

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

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

Cecil College

Institution Submitting Proposal

Spring 2017

Projected Implementation Date

Associate of Arts

Award to be Offered

General Studies with Areas of Concentration in  
English, General Studies, History, Philosophy and  
Sociology

Title of Proposed Program

4950.01

Suggested HEGIS Code

44.0701

Suggested CIP Code

Social Sciences

Dept. of Proposed Program

Jack Cohen M.Div.

Name of Department Head

Rebecca Walker

Contact Name

rwalker@cecil.edu

Contact E-Mail Address

443-674-1948

Contact Phone Number

Mary Way Bolt  
Signature and Date

10/20/16

President/Chief Executive Approval

October 19, 2015

Date Endorsed/Approved by Governing Board

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

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

The General Studies Program is designed for students who want maximum flexibility in their choice of courses. The program provides a core foundation in the humanities, mathematics, computer science, science, and social sciences. Beyond meeting general education state requirements, the program offers students numerous selections for areas of concentration as well as the opportunity to design, in cooperation with an academic advisor, a series of courses for exploring career opportunities, achieving personal goals, or meeting transfer requirements.

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

**General Studies  
Associate of Arts**

	<i>General Education and Program Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
ARTS/HUM	Arts and Humanities Electives <sup>1</sup>	H	6
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
HST	History Elective	H	3
MAT	Math Elective	M	3
SCI	Science Electives [One with Lab] <sup>2</sup>	S/SL	7
SOC SCI	Social Science Electives <sup>3</sup>	SS	6
CIS 101	Introduction to Computer Concepts	I	3
ELECT	Electives		2
HEA	Health Elective		3
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking	H	3
<b><i>Subtotal General Education &amp; Program Requirements: 42</i></b>			
	<b><i>General Studies Concentration (Courses Selected in Consultation with Advisor)</i></b>		18
	<b><i>English Concentration Requirements (18 credits)</i></b>	<b><i>General Education Code</i></b>	<b><i>Credits</i></b>
EGL 203	British Lit. to 18 <sup>th</sup> c.	H	3
EGL 204	British Lit. 18 <sup>th</sup> c. to Present	H	3

EGL 205	American Lit. to 1865	H	3
EGL 206	American Lit 1865 to Present	H	3
EGL 210	Topics in World Literature	H	3
EGL 209 or EGL 213 or EGL 214 or EGL 215 or EGL 260	African-American Literature Introduction to Film Introduction to Journalism Introduction to Creative Writing Children's Literature	H	3
	<b>History Concentration Requirements (Select 18 Credits)</b>	<b>General Education Code</b>	<b>Credits</b>
ANT 101	Cultural Anthropology	SS	3
HST 101	Western Civilization I	H	3
HST 102	Western Civilization II	H	3
HST 110	World History I	H	3
HST 111	World History II	H	3
HST 201	United States History I	H	3
HST 202	United States History II	H	3
HST 251	Introduction to African American Studies		3
HST 298	Western Military History		3
POS 101	Introduction to Political Science	SS	3
	<b>Philosophy Concentration Requirements (Select 18 Credits)</b>	<b>General Education Code</b>	<b>Credits</b>
ANT 101	Cultural Anthropology	SS	3
CRJ 101	Introduction to the Criminal Justice System		3
HST 110	World History I	H	3
HST 111	World History II	H	3
PHI 101	Introduction to Philosophy	H	3
PHI 201	Ethics – Contemporary Moral Issues	H	3
PHI 205	Philosophy of Religion	H	3
SOC 101	Introduction to Sociology	SS	3
SOC 102	Social Problems	SS	3
SOC 105	Perspectives in Human Diversity	SS	3
	<b>Sociology Concentration Requirements (Select 18 Credits)</b>	<b>General Education Code</b>	<b>Credits</b>
ANT 101	Cultural Anthropology	SS	3
CRJ 221	Criminology		3
HST 110	World History I	H	3
HST 111	World History II	H	3
PHI 101	Introduction to Philosophy	H	3

PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3
SOC 101	Introduction to Sociology	SS	3
SOC 102	Social Problems	SS	3
SOC 103	Marriage and the Family	SS	3
SOC 105	Perspectives in Human Diversity	SS	3
SPN 101	Introductory Spanish I	H	3
SPN 102	Introductory Spanish II	H	3
SWK 101	Introduction to Social Work	SS	3

*Total Credits Required in Program: 60*

<sup>1</sup> One course must have an ART designation; the other course must be from a discipline other than ART.

<sup>2</sup> One course must have a BIO designation; the other course must have a designation of AST, CHM, ENV, PSC, or PHY. At least one of the courses must include a lab.

<sup>3</sup> Courses must be from two different disciplines.

### **Student Learning Outcomes**

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

- Demonstrate college-level competency in critical and creative thinking skills and problem solving strategies
- Identify, categorize and distinguish among elements of ideas, concepts, theories and/or practical approaches to standard problems
- Identify, categorize, and evaluate multiple information resources
- Demonstrate accurate and effective explanatory writing skills
- Demonstrate the ability to make effective use of writing-related computer technology
- Locate, collect, and organize evidence on research topics
- Apply citation standards for multiple information resources
- Analyze, evaluate, and/or criticize various academic disciplines and/or regional/national/global issues
- Demonstrate effective public speaking skills and an ability to evaluate their own public speaking skills
- Demonstrate an understanding of mathematical principles and methods
- Demonstrate the ability to perform accurate calculations and symbolic operations
- Demonstrate the ability to determine or calculate the solution to a problem through the use of computer technology
- Demonstrate college-level competency in computer literacy and in the ability to work productively with information technology
- Demonstrate an awareness of ethical behavior
- Demonstrate an understanding of cultural diversity
- Demonstrate an understanding of, and appreciation for, artistic expression
- Demonstrate an understanding of, and appreciation for, health and wellness issues

- Demonstrate an understanding of, and appreciation for, the physical and social environment

### **Additional Outcomes – Area of Concentration in English**

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

- Analyze texts critically
- Place literary works in their historical and cultural contexts
- Approach texts with knowledge of various disciplines within and outside of the humanities
- Write informatively, analytically, and persuasively
- Conduct research in literature, composition, and related fields
- Effectively integrate source materials as evidence and context
- Use existing and emerging technologies effectively
- Present ideas coherently, in both writing and in speech

### **Additional Outcomes – Area of Concentration in History**

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

- Demonstrate a basic knowledge of the history of the United States, Europe, and one other geographic region (Africa, Asia, or Latin America)
- Demonstrate a detailed knowledge of the history of the specific chronological or thematic areas they choose to study
- Write a historical research paper and support it with historical evidence
- Evaluate historical evidence in a variety of primary and secondary sources
- Assess the significance of events, ideas, or artifacts in their historical context
- Distinguish cause and effect and recognize multiple causalities in history
- Recognize and evaluate different historical interpretations

### **Additional Outcomes – Area of Concentration in Philosophy**

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

- Demonstrate knowledge of major figures in Philosophy
- Demonstrate knowledge of major branches in Philosophy
- Demonstrate knowledge of terminology particular to a branch or tradition within philosophy
- Express philosophical ideas effectively
- Construct philosophical arguments
- Analyze arguments in philosophical discourse
- Identify underlying presuppositions of a philosopher's argumentative discourse
- Raise questions and frame philosophical problems introduced by texts

## **Additional Outcomes – Area of Concentration in Sociology**

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

- Apply scientific methodology to the study of sociology
- Evaluate the quality of quantitative and qualitative research in sociology
- Demonstrate familiarity with the major concepts, theories, and theorists in sociology
- Apply sociological theories and methods to real world situations
- Conceptualize the diversity of today's society and in our past
- Recognize the vastness of human diversity

### **Course Descriptions:**

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

Pre-requisite: EGL 093

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

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

Pre-requisite: EGL 093

**CRJ 221 Criminology** will introduce students to the general theories of crime causation and the impact crime has on society. This course will provide a general survey of the nature and causes of crime and efforts of the criminal justice system to predict, prevent, modify and correct this behavior. 3 credits

Pre-requisite: CRJ 101

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

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

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

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

**EGL 203 British Lit. to 18<sup>th</sup> c. (H)** covers the development of English literature from the Anglo-Saxon period to the 18th century. Through readings, class discussions, and lectures, the student should develop a critical awareness of and an appreciation for English literature and will be given at least one opportunity to express that knowledge in a brief research paper. 3 credits

Pre-requisite: Satisfactory completion of EGL 102

**EGL 204 British Lit. 18<sup>th</sup> c. to Present (H)** covers the development of English literature from the 18th century to the present. Through readings, class discussions, and lectures, the student should develop a critical awareness of and an appreciation for English literature and will be given at least one opportunity to express that knowledge in a brief research paper. 3 credits

Pre-requisite: Satisfactory completion of EGL 102

**EGL 205 American Lit. to 1865 (H)** surveys American literature from its beginnings to the Civil War. Through readings, class discussions, and lectures, the students should discover the ways in which writers projected their sense of the meaning of the developing American experience. Social and intellectual background will receive special emphasis. 3 credits

Pre-requisite: Satisfactory completion of EGL 102

**EGL 206 American Lit. 1865 to Present (H)** covers the development of American literature from the Civil War through the present. Through readings, class discussions, and lectures, the student should discover the ways in which writers projected the meaning of the developing American experience. Social and intellectual background will receive special emphasis. 3 credits

Pre-requisite: EGL 102

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

Pre-requisite: EGL 102

**EGL 210 Topics in World Literature (I)** places Western and non-Western works of literature in dialogue, focusing on a particular theme, time period, or genre. By featuring works of literature from five continents, the course will analyze the ways culture does and does not inform aesthetic decisions and historical interpretations. The class will address questions about how dominant narratives are created, challenged, and revised, as well as address meaningful commonalities in the literature of disparate cultures. 3 credits

Pre-requisite: EGL 102

**EGL 213 Introduction to Film** introduces students to cinematic theory, practice, and criticism. Through readings, class discussions, and lectures, the student should discover the ways in which directors communicate through the art form of film. Special emphasis will be placed on developing “cineliteracy,” the literacy of the cinema. 3 credits

Pre-requisite: EGL 102

**EGL 214 Introduction to Journalism** introduces students to the basics of reporting and news writing. Students will learn about researching articles, reporting, and conducting interviews, then use those skills to write several articles. Students learn the history of news coverage, news judgment, the importance of the First Amendment, and basic libel law. The course emphasizes the reporting and writing skills necessary for newswriting work. 3 credits

Pre-requisite: EGL 101

**EGL 215 Introduction to Creative Writing (H)** introduces students to the techniques and practice of writing and reading the genres of poetry, fiction, and literary nonfiction with the goal of understanding the creative process of writers, the state of contemporary culture as seen in current literature, and the students’ own writing process, passions, and limitations. 3 credits

Pre-requisite: EGL 101

**EGL 260 Children’s Literature** provides opportunities to select, read, evaluate, and utilize a wide variety of children’s literature from preschool through middle school. It is expected that students become familiar with various authors, poets, and illustrators of these books as well as explore the role of children’s literature across the curriculum. Resources that support the use of children’s literature will also be explored. 3 credits

Pre-requisite: EGL 102

**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. 3 credits

Co-requisite: EGL 101

**HST 102 Western Civilization II (H)** covers the development of Western Civilization from the early 18<sup>th</sup> 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. 3 credits

Co-requisite: EGL 101

**HST 110 World History I (H)** considers the evolution and interaction of world-class civilizations across the Eurasian land mass with consideration also given to Africa and the Western Hemisphere. The variety and common denominators of the human experience are emphasized. 3 credits

Co-requisite: EGL 101



**HST 111 World History II** begins with the Age of Discovery and addresses the unfolding of the Modern Era and the evolution of the global village. The impact of such forces as the Scientific Revolution, democratic revolutions, Industrial Revolution, nationalism, Marxism, colonial independence, the world wars, and technology are explored in a world context. 3 credits  
Co-requisite: EGL 101

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

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

**HST 251 Introduction to African American Studies** is designed to expose students of all races to the rich heritage of the African-American. This survey course will incorporate oral as well as written projects, and will cover almost 400 years of African-American involvement in the making of America. 3 credits  
Co-requisite: EGL 101

**HST 298 Western Military History** stresses change in military operations from the period of Ancient History to the present. Those changes have been influenced by political, social, economic, moral and geographical factors. How these factors have shaped the battles, tools, and outcomes of war will be a major emphasis of this course. 3 credits  
Co-requisite: EGL 101

**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. 3 credits  
Pre-requisite: EGL 093

**PHI 201 Ethics – Contemporary Moral Issues (H)** introduces students to philosophical thinking about morality, moral problems, and moral judgments. 3 credits  
Pre-requisite: EGL 093

**PHI 205 Philosophy of Religion (H)** introduces students to the vast array of religious beliefs and possible explanations for them, the arguments for God's existence and criticisms of those arguments, and the philosophical/psychological foundations of faith. Emphasis is placed on what people believe. 3 credits  
Pre-requisite: EGL 093

**POS 101 Introduction to Political Science** offers an understanding of how our political system works and the role of citizens in the decision making process which is so vital to a strong democracy. The course will review the structure and function of our political system, debate and analyze current political issues, and provide an overview of politics in setting economic, social, and foreign policy. 3 credits

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

**PSY 201 Human Growth and Development** studies the developing person through the lifespan from conception to death. Current research and applications are used to describe and explain physical, cognitive, social, emotional and personality development. The importance of specific environmental contexts in development is emphasized. Some of the major topics explored in the course include: prenatal development, birth, attachment, language development, abuse and neglect, parenting, moral development, gender role development, and problems and challenges of adolescence. 3 credits  
Pre-requisite: PSY 101

**SOC 101 Introduction to Sociology** is the study of human society and social interaction. The course objectives are to understand the basic concepts, origins and theories of sociology; to evaluate the impact of gender and sexual orientation in family life, the workplace and education; to analyze the cultural and social forces which govern human behavior in a diverse society; to describe the positive and negative functions of group conformity; and to apply sociological concepts to everyday life. 3 credits  
Co-requisite: EGL093

**SOC 102 Social Problems (SS)** is a study of the problems faced by today's society to include causes, ramifications to individuals, and how they might be solved. 3 credits  
Pre-requisite: EGL 093

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

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

**SPH 121 Interpersonal Communications** is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what

contributes to effective communicating and what contributes to messages miscommunicated. It also provides students with practice in verbal and listening skills. Students relate communication learning to all areas of life and career skills. Classroom discussions, activities and experiments on a variety of topics are used as a basis for students' growing awareness of perception and skills in communication. 3 credits

Co-requisite: EGL 093

**SPH 141 Public Speaking** is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. 3 credits

Co-requisite: EGL 093

**SPN 101 Introductory Spanish I (H)** is an introduction to the Spanish language. It presents the fundamentals necessary for understanding, speaking, reading and writing basic Spanish. Topics include basic pronunciation and vocabulary, greetings, and other social conventions. Students will also be introduced to Spanish and Latin American culture, history, and geography. 3 credits

**SPN 102 Introductory Spanish II (H)** is the second semester of novice-level Spanish. The course continues the development of listening, speaking, reading, and writing skills begun in SPN 101. Students will build upon basic pronunciation, vocabulary, and comprehension skills. 3 credits

Pre-requisite: SPN 101

**SWK 101 Introduction to Social Work (SS)** 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, and the course requires community service activities. 3 credits

Pre-requisite: EGL 093

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

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

General Studies programs serve as one of the cornerstones of creating well-rounded students, employees, and citizens and instills a plethora of valuable skills, which includes exceptional

writing skills across curriculums, strong general and interpersonal communication skills, detail-oriented research skills, and instrumental critical thinking skills.

General Studies programs also further the goals of access and completion by providing a flexible degree program.

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

In recent years, employers have been placing a higher value on the skills often derived from a General Studies program. The National Association of Colleges and Employer's *Job Outlook 2013* survey found employers rating "Ability to verbally communicate with persons inside and outside the organization" as the number one need in the workplace. In comparison, "[t]echnical knowledge related to the job," that theoretical training and knowledge that often comes from major classes, ranked sixth. In another survey conducted by Metlife, 97% of Fortune 1000 executives feel the "ability to write clearly and persuasively" is "[a]bsolutely essential." Of those same executives, 99% believe that "critical thinking skills" are essential. These figures show a growing trend in employment, namely that employers are focusing more on well-rounded employees with strong written communication, oral communication, and analytic skills rather than traditional field majors.

**E. Reasonableness of program duplication:**

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals that all of the state's community colleges offer an Associate Degree in General Studies, however the programs do not compete with one another since the courses studied are tailored by each individual enrolled in the programs. The areas of concentration will further distinguish Cecil College's program from other programs in the state.

<b>Institution</b>	<b>Program</b>	<b>Degree</b>
Allegany College of Maryland	General Studies Transfer	Associate Degree
Baltimore City Community College	General Studies Transfer	Associate Degree
Carroll Community College	General Studies Transfer	Associate Degree
Cecil College	General Studies Transfer	Associate Degree
College of Southern Maryland	General Studies Transfer	Associate Degree
College of Southern Maryland	General Studies: Media Studies	Associate Degree
Community College of Balto. County	General Studies	Associate Degree
Frederick Community College	General Studies Transfer	Associate Degree
Garrett College	General Studies Transfer	Associate Degree
Hagerstown Community College	General Studies	Associate Degree
Harford Community College	General Studies Transfer	Associate Degree

<b>Institution</b>	<b>Program</b>	<b>Degree</b>
Howard Community College	General Studies Transfer	Associate Degree
Montgomery College-All Campuses	General Studies Transfer	Associate Degree
Prince George's Community College	General Studies Transfer	Associate Degree
Washington Adventist University	General Studies	Associate Degree
Wor-Wic Community College	General Studies Transfer	Associate Degree

**F. Relevance to Historically Black Institutions (HBIs)**

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

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

Not applicable.

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

The following faculty members teach in the program:

<b>Faculty Member</b>	<b>Credentials</b>	<b>Status</b>	<b>Courses Taught</b>
Jeannie Abbey Adjunct Instructor	MA, Cal. State University, Sacramento	Part-time	SPN 101 Beginning Spanish I SPN 102 Beginning Spanish II
Susan Bailey, Adjunct Instructor	M.S.W., Delaware State University	Part-time	SOC 103 Marriage and the Family SWK 101 Introduction to Social Work
Susan Bernadzikowski, Professor of English and Department Chair	M.A., Ohio State University	Full-time	EGL 260 Children's Literature
Georgia Childress, Adjunct Instructor	Ph.D. Vanderbilt University	Part-time	SOC 102 Social Problems
Jack Cohen, Assistant Professor, Social Sciences	M.Div., Eastern/Palmer Theological Seminary	Full-time	SOC 101 Introduction to Sociology PHI 101 Introduction to Philosophy PHI 201 Ethics – Contemporary Moral Issues PHI 205 Philosophy of Religion

<b>Faculty Member</b>	<b>Credentials</b>	<b>Status</b>	<b>Courses Taught</b>
Craig Frischkorn, Professor of English	Ph.D., State University of New York at Buffalo	Full-time	EGL 213 Introduction to Film
Merrill Holloway, Adjunct Instructor	MA, American Public University	Part-time	POS 101 Introduction to Political Science
Charalane M. Hoxter Director of Multicultural Student Services	M.S., West Chester State University	Part-time	SOC 105 Perspectives in Human Diversity
Scott Kleckner, Assistant Professor of Criminal Justice	MS, Wilmington University	Full-time	CRJ 101 Introduction to the Criminal Justice System
Jennifer Levi, Professor of English	Ph.D., University of Delaware	Full-time	EGL 205 American Lit. to 1865 EGL 206 American Lit. 1865 to Present EGL 209 Introduction to African American Literature
Meredith Lutz Stehl, Assistant Professor	Ph.D. Clinical Psychology, Drexel University	Full-time	PSY 101 Introduction to Psychology PSY 201 Human Growth and Development
Frederick McDonald, Associate Professor of History	M.A., Washington College	Full-time	HST 101 Western Civilization I HST 102 Western Civilization II HST 201 United States History I HST 202 United States History II HST 251 Introduction to African American Studies
Edward Murray, Adjunct Instructor	BA, University of Delaware	Part-time	CRJ 221 Criminology
Michelle Nath, Adjunct Instructor	PhD, University of Delaware	Part-time	HST 110 World History I
Clarence Orsi, Assistant Professor of English	Ph.D., University of Nebraska- Lincoln	Full-time	EGL 101 Freshman Composition EGL 102 Composition and Literature EGL 215 Introduction to Creative Writing
Ann Persson, Adjunct Instructor	M.A., College of William & Mary	Part-time	ANT 101 Cultural Anthropology
Patricia D. Richardson, Instructor of Communication, Speech and Theatre	B.A., Michigan State University Graduate studies, Michigan State University	Full-time	SPH 121 Interpersonal Communications SPH 141 Public Speaking

<b>Faculty Member</b>	<b>Credentials</b>	<b>Status</b>	<b>Courses Taught</b>
Allison Symonds, Associate Professor of English	M.A., University of Delaware ABD, University of Delaware	Full-time	EGL 203 British Lit. to 18 <sup>th</sup> c. EGL 204 British Lit. 18 <sup>th</sup> c. to Present EGL 214 Introduction to Journalism
Nathaniel Tagg, Adjunct Instructor	MFA, Rutgers University and MA, University of Nebraska, Omaha	Part-time	EGL 210 Topics in World Literature
Jason Toy	M.A., Washington College	Part-time	HST 111 World History II HST 298 Western Military History

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

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library, MDL, and the Maryland Community College Library Consortium, MCCLC. CCVM Library has reciprocal borrowing privileges with other community college libraries throughout the State of Maryland.

The Instructional Librarian will develop a LibGuide specifically for the program with links to relevant databases, websites, reference books, citation information, ebooks, and professional associations and post on MyCecil's Library portlet.

Students enrolled in General Studies with Areas of Concentration in English, General Studies, History, Philosophy, and Sociology will receive a library orientation upon faculty request. During the orientation students will learn how to obtain a CCVM library barcode, how to access and navigate the online catalog for print and Ebsco's eBook Academic Collection with nearly 170,000 titles, access the databases, including but not limited to Ebsco's Academic core products, ProQuest Central journals, CQ Researcher, Humanities International Complete, JSTOR, Literary Reference Center, OED, The New York Times, The Wall Street Journal, LibGuides using MyCecil and how to submit inter-library loan requests.

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

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

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

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

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

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

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

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

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

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



**Cecil College – General Studies Program  
Projected Revenues**

<b>TABLE 1: RESOURCES</b>					
<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	N/A	N/A	N/A	N/A	N/A
2. Tuition/Fee revenue (c+g below)	\$2,129,300	\$2,129,300	\$2,129,300	\$2,129,300	\$2,129,300
a. Number of F/T students	300	300	300	300	300
b. Annual Tuition/Fee Rate	\$107/credit	\$107/credit	\$107/credit	\$107/credit	\$107/credit
c. Total F/T Revenue (a * b)	\$1,059,300	\$1,059,300	\$1,059,300	\$1,059,300	\$1,059,300
d. Number of P/T students	500	500	500	500	500
e. Credit Hour Rate	\$107/credit	\$107/credit	\$107/credit	\$107/credit	\$107/credit
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d * e * f)	\$1,070,000	\$1,070,000	\$1,070,000	\$1,070,000	\$1,070,000
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources:					
Student Dev. Fees	\$159,200	\$159,200	\$159,200	\$159,200	\$159,200
Registration Fees	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
<b>Total (Add 1-4)</b>	<b>\$2,408,500</b>	<b>\$2,408,500</b>	<b>\$2,408,500</b>	<b>\$2,408,500</b>	<b>\$2,408,500</b>

**Assumptions:**

- Tuition revenue is conservatively projected based on an in-county rate of \$107/credit
- Full-time students complete 33 credits per year on average; Year one tuition revenue = 300 students \* 33 credits = 9,900 total credits; 9,900 credits \* \$107/cr. = \$1,059,300
- Part-time students complete 20 credits per year on average; Year one tuition revenue = 500 students \* 20 credits = 10,000 credits \* \$107/cr. = \$1,070,000
- Student Development Fee is \$8/credit hour; Fees for year one = 19,900 total credits \* \$8 = \$159,200
- Registration fee = \$75/semester; registration fees are assumed to be two semesters each year or \$150, but students may elect to also take courses in the summer; Year one registration fees = 800 students \* \$150 = \$120,000

**TABLE 2: EXPENDITURES**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$309,088	\$314,161	\$319,321	\$324,569	\$329,909
a. #FTE	3	3	3	3	3
b. Total Salary	\$228,600	\$232,029	\$235,509	\$239,042	\$242,628
c. Total Benefits	\$80,488	\$82,132	\$83,811	\$85,527	\$87,281
2. Administrative Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
<b>Total (Add 1-7)</b>	<b>\$309,088</b>	<b>\$314,161</b>	<b>\$319,321</b>	<b>\$324,569</b>	<b>\$329,909</b>

**Assumptions:**

- Three FTE salaries are allocated to this program
- Library resources are budgeted in the operating budget on an ongoing basis.
- Salaries are forecasted to increase @ 1.5% each year
- Health benefits are forecasted to increase @ 2.5% each year

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

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

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

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

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

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

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

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

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

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