

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

Fall 2017  
Projected Implementation Date

Certificate  
Award to be Offered

5099.06  
Suggested HEGIS Code

Business & Computer Information Systems  
Department of Proposed Program

Transportation and Logistics –  
Commercial Transportation  
Title of Proposed Program

52.0209  
Suggested CIP Code

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Mary Wynn Burt 4/10/17 President/Chief Executive Approval  
Signature and Date

January 2003 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 annually.

This proposal is for a substantial modification for an existing degree program. Three courses were taken out of the existing program and replaced with two courses which are more relevant for the skills needed by today's workforce in the transportation and logistics industry. As a result, the program requirements have been reduced from 30 credits to 24 credits, enabling students to complete program requirements earlier and get into the workforce.

**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 Transportation and Logistics – Commercial Transportation Certificate is central to the College's mission because it prepares students to build skills to enter the workforce.

**Cecil College has been helping people get high paying jobs in the trucking industry since 1984.** The College has successfully trained over 1,500 drivers and has a pass rate of 98% on the CDL – Class A test. Additionally, Cecil College is the provider of CDL Examiner training for the Maryland MVA.

Through the Mid-Atlantic Transportation & Logistics Institute, Cecil College has established an Advisory Board for this program, and strategic industry partnerships with transportation and logistics employers throughout Maryland and the Mid-Atlantic Region. Partners include United Parcel Services (UPS), Herr's Food Inc., Burris Logistics, Inc., Performance Food Group (PFG) Pepsi Bottling Ventures, IKEA, C & S Wholesale Grocers, Premium Logistics North America, and many others.

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

The Transportation and Logistics – Commercial Transportation Certificate is designed for the individual who is working, or wishes to enter the workforce, in the movement of raw materials

and freight to manufacturing, warehousing, and retail facilities. Careers include distribution manager, traffic manager, truck driver, truck driver dispatcher, logistics salesman, and freight-forwarder. Students who currently possess a valid Commercial Driver's License (CDL) may petition to receive college credit for previous licensures and experience through the credential assessment process.

In addition, training will prepare students for the MD/DE/PA Class "A" Commercial Driver's License (CDL) Learner's Permit. At the conclusion of the learner's permit training, this course provides hands-on training that covers topics required for CDL testing purposes and necessary to meet employer criteria for entry-level hire. As well, these modules train participants on advanced techniques and procedures that are traditionally only acquired through on-the job experience or supplemental employer-based training.

Endorsements that qualified students will be eligible for include Maryland CDL-A issued by the MVA; Smith System® Defensive Driving Program Certificate; FMCSA Part 380 Certification, Cecil College Certificate of Completion, and Cecil College transcript.

The College provides state-of-the-art training for commercial motor vehicle licensure using contextual learning and electronic truck-driver simulation equipment. The use of simulators distinguishes our program from competing programs in the area. Using simulation equipment provides the ability to mimic the real-life challenges faced on the road in terms of such things as variable weather and traffic conditions, and clearly allows training to go beyond the requirements for obtaining or retaining a CDL to also covering advanced technical skills that are repetitively practiced, evaluated, and remediated until competency is consistently demonstrated – even those that could never be replicated in a traditional training environment.

**Transportation and Logistics – Commercial Transportation  
Certificate**

	<i>Certificate Requirements</i>	<i>Credits</i>
BUS 103	Introduction to Business	3
CIS 101	Introduction to Computer Concepts	3
TRL 101	Introduction to Logistics	3
TRL 105	Professional Driver's Knowledge	3
TRL 106	Professional Commercial Driver's Skills	6
TRL 107	Supply Chain Management	3
TRL 130	Production and Operations Management	3

*Total Credits Required in Program: 24*

## **Course Descriptions:**

**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

**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

**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. 3 credits

**TRL 105 Professional Driver's Knowledge** provides theory and instruction for operating commercial vehicles within the USA, Canada and Mexico. After successful completion of this course, a student is eligible to take the Commercial Driver's License Permit Test through the Motor Vehicle Administration. 3 credits

Co-requisite: TRL 106

**TRL 106 Professional Commercial Driver's Skills** provides the on-the-road training and instruction required to operate commercial vehicles within the USA, Canada and Mexico. Students will practice skills necessary for safe and efficient operation of the vehicle on public streets and highways. 6 credits

Co-requisite: TRL 105

**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. 3 credits

Pre-requisite: TRL 101

**TRL 130 Production and Operations Management** will provide students with an overview of the translation of product and service requirements into facilities, procedures and operating organizations. Topics include product design, process design, production alternatives, facilities location and layout, resource requirements planning, customer loyalty, and quality control. 3 credits

Pre-requisite: TRL 101

## **Program Outcomes:**

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

- Operate a commercial motor vehicle safely
- Control and safely maneuver the vehicle in various traffic situations
- Demonstrate knowledge of laws relating to the transportation industry
- Follow established procedures for pre-trip inspections
- Apply proper logbook procedures and rules
- Recognize, avoid, or solve potential hazardous situations related to truck driving

In addition, training will prepare students for the MD/DE/PA Class "A" Commercial Driver's License (CDL) Learner's Permit. At the conclusion of the learner's permit training, this course provides hands-on training that covers topics required for CDL testing purposes and necessary to meet employer criteria for entry-level hire. As well, these modules train participants on advanced techniques and procedures that are traditionally only acquired through on-the job experience or supplemental employer-based training.

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

The Transportation and Logistics – Commercial Transportation Certificate 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.”

The Transportation and Logistics – Commercial Transportation Certificate will **educate and train** individuals to fill positions in the transportation and logistics sector which is so important to our economy for moving goods from suppliers to customers.

Heavy and tractor-trailer truck drivers transport goods from one location to another. Most tractor-trailer drivers are long-haul drivers and operate trucks with a gross vehicle weight (GVW) capacity—that is, the combined weight of the vehicle, passengers, and cargo—exceeding 26,000 pounds. These drivers deliver goods over intercity routes, sometimes spanning several

states. The median annual wage for heavy and tractor-trailer truck drivers was \$40,260 in May 2015.<sup>1</sup>

Material moving machine operators use machinery to transport various objects. Some operators move construction materials around building sites or excavate earth from a mine. Others move goods around a warehouse or onto container ships. The median annual wage for material moving machine operators was \$33,640 in May 2015.<sup>2</sup>

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

The Maryland Department of Labor, Licensing, and Regulation forecasts the following relevant job openings for students who complete the Transportation and Logistics – Commercial Transportation Certificate program:

**Maryland Long Term Occupational Projections<sup>3</sup>  
(2014 - 2024)**

<b>Occupation</b>	<b>2014 Openings</b>	<b>2024 Openings</b>	<b>Change</b>
Industrial Truck and Tractor Operators	7,833	8,058	225
Light Truck or Delivery Services Drivers	19,939	22,134	2,195
Transportation & Material Moving Occupations	159,182	185,057	25,875
Transportation, Storage, & Distribution Managers	1,386	1,567	181
First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	4,643	5,463	820
Material Recording, Scheduling, Dispatching, & Distributing Workers	69,264	70,333	1,069
	<b>Total Openings</b>		<b>30,365</b>

**E. Reasonableness of program duplication:**

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals two similar programs in the state.

<sup>1</sup>Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Heavy and Tractor-trailer Truck Drivers. Retrieved from <https://www.bls.gov/ooh/transportation-and-material-moving/heavy-and-tractor-trailer-truck-drivers.htm>.

<sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Material Moving Machine Operators. Retrieved from <https://www.bls.gov/ooh/transportation-and-material-moving/material-moving-machine-operators.htm>.

<sup>3</sup> Maryland Department of Labor, Licensing, and Regulation. (2014). Maryland Long Term Occupational Projections (2014 - 2024). Retrieved from <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>.

Institution	Program Name	Credential	CIP
Anne Arundel Community College	Transportation, Logistics & Cargo Security Statewide	Lower Division Certificate	520209
Hagerstown Community College	Commercial Transportation Management	Lower Division Certificate	520209

However, due to the geographical locations of these programs, Cecil College's program is not in direct competition with these programs.

**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 program is staffed with qualified faculty who have appropriate credentials; 71% of courses are taught by full-time faculty.

Faculty Member	Credentials	Status	Courses Taught
Mark Krysiak Business Lectureship	M.B.A., University of Baltimore	Full-time	TRL 101 Introduction to Logistics
Carlos Lampkin Assistant Professor of Business	M.B.A., Wilmington University	Full-time	CIS 101 Introduction to Computer Concepts
David Schirling Coordinator, Truck Driver Training	C.D.L.	Full-time	TRL 105 Professional Driver's Knowledge TRL 106 Professional Commercial Driver's Skills
Ronald Treusdall Adjunct Instructor	M.S., University of Southern California	Part-time	TRL 107 Supply Chain Management TRL 130 Production and Operations Management

<b>Faculty Member</b>	<b>Credentials</b>	<b>Status</b>	<b>Courses Taught</b>
Candace Vogelsong Associate Professor of Business, Business & Computer Information Systems	M.B.A., Wilmington College; M.S., Wilmington University	Full-time	BUS 103 Introduction to Business

**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 and the Maryland Community College Library Consortium.

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

Students enrolled in the Transportation and Logistics – Commercial Transportation Certificate program of studies can, upon faculty request, receive an in-class library orientation to learn about relevant resources. Students can always make an appointment to meet one-on-one with the instructional librarian to learn about library resources. In addition, students can submit interlibrary-loan requests.

Students will have on-and-off campus online access to EBSCOhost's Business Source Premier, eBook Academic Collection, Regional Business News, ProQuest Central and the Wall Street Journal.

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 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 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.

Cecil College's Bainbridge Center in Port Deposit provides state-of-the-art training for commercial motor vehicle licensure using contextual learning and electronic truck-driver simulation equipment. We are currently conducting the behind the wheel portion of the training program at the former Bainbridge Naval Base as part of our partnership with the Bainbridge Development Corporation. The site is 1,200 acres and includes a classroom, offices, and three distinct areas for students to practice driving skills. The site is a Motor Vehicle Administration certified range course and students also have access to approximately 5 miles of closed roads within the site.

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 subject matter tutoring is also available to all students upon request.

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

Please see next two pages.

It is important to note that Cecil College also offers a non-credit program in truck driver training. Over the past three years, **over 200 students** have completed the **non-credit CDL training** program. Non-credit tuition rates are as follows:

Class "A" \$4,625 – Full-Time MD Residents; \$4,825 – Non-MD Residents  
Class "A" \$4,250 – Evening Weekend MD Residents; \$4,450 – Non-MD Residents  
Class "B" \$2,125 – Full-Time MD Residents \$2,325; – Non-MD Residents

The credit Certificate - Commercial Transportation provides students with the opportunity to earn college credit and an academic credential in addition to industry certification. **However, the non-credit enrollment provides most of the income that supports this program.**

**Cecil College**  
**Transportation and Logistics – Commercial Transportation Certificate**  
**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 revenue (c+g below)	\$28,990	\$28,990	\$28,990	\$28,990	\$28,990
a. Number of F/T students	5	5	5	5	5
b. Annual Tuition/Fee Rate	\$107/credit	\$107/credit	\$107/credit	\$107/credit	\$107/credit
c. Total F/T Revenue (a * 24 * b)	\$12,840	\$12,840	\$12,840	\$12,840	\$12,840
d. Number of P/T students	10	10	10	10	10
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 * 15 * e)	\$16,150	\$16,150	\$16,150	\$16,150	\$16,150
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources:					
Student Dev. Fees	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160
Registration Fees	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250
<b>Total (Add 1-4)</b>	<b>\$33,400</b>	<b>\$33,400</b>	<b>\$33,400</b>	<b>\$33,400</b>	<b>\$33,400</b>

**Assumptions:**

- Tuition revenue is conservatively projected based on an in-county rate of \$107/credit
- Full-time students complete all 24 credits per year on average; Year one tuition revenue = 5 students \* 24 credits = 120 total credits; 120 credits \* \$107/cr. = \$12,840
- Part-time students complete 15 credits per year on average; Year one tuition revenue = 10 students \* 15 credits = 150 total credits; 150 credits \* \$107/cr. = \$16,150
- Student Development Fee is \$8/credit hour; Fees for year one = total credits (120 + 150) \* \$8 = \$2,160
- 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 (5 + 10) \* \$150 = \$2,250

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Faculty (b + c below)</b>	\$14,521	\$14,765	\$15,014	\$15,267	\$15,525
a. #FTE	.2	.2	.2	.2	.2
b. Total Salary	\$10,200	\$10,353	\$10,508	\$10,666	\$10,826
c. Total Benefits	\$4,321	\$4,412	\$4,506	\$4,601	\$4,699
<b>2. Administrative Staff (b + c below)</b>	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
<b>3. Support Staff (b + c below)</b>	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
<b>4. Equipment</b>	0	0	0	0	0
<b>5. Library</b>	0	0	0	0	0
<b>6. New or Renovated Space</b>	0	0	0	0	0
<b>7. Other Expenses</b>	0	0	0	0	0
<b>Total (Add 1-7)</b>	<b>\$14,521</b>	<b>\$14,765</b>	<b>\$15,014</b>	<b>\$15,267</b>	<b>\$15,525</b>

**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.