine Service Technology:**
 - Marine Technician Certification – ABYC

- **CDL A:**
 - CDL (Commercial Driver License) – A License

COURSE DESCRIPTIONS

ACC 101 Accounting I introduces the concepts and practices used in financial accounting. Topics studied include the use of journals and ledgers as well as the preparation of financial statements. Additional topics studies include cash, accounts and notes receivable, merchandise inventory, depreciation, current liabilities, and principles. Procedures for maintaining the records for service and merchandise firms are emphasized. Credits: 3

Automotive Engine Repair (ASE A1) This course is designed to provide students with an introduction to automotive engine repair. Topics include general engine diagnosis, cylinder head and valve train diagnosis and repair, lubrication and cooling systems diagnosis and repair, fuel, electrical, ignition and exhaust systems inspection and service. (Non-credit course.)

Automotive Suspension and Steering (ASE A4) This course is designed to provide students with an introduction to the automotive suspension and steering systems. Topics include steering systems, suspension systems, wheel alignment diagnosis, adjustment and repair, and wheel and tire diagnosis and service. (Non-credit course.)

Automotive Brake Systems (ASE A5) This course is designed to provide students with an introduction to the automotive brake systems. With the numerous types of brake systems in today's vehicles, training is needed to be able to maintain and repair these systems. Topics include hydraulic systems, drum brakes, disc brakes, power assist units, electronic brake control systems, ABS, and TCS diagnosis and repair. (Non-credit course.)

Automotive Electrical Systems (ASE A6) This course is designed to provide students with an introduction to the automotive electrical systems. Basic shop equipment will be discussed, as well as electrical/electronic systems. Topics include battery diagnosis and service, starting system, charging system, lighting system, gauges, warning devices, horn, wiper/washer, and accessory diagnosis and repair. (Non-credit course.)

Automotive Engine Performance (ASE A8) This course is designed to provide students with more in-depth training on automotive engines. Topics include general engine diagnosis, diagnosis and repair of ignition, fuel, air induction, exhaust, emissions control, and electrical systems. (Non-credit course.)

BUS 103 Introduction to Business provides an overview of the major functional areas of business and our economic systems. Organizational areas include business systems, management, human resources, marketing, production, and operations and information. Blended throughout the course are business-world trends of the growth of international business, the significance of small business, the continuing growth of the service sector, the need to manage information and communication technology and the role of ethics and social responsibility. This course should be taken early in the student's program. Credits: 3

BUS 131 Principles of Management introduces the various principles and theories associated with management. Ethical and practical considerations are integrated through the use of lectures and the studying of management cases. Credits: 3

BUS 187 Business Ethics focuses on an examination of typical ethical dilemmas encountered in the business environment. Ethical theories and principles are studied as a foundation for resolving ethical challenges. Through selected readings and classic and contemporary case studies, students will develop

skills to identify pertinent aspects of various ethical dilemmas, identify stakeholders, apply a model for decision making, and evaluate the consequences of actions or inaction. Credits: 3 Prerequisite(s): EGL 101

BUS 190 Introduction to Entrepreneurship introduces students to the process of creating, identifying, evaluating and financing an entrepreneurial venture. Students gain insight into the characteristics, attitudes, habits, and behaviors of successful entrepreneurs. Students learn to craft an idea, good or service into a marketable product. Credits: 3

BUS 207 Introduction to Public Relations introduces the student to the study of public relations, a distinctive management function which establishes and maintains mutual lines of communication between an organization and its public. Credits: 3 Prerequisite(s): EGL 093

BUS 216 Organizational Leadership is a study of the characteristics and traits constituting effective leadership and its impact on organizations. Students will review the history of leadership, the various theories of leadership, and topics on organizational behavior, personality, and attitudes related to work. Additional topics studied include work motivation, interpersonal communication, use of teams and groups in organizations, and group dynamics. Also included is a review and discussion of past and current writings of various leaders. Credits: 3

CDL A Commercial Driver License In this eight-week program, students will learn to drive a tractor trailer using classroom and practical instruction. (Non-credit program.)

CIS 101 Introduction to Computer Concepts is a non-technical course covering the use of word processing, spreadsheets, databases, and presentation software. Emphasis is placed on computer literacy and the use of personal computers. Students with limited keyboarding skills should take CIS 105, Keyboarding, at the same time, or prior to, enrolling in this course. Credits: 3

Diesel Module I This course is the first of five modules in the Diesel Technology program designed to prepare students to inspect, repair and service diesel engines. Topics include shop safety, tools, and an introduction to diesel engines. (Non-credit course.)

Diesel Module II This course is the second of five modules in the Diesel Technology program. A continuation of diesel engines and systems will be covered in this module. (Non-credit course.)

Diesel Module III This course is the third of five modules in the Diesel Technology program and topics include cooling systems, intake and exhaust components, and fuel systems. (Non-credit course.)

Diesel Module IV This course is the fourth of five modules in the Diesel Technology program and topics include fuel injection fundamentals, basic electricity and basic electronic engine controls. (Non-credit course.)

Diesel Module V This course is the fifth and final module in the Diesel Technology program and topics include engine reassembly and preventative maintenance. (Non-credit course.)

The Marine Service Technician program will provide students with an introduction to the marine service industry. Using curriculum from American Boat & Yacht Council, students will learn the fundamentals of marine engines, outboard and inboard maintenance, marine electrical systems, boat safety, industry standards and more. Upon completion of the program, students can earn their Marine Service Technician Certificate. (Non-credit program.)

PHE 111 Introduction to CADD is to enable students to create a basic 2D drawing in AutoCAD. Upon completion of the course, the student will be able to create and edit a simple AutoCAD drawing. This course will help the student understand the AutoCAD user interface and workspace, use basic drawing,

editing and viewing tools, organize a drawing using layers, understand and insert blocks (symbols), prepare a layout to be plotted, and add text, hatching and dimensions. Credits: 3

PHI 110 Introduction to Ethics (H) introduces students to major theories and contemporary work in moral philosophy. Students will critically examine various ethical perspectives and use these perspectives to discuss ethical decision making related to contemporary moral issues. Credits: 3

TRL 101 Introduction to Logistics will introduce students to the planning and management of material flows and related information in both public and private sector organizations. This course provides a general overview of the functional areas of supply, maintenance, transportation, and services at each of the tactical, operational, and strategic levels. Credits: 3

TRL 107 Supply Chain Management will introduce students to a total systems approach to managing activities involved in physically moving raw materials, inventory and finished goods from the point of origin to point of use or consumption. Topics include product development, manufacturing flow management, procurement, distribution networks, distribution strategies, performance measurement, customer relationship management, customer service management, demand management, order fulfillment, supplier relationship management, and returns management. Credits: 3 Prerequisite(s): TRL 101

VCP 107 Aerial Imaging: Drones for Visual Communication introduces the fundamentals of flight through small Unmanned Aerial Systems (sUAS) for photography and video production. The course prepares students for FAA compliant flying with hands-on sUAS practice and course content. Students will apply professional aviation processes to create still and video-based media using rotary-wing, remote-controlled platforms provided during class. Essential photography and video editing topics will be addressed, in addition to sUAS operations such as mission planning, airspace, weather, and regulations. The course provides a starting point for using drones in a variety of workforce opportunities and prepares students for the Part-107 remote pilot airman certificate. Credits: 4

General education requirements. In addition, all Skilled Trades students take the following General Education requirements:

General Education Requirements (20 credits)		General Education Code	Credits
COM 101 or HUM 101 or SPH 141	Introduction to Communication Studies OR Introduction to Critical Inquiry OR Public Speaking	H	3
ECO 221 or PSY 101 or SOC 101	Economics – Micro OR Introduction to Psychology OR Introduction to Sociology	SS	3
EGL 101	College Composition	E	3
MAT	Math Elective	M	4
SCI	Science Elective with lab	S/SL	4
ELECT	Select one: CSC 105 Geographic Information System ENV 106 Introduction to Environmental Science ECO 222 Economics – Macro PHI 101 Introduction to Philosophy	I S SS H	3

COURSE DESCRIPTIONS

COM 101 Introduction to Communication Studies is a foundation for theories of communication focusing specifically on relational, group, public, and cultural communication contexts. Students will practice written and oral communication skills as informed by communication theory. Credits: 3
Corequisite(s): EGL 101

CSC 105 Geographic Information System (I) will provide an introduction to the principles and applications of Geographic Information Systems (GIS) technology. It examines the accuracy and applications of geographic information, while emphasizing how it can be used to enhance the decision-making processes of many disciplines such as transportation and logistics, business, biology, physics, and government and planning. There will be hands-on projects that will focus on real-world problems. Credits: 3 Prerequisite(s) and Corequisite(s): CSC 104 or CSC 109

ECO 221 Economics-Micro is the study of economic behavior of individual households and firms and the determination of the market prices of individual goods and services. The basics of demand, supply, elasticity, price theory, and factor markets is stressed and students are shown how to graph and explain basic economic relationships. Credits: 3 Prerequisite(s): MAT 092 or MAT 097

ECO 222 Economics-Macro is the study of large-scale economic phenomena. Emphasis is placed on the impact of government, inflation, unemployment, and fiscal and monetary policies. International trade and currency considerations as comparative economic systems are included. Credits: 3 Prerequisite(s): MAT 092 or MAT 097

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.

ENV 106 Introduction to Environmental Science (I), (S) is an introduction to major changes in the local, regional and global environment and to the use of the scientific process in protecting and restoring the environment. This course includes such topics as climate change, groundwater contamination, and the reduction of the human carbon footprint. Credits: 3 Corequisite(s): EGL 101, ENV 116, MAT 093 or MAT 095 or MAT 097

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

PHI 101 Introduction to Philosophy introduces students to traditional philosophical problems. The course objectives are to learn to think critically about philosophical topics and to apply basic philosophical concepts to everyday life. Credits: 3 Prerequisite(s): EGL 093

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

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

Specialized accreditation of graduate certification requirements for this program and its students. Not applicable.

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

Providing information to students. 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.

Accuracy in advertising. 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.

H. Adequacy of articulation

Cecil College is exploring opportunities to develop articulation agreements for this program with four-year institutions.

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

Narrative demonstrating quality of program faculty. Cecil College faculty hold a degree commensurate with the level of the proposed program. All full-time faculty hold at least a Masters degree, including graduate level work in the field in which they provide instruction. Part-time faculty possess the same or equivalent qualifications. Details on credentials for faculty who teach courses in this program are provided in the table below.

Faculty Member	Credentials	Status	Courses Taught
Susan Bernadzikowski, Professor of English	M.A. Ohio State University (English Literature)	Full-time	HUM 101 Introduction to Critical Inquiry
Jennifer Casper, Associate Professor of Sociology	Ph.D. University of Missouri – Columbia (Sociology)	Full-time	SOC 101 Introduction to Sociology
Adele Foltz, Associate Professor of Business	M.B.A. Wesley College (Business)	Full-time	ACC 101 Accounting I
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 College Composition
Adam Jacono, Assistant Professor of Art	M.F.A. East Carolina University (Photography)	Full-time	VCP 107 Aerial Imaging: Drones for Visual Communication
Thomas Keller, Professor of Environmental Science	Ed.D. Johns Hopkins University (Mind, Brain, and Teaching)	Full-time	ENV 106 Introduction to Environmental Science
Mark Krysiak, Lecturer in Business	M.B.A. University of Baltimore (Business)	Full-time	BUS 131 Principles of Management BUS 187 Business Ethics TRL 101 Introduction to Logistics TRL 107 Supply Chain Management
Carlos Lampkin, Assistant Professor of Business	M.B.A. Wilmington University (Business)	Full-time	CIS 101 Introduction to Computer Concepts ECO 221 Economics – Micro ECO 222 Economics - Macro
Jennifer Levi, Professor of English	Ph.D. University of Delaware (English)	Full-time	SPH 141 Public Speaking
Meredith Lutz Stehl, Professor of Psychology	Ph.D. Drexel University (Clinical Psychology)	Full-time	PSY 101 Introduction to Psychology
John Murphy, Professor of Engineering	Ph.D. University of Texas, Dallas (Materials Science and Engineering)	Full-time	PHE 111 Introduction to CADD
David Shirling	Certified examiner for Federal CDL test	Full-time	CDL A Commercial Driver’s License program
Candace Vogelsong, Associate Professor of Business	M.B.A. Wilmington College (Business)	Full-time	BUS 103 Introduction to Business BUS 207 Introduction to Public Relations BUS 216 Organizational Leadership
Stephen Beck	M.A. Towson University	Part-time	CSC 105 Geographic Information System

Faculty Member	Credentials	Status	Courses Taught
	(Geography and Environmental Planning)		
David Carter	M.S. University of Maryland (Information Technology)	Part-time	BUS 190 Introduction to Entrepreneurship
Arlen Crabb	ASE Master Certified; ASE Maintenance and Light Repair Technician Certified; ASE Advanced Level Specialist Certified	Part-time	Engine Repair – ASE Certification A1 Suspension & Steering – ASE Certification A4 Brakes – ASE Certification A5 Electrical/Electronic Systems – ASE Certification A6 Engine Performance – ASE Certification A8
Colleen Flewelling	Ph.D. Duquesne University (Philosophy)	Part-time	PHI 101 Introduction to Philosophy PHI 110 Introduction to Ethics
Lauren Leighton	M.A. Hofstra University (Industrial organizational Psychology)	Part-time	COM 101 Introduction to Communication Studies
William Securro	Master Medium/Heavy Truck Technician Advanced Level Specialist L1 Universal Refrigerant Certification Certified EPA section 609	Part-time	Diesel Module I Diesel Module II Diesel Module III Diesel Module IV Diesel Module V
William Weyant	NASBLA Certified Thermal Imaging Certified USCG Licensed 100 ton	Part-time	Marine Service Technician program

Ongoing pedagogy training for faculty. 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. These trainings include sessions on how to effectively use the College’s learning management system, Canvas. 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 Associate of Applied Science in Skilled Trades: EBSCO Academic Search Complete, ProQuest Central, ProQuest Accounting, Tax, & Banking Collection, ProQuest Arts & Humanities, ProQuest Business Market Research Collection, EBSCO Business Source Premier, ProQuest Career & Technical Education, ProQuest Psychology, ProQuest Science, ProQuest Social Science, ProQuest Sociology, ProQuest Telecommunications, EBSCO Regional Business News, and ProQuest U.S. Newsstream.

CCVM Library offers both a 21,000-volume physical book collection, and 254,000 volume online eBook collection for student use with texts directly related to courses required for the Associate of Applied Science in Skilled Trades, 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)

Physical facilities, infrastructure and instruction equipment. 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, Canvas, 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.

Access to email and a learning management system. The College-wide course management system, Canvas, provides on-line learning to supplement courses. All students and faculty are provided with College email addresses.

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)	\$2,700	\$5,560	\$10,725	\$11,025	\$14,155
a.	Number of F/T students	0	0	1	1	1
b.	Annualized Tuition/Fee Rate ²	\$4,725	\$4,865	\$5,005	\$5,145	\$5,215
c.	Total F/T Revenue (a x b)	\$0	\$0	\$5,005	\$5,145	\$5,215
d.	Number of P/T students	1	2	2	2	3
e.	Credit Hour Rate	\$135	\$139	\$143	\$147	\$149
f.	Annualized Credit Hour Rate ³	\$2,700	\$2,780	\$2,860	\$2,940	\$2,980
g.	Total P/T Revenue (d x e x f)	\$2,700	\$5,560	\$5,720	\$5,880	\$8,940
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources (fees)	\$625	\$1,160	\$2,175	\$2,175	\$2,755
	Total (add 1-4)	\$3,325	\$6,720	\$12,900	\$13,200	\$16,910

Cecil College expects that this program will enroll one student in the first year, with subsequent moderate growth. Based on enrollment trends at the College from the past several years, we expect that approximately 60 to 70 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.

² Assumes Cecil County resident taking 35 credits per year.

³ Assumes Cecil County resident taking 20 credits per year.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$1,870	\$1,906	\$1,944	\$1,983	\$2,023
a.	# FTE	.015	.015	.015	.015	.015
b.	Total Salary	\$1,218	\$1,237	\$1,255	\$1,274	\$1,293
c.	Total Benefits	\$651	\$669	\$689	\$709	\$730
2.	Admin. Staff (b + c below)	\$1,451	\$1,477	\$1,502	\$1,578	\$1,554
a.	#FTE	.02	.02	.02	.02	.02
b.	Total Salary	\$1,152	\$1,169	\$1,187	\$1,205	\$1,223
c.	Total Benefits	\$299	\$308	\$315	\$323	\$331
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)	\$3,321	\$3,383	\$3,446	\$3,511	\$3,578

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 department chair load for this program (.015 FTE). Administrative FTE is estimated based on support that workforce development staff will provide for this program (.02 FTE total).

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).

Procedures for evaluating courses, faculty, and student learning outcomes. 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.

Evaluating the program's educational effectiveness: Student learning outcomes. 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.

Evaluating the program's educational effectiveness: Student retention rates. Student retention rates are regularly monitored by the division dean.

Evaluating the program's educational effectiveness: Student and faculty satisfaction. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years. Student satisfaction is measured through an annual Graduate Exit survey.

Evaluating the program's educational effectiveness: Cost-effectiveness. The cost-effectiveness of this program is regularly monitored by the division dean and the vice president of academic programs.

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).

Affirmation and evidence that the institution is eligible to provide Distance Education. On October 26, 2018, the Maryland Higher Education Commission informed Cecil College that our application to provide

distance education offerings in the State of Maryland had been approved. The Middle States Commission on Higher Education has approved Cecil College's request to offer programs by distance education in 2012.

Assurance that institution complies with C-RAC guidelines. Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.