MARYLAND HIGHER EDUCATION COMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

__X__ NEW INSTRUCTIONAL PROGRAM

_____ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

__X__ WITHIN EXISTING RESOURCES or ____ REQUIRING NEW RESOURCES

Cecil College
Institution Submitting Proposal

Spring 2017
Projected Implementation Date

Associate of Applied Science
Award to be Offered

Leadership and Management
Title of Proposed Program

0506.02
Suggested HEGIS Code

52.0213
Suggested CIP Code

Business
Department of Proposed Program

Candace Vogelsong, MBA
Name of Department Head

Rebecca Walker
Contact Name

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Contact E-Mail Address

443-674-1948
Contact Phone Number

Mary Way Bolt _2/13/7_ President/Chief Executive Approval
Signature and Date

_____**June 2005**_____ 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 AAS Leadership and Management is designed for the student who wants to earn an undergraduate degree in an accelerated or standard format. This degree prepares students in the field of leadership and management for leadership or supervisory positions in small businesses as well as medium- and/or large-sized businesses. The accelerated and standard program combines theory and practice through classroom, on-line, and hybrid courses.

This program is currently offered as an "option" under the Business and Commerce Technology program. The purpose of this proposal is to convert this program option to a standalone degree.

Cecil College has an articulation agreement with Wilmington University for this program. Students satisfactorily completing the Associate of Applied Science – Leadership and Management degree at Cecil College are guaranteed admission to Wilmington University's Leadership and Management program and will receive a $3000 scholarship.

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

Student Learning Outcomes:

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

- Critically examine, analyze, and recommend logical actions based on a variety of business concepts, models, and principles
- Apply written and oral communication skills
- Apply basic computational, statistical, and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information
- Utilize verbal communication skills to engage an audience
- Utilize and apply computer hardware, software, the Internet, and other technological tools to enhance reasoning skills in making business decisions
- Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks
- Apply a basic understanding of economic and accounting principles to complex business issues
- Consistently act in a professional, respectful, honest, and ethical manner and to apply ethical principles and logical reasoning to make business decisions

- Demonstrate an understanding of a global environment
- Recognize and understand trends in business (through successes and failures)
- Understand how to organize and start a business
- Demonstrate basic knowledge of the principles and concepts of entrepreneurship and management
- Demonstrate an understanding of the differences between leadership and management
- Apply functional area concepts and theories
- Describe various situational approaches to leadership and understand varying perspectives on leadership
- Analyze and apply skills of interpersonal effectiveness to everyday interaction by using observation, active listening, and questions
- Apply critical and strategic thinking to produce sound managerial decisions while taking into account relevant perspectives, research, and the impact on the communities served
- Describe strategic, ethical, and virtual forms of leadership in today's world

Leadership and Management
Associate of Applied Science

	General Education Requirements	*General Education Code*	*Credits*
CIS 101	Introduction to Computer Concepts	I	3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
MAT 127	Introduction to Statistics	M	4
MAT 128 *or* MAT 125	Introduction to Statistics II Applied Calculus	M	4
SCI	Science Elective with Lab	S/SL	4
SPH 141 *or* SPH121	Public Speaking *or* Interpersonal Communication	H	3
	Program Requirements		
ACC 101*or* BUS 191	Accounting I *or* Introduction to Finance		3
BUS 103	Introduction to Business		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 210	Business Law		3
BUS 216	Organizational Leadership		3
BUS 231	Management of Human Resources		3
BUS 241	Effective Teams and Work Groups		3
BUS 280	Strategic Planning Concepts		3
EGL 211	Technical Writing		3
PSY 222	Organizational Psychology	SS	3

Total Credits Required in Program: 60

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. 3 credits

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. 3 credits

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. 3 credits

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. 3 credits
Pre-requisite: EGL 101

BUS 191 Introduction to Finance addresses fundamental concepts in financial management such as security markets, interest rates, taxes, risk analysis, time value of money, valuation models and related global issues. This course explains how financial managers help maximize the value of a firm by making capital budgeting, cost of capital and capital structure decisions. 3 credits
Pre-requisite: MAT 093 or MAT 097

BUS 210 Business Law covers topics including the sources of law, the regulatory environment, and the growing legal considerations involved with commercial activity. Emphasis is placed on contract law, personal property law, sales, and the use of the uniform commercial code. Case analysis and outside reading assignments are also used throughout the course. 3 credits
Pre-requisite: 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. 3 credits
Pre-requisite: BUS 131

BUS 231 Management of Human Resources provides the student an opportunity to learn the fundamental concepts of human resource management and to apply those concepts to current management practices through appropriate management problem solving situations, projects, and case studies. Topics studied include, but are not limited to, equal employment opportunity, job requirements, human resources planning and recruitment, selection of personnel, career development, appraising and improving performance, compensation, incentives and employee benefits, safety and health concerns, labor relations and collective bargaining, and creating high performance work systems. 3 credits

BUS 241 Effective Teams and Work Groups guides students through a learning experience involving direction, motivation, and goal achievement of a work-team. Students will develop and practice the skills needed to develop and guide a high-performing team which achieves organizational objectives, which is an important skill-set in today's global environment. The team leader will also analyze the strengths and weaknesses of the team in relation to organizational goals. 3 credits
Pre-requisite: EGL 093
Co-requisite: BUS 103

BUS 280 Strategic Planning Concepts focuses on the processes involved in the development and implementation of a strategic plan. Topics include the variety of perspectives, models, and approaches used in strategic planning. Topics related to the planning process include organizational leadership, organizational culture, organizational environment, size of the organization, and expertise of planners. Students should complete 75% of their degree coursework prior to enrolling in this course. 3 credits
Pre-requisites: BUS 103, MAT 127

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

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. 3 credits
Pre-requisite: 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. 3 credits
Pre-requisite: MAT 092 or MAT 097

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 211 Technical Writing entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. 3 credits
Pre-requisite: EGL 101

MAT 125 Applied Calculus (M) is an introductory study of differential and integral calculus with emphasis on techniques and applications. This course introduces students to the mathematical techniques for limits, differentiation, and integration of algebraic, logarithmic, and exponential functions. Applications of differentiation and integration are studied. This course is not intended for STEM majors. 4 credits
Pre-requisites: EGL 093 and MAT 092 or MAT 095 or MAT 097

MAT 127 Introduction to Statistics introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. 4 credits
Pre-requisites: EGL 093 and Grade of C or better in MAT 093 or MAT 095

MAT 128 Introduction to Statistics II addresses the design of experiments and analysis of variance, nonparametric statistics, categorical data analysis, simple linear regression, multiple regression and model building, quality control charts, and time series analysis. The emphasis is on applications using data sets from a variety of sources and disciplines including newspapers, periodicals, journals, the Web and many of the disciplines that students may encounter in their college education. Students will gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. 4 credits
Pre-requisite: MAT127

PSY 222 Organizational Psychology (SS) applies the methods, facts, principles, and research of psychology to organizations and people at work. Work is an important role in the daily lives of people everywhere and represents a unique domain of psychological experience. This course will introduce major areas relevant to the behavior of people at work. Focus is on work behavior and organizational practices that contribute to overall performance and quality of life, as well as the effectiveness and efficiency of organizations. 3 credits
Pre-requisite: Grade of C or better in EGL 101

SPH121 Interpersonal Communication 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 (H) is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. 3 credits
Co-requisite: EGL 093

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

The proposed program addresses the statewide need articulated in Goal 2 of the 2013 Maryland State Plan for Postsecondary Education a/k/a *Maryland Ready*:

"Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion."

The proposed program also 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."

D.   Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:
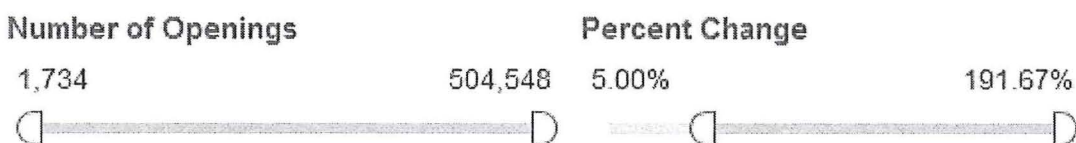
According to the Maryland Department of Labor, Licensing, and Regulation, there are many job openings forecast with the title "manager." Narrowing the criteria to occupations which have a

minimum growth rate of 5% for the period 2014-2014, a table of openings was generated. Of the occupations listed in the table that follows, the best match for the graduates of the AAS Leadership and Management program is probably "General and Operations Managers" which is forecast to have 8,766 openings, with a growth rate of 18.30 percent.[1]

Maryland Long Term
Occupational Projections
(2014 - 2024)

Occupation (keyword search)

Manager	✕

Number of Openings		Percent Change	
1,734	504,548	5.00%	191.67%

Occupation	2014	2024	Change	Pct Change
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	10,475	12,778	2,303	21.99%
Computer and Information Systems Managers	9,780	12,274	2,494	25.50%
Financial Managers	11,462	13,624	2,162	18.86%
General and Operations Managers	47,909	56,675	8,766	18.30%
Medical and Health Services Managers	11,371	13,751	2,380	20.93%
Operations Specialties Managers	36,345	43,931	7,586	20.87%

E.   Reasonableness of program duplication: .

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals there while there are numerous management programs in the state, there are no other Leadership and Management programs in the state at the Associate Degree level. There are three programs at the Baccalaureate level.

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[1] MD Department of Labor, Licensing, and Regulation, *Maryland Long Term Occupations Projections 2014-2024.* Retrieved from http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml.

Leadership Programs at the Baccalaureate Level
Maryland Institutions

Institution	Program	Degree
Coppin State University	NONPROFIT LEADERSHIP	Bachelor's Degree
Johns Hopkins University	ORGANIZATIONAL LEADERSHIP	Bachelor's Degree
Lincoln College of Technology	TCHNLGY LEADERSHIP & SUPERVISION (BTPS)	Bachelor's 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).

Faculty Member	Credentials	Status	Courses Taught
Mark Alan Bell, Adjunct Instructor	Masters in Public Administration, University of Baltimore	Part-time	BUS 187 Business Ethics
Stephen M. Berkeridge, CPA Adjunct Instructor	MS Forensic Accounting, Stevenson University	Part-time	BUS 191 Introduction to Finance
David Burke, Adjunct Instructor	M.A. Goldey Beacom	Part-time	BUS 280 Strategic Planning Concepts
John L. Climent, Professor of Mathematics	Ph.D., University of Delaware	Full-time	MAT 127 Introduction to Statistics MAT 128 Introduction to Statistics II

Faculty Member	Credentials	Status	Courses Taught
Kristy Erickson, Professor of Mathematics	Ed.D., Walden University	Full-time	MAT 125 Applied Calculus
Adele Foltz, CPA Associate Professor, Business and Accounting	MBA, Wesley College	Full-time	ACC101 Accounting I
Craig Frischkorn, Professor of English	Ph.D., English State University of New York at Buffalo	Full-time	EGL 101 Freshman Composition
Christopher Gaspare, Assistant Professor of English	M.A., Washington College	Full-time	EGL 211 Technical Writing
Mark Krysiak, Business Lectureship	MBA, University of Baltimore	Full-time	BUS 131Principles of Management
Carlos Lampkin Assistant Professor of Business	M.B.A., Wilmington University	Full-time	CIS 101 Introduction to Computer Concepts ECO 221 Economics – Micro ECO 222 Economics - Macro
Patricia D. Richardson, Instructor of Communication, Speech and Theatre	B.A., Michigan State University	Full-time	SPH 121 Interpersonal Communication SPH 141 Public Speaking
Beverly M. Swann, Adjunct Instructor	M.A., Delaware State University	Part-time	BUS 231 Management of Human Resources
Candace Vogelsong, Associate Professor of Business	M.B.A., Wilmington College. M.S., Wilmington University	Full-time	BUS 103 Introduction to Business BUS 210 Business Law BUS 216 Organizational Leadership
Rebecca Walker, Adjunct Instructor	M.B.A., Loyola College, M.D.E., University of MD, University College	Part-time	PSY 222 Organizational Psychology
Scott Walton, Business/CIS Lectureship	M.B.A., Loyola College	Full-time	BUS 241 Effective Teams and Work Groups

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

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

Students enrolled in the AAS Leadership and Management program, upon faculty request, can receive in-class library instruction on specific program resources available for leadership and management. The instructional librarian will create a subject guide for this program and it will be highlighted during the library orientation. In addition, students will learn that they can submit inter-library loan requests.

Students will have on-and-off-campus online access to EBSCO host's Business Source Premier, eBook Academic Collection, Regional Business News, ProQuest Central and the Wall Street Journal. Current titles found in these collections are Leadership Excellence Essentials and Leadership Quarterly.

Instructors have the option of placing textbooks and DVDs on reserve for student use. The library staff welcomes and strongly 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, housing the computer lab, a student lounge / dining area and a Conference Center.

The Business 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 Sciences Building, and the Physical Education Complex.

Available 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.

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

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

Please see next two pages.

Cecil College – AAS Leadership and Management
Projected Revenues

TABLE 1: RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated funds	N/A	N/A	N/A	N/A	N/A
2. Tuition revenue (c+g below)	$113,420	$113,420	$141,775	$141,775	$141,775
a. Number of F/T students	20	20	25	25	25
b. Annual Tuition/Fee Rate	$107/credit	$107/credit	$107/credit	$107/credit	$107/credit
c. Total F/T Revenue (a * 33 * b)	$70,620	$70,620	$88,275	$88,275	$88,275
d. Number of P/T students	20	20	25	25	25
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 * 20 * e)	$42,800	$42,800	$53,500	$53,500	$53,500
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources: Student Dev. Fees Registration Fees	$8,480 $6,000	$8,480 $6,000	$10,600 $7,500	$10,600 $7,500	$10,600 $7,500
Total (Add 1-4)	**$127,900**	**$127,900**	**$159,875**	**$159,875**	**$159,875**

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 = 20 students * 33 credits = 660 total credits; 660 credits * $107/cr. = $70,620
- Part-time students complete 20 credits per year on average; Year one tuition revenue = 20 students * 20 credits = 400 total credits; 400 credits * $107/cr. = $42,800
- Student Development Fee is $8/credit hour; Fees for year one = total credits (660+400) * $8 = $8,480
- 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 = Total students (20+20) * $150 = $6,000

TABLE 2: EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)					
a. #FTE	1	1	1	1	1
b. Total Salary	$41,418	$42,039	$42,670	$43,310	$43,959
c. Total Benefits	$14,816	$15,120	$15,431	$15,748	$16,073
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
Total (Add 1-7)	**$56,234**	**$57,159**	**$58,100**	**$59,058**	**$60,032**

Assumptions:

- Programs will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel.
- Salaries and benefits have been allocated based on percentage of time for full-time faculty in the Business Department who are teaching in the program
- Library resources and equipment are budgeted in the operating budget on an ongoing basis.
- Salaries are forecast to increase @ 1.5% each year
- Health benefits are forecast 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 appropriate Dean or designee each semester for their first year at Cecil College, annually for the next two years, 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.

Addendum:

Cecil 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.

Mission

Cecil College is an inclusive, open-access college committed to academic excellence and service to the greater region. The College
provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, **prepare to transfer, and enter the workforce**. Further, Cecil College fosters intellectual, professional, and personal development through lifelong learning opportunities, the arts, and community engagement.

The AAS Leadership and Management is central to the College's Mission and planning priorities as it provides a comprehensive program of study to **prepare individuals for workforce participation and transfer to four-year degree programs.**

This degree prepares students for leadership or supervisory positions in small businesses as well as medium- and/or large-sized businesses. This program prepares students to transfer to four-year programs. As an example, Cecil College has an articulation agreement with Wilmington University for this program. Students satisfactorily completing the Associate of Applied Science – Leadership and Management degree at Cecil College are guaranteed admission to Wilmington University's Leadership and Management program and will receive a $3000 scholarship.

The program objectives, as outlined on pages 2-3 of our program proposal are to prepare students to:
- Critically examine, analyze, and recommend logical actions based on a variety of business concepts, models, and principles
- Apply written and oral communication skills
- Apply basic computational, statistical, and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information
- Utilize verbal communication skills to engage an audience
- Utilize and apply computer hardware, software, the Internet, and other technological tools to enhance reasoning skills in making business decisions
- Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks
- Apply a basic understanding of economic and accounting principles to complex business issues
- Consistently act in a professional, respectful, honest, and ethical manner and to apply ethical principles and logical reasoning to make business decisions

- Demonstrate an understanding of a global environment
- Recognize and understand trends in business (through successes and failures)
- Understand how to organize and start a business
- Demonstrate basic knowledge of the principles and concepts of entrepreneurship and management
- Demonstrate an understanding of the differences between leadership and management
- Apply functional area concepts and theories
- Describe various situational approaches to leadership and understand varying perspectives on leadership
- Analyze and apply skills of interpersonal effectiveness to everyday interaction by using observation, active listening, and questions
- Apply critical and strategic thinking to produce sound managerial decisions while taking into account relevant perspectives, research, and the impact on the communities served
- Describe strategic, ethical, and virtual forms of leadership in today's world

As noted on page 7 of our program proposal, The AAS Leadership & Management meets COMAR 13B.02.03.08(A) - Critical and compelling regional or Statewide need as identified in the State Plan:

The proposed program addresses the statewide need articulated in Goal 2 of the 2013 Maryland State Plan for Postsecondary Education a/k/a *Maryland Ready*:

"Maryland will achieve a system of postsecondary education that **advances the educational goals** of all by promoting and supporting access, affordability, and completion."

The proposed program also 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."

As noted on page 7-8 of our program proposal, The AAS Leadership & Management meets COMAR 13B.02.03.08(B) by addressing item #3 under this subsection: **(3) Occupational and professional needs relative to upgrading vocational/ technical skills or meeting job market requirements**

The job market demand, using data from the Maryland Department of Labor, Licensing, and Regulation is outlined on page 8 of our proposal:

Occupation (keyword search)

Manager	✕

Number of Openings

1,734   504,548

◁━━━━━━━━━━━━▷

Percent Change

5.00%   191.67%

▷━◁━━━━━━━━▷

Occupation	2014	2024	Change	Pct Change
Advertising, Marketing, Promotions, Public Relations, and Sales Managers	10,475	12,778	2,303	21.99%
Computer and Information Systems Managers	9,780	12,274	2,494	25.50%
Financial Managers	11,462	13,624	2,162	18.86%
General and Operations Managers	47,909	56,675	8,766	18.30%
Medical and Health Services Managers	11,371	13,751	2,380	20.93%
Operations Specialties Managers	36,345	43,931	7,586	20.87%

AAS Leadership & Management Projected Graduates				
FY 2018	**FY 2019**	**FY 2020**	**FY 2021**	**FY 2022**
12	12	15	15	20

(3) Principles of Good Practice for Distance Education.
(a) Curriculum and Instruction.

(i) The College provides training in best practices in online teaching through a *Professional Development for Online Teaching* course which is required for all faculty who teach online. The course is based on the curriculum of the Maryland Online Certificate for Online Adjunct Teaching (COAT) course. Maryland Online shared the curriculum with Cecil College. The Maryland Online course is also certified by Quality Matters.

(ii) The courses offered in the online curriculum are identical in student learning outcomes to the courses offered in face-to-face formats.

(iii) Program outcomes and student learning outcomes have been reviewed and approved by the College's Academic Affairs Committee and are appropriate to the rigor and breadth of the program.

(iv) All online and hybrid courses provide asynchronous communication through multiple discussion forums using the Blackboard Learning Management System.

(v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.

(b) Role and Mission.

(i) The program is consistent with the institution's mission to provide a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce.

(ii) The College's Academic Affairs Committee's approval processes ensures the appropriateness of the technology being used to meet the program's objectives.

(c) Faculty Support.

(i) The College provides training in best practices in online teaching through a *Professional Development for Online Teaching* course which is required for all faculty who teach online. The course is based on the curriculum of the Maryland Online Certificate for Online Adjunct Teaching (COAT) course. Maryland Online shared the curriculum with Cecil College. The Maryland Online course is also certified by Quality Matters.

(ii) The principles of best practice for teaching in a distance education format are maintained by the faculty.

(iii) Cecil College provides ongoing support and training through the College's Learning Resource Center for all faculty, including those who teach in a distance education format.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

Students have on-and-off-campus online access to EBSCO host's Business Source Premier, eBook Academic Collection, Regional Business News, ProQuest Central and the Wall Street Journal. Current titles found in these collections are Leadership Excellence Essentials and Leadership Quarterly.

(e) Students and Student Services.

(i) Students are provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies through the College's online catalog. In addition, all online courses include a mandatory course orientation outlining specific requirements for technology competence and available support services.

(ii) Support for students studying online are outlined in the College's catalog at the following linkhttp://www.cecil.edu/Student-Services/Pages/Online-Services.aspx#

(iii) Advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available.

(f) Commitment to Support.

(i) Policies for faculty evaluation include appropriate consideration of teaching activities related to distance education programs. As mentioned previously, all faculty complete training in best practices for online teaching before teaching online.

(g) Evaluation and Assessment.

(i) 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. In addition, online course design is evaluated using the Quality Matters Rubric.

(ii) The College demonstrates an evidence-based approach to best online teaching practices through the implementation of the Maryland Online training curriculum in best practices in online teaching which is certified by Quality Matters.

The amended table follows:

TABLE 2: EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$56,234	$57,159	$58,100	$59,058	$60,032
a. #FTE	1	1	1	1	1
b. Total Salary	$41,418	$42,039	$42,670	$43,310	$43,959

c. Total Benefits	$14,816	$15,120	$15,431	$15,748	$16,073
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	

Leadership and Management

Associate of Applied Science

This program is designed for the student who wants to earn an undergraduate degree in an accelerated or standard format. This degree prepares students in the field of leadership and management for leadership or supervisory positions in small businesses as well as medium- and/or large-sized businesses. The accelerated and standard program combines theory and practice through classroom, on-line, and hybrid courses.

	General Education Requirements	General Education Code	Credits
CIS 101	Introduction to Computer Concepts	I	3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
MAT 127	Introduction to Statistics	M	4
MAT 128 *or* MAT 125	Introduction to Statistics II Applied Calculus	M	4
SCI	Science Elective with Lab	S/SL	4
SPH 141 *or* SPH121	Public Speaking *or* Interpersonal Communication	H	3
	Program Requirements		
ACC 101*or* BUS 191	Accounting I *or* Introduction to Finance		3
BUS 103	Introduction to Business		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 210	Business Law		3
BUS 216	Organizational Leadership		3
BUS 231	Management of Human Resources		3
BUS 241	Effective Teams and Work Groups		3
BUS 280	Strategic Planning Concepts		3
EGL 211	Technical Writing		3
PSY 222	Organizational Psychology		3

Total Credits Required in Program: 60

Program Outcomes:

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

- Critically examine, analyze, and recommend logical actions based on a variety of business concepts, models, and principles
- Apply written and oral communication skills
- Apply basic computational, statistical, and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information
- Utilize verbal communication skills to engage an audience

- Utilize and apply computer hardware, software, the Internet, and other technological tools to enhance reasoning skills in making business decisions
- Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks
- Apply a basic understanding of economic and accounting principles to complex business issues
- Consistently act in a professional, respectful, honest, and ethical manner and to apply ethical principles and logical reasoning to make business decisions
- Demonstrate an understanding of a global environment
- Recognize and understand trends in business (through successes and failures)
- Understand how to organize and start a business
- Demonstrate basic knowledge of the principles and concepts of entrepreneurship and management
- Demonstrate an understanding of the differences between leadership and management
- Apply functional area concepts and theories
- Describe various situational approaches to leadership and understand varying perspectives on leadership
- Analyze and apply skills of interpersonal effectiveness to everyday interaction by using observation, active listening, and questions
- Apply critical and strategic thinking to produce sound managerial decisions while taking into account relevant perspectives, research, and the impact on the communities served
- Describe strategic, ethical, and virtual forms of leadership in today's world