It all started here.
CECIL COLLEGE   *Est. 1968*

Division of Academic Programs
One Seahawk Drive | North East, MD 21901 | 410-287-1000 | Fax: 410-287-1040 | www.cecil.edu

May 10, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Attached is a proposal for a substantial revision to an Associate of Applied Sciences program:

<div align="center">

AS Mathematics
HEGIS Code 4910.03; CIP Code 27.0101

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If there are any questions about this request, please contact Colleen Flewelling, Associate Dean of Academic Assessment and Development, at cflewelling@cecil.edu or 443-674-1948.

Sincerely,

Christy Dryer, DNP
Vice President, Academic Programs

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

Institution Submitting Proposal	Cecil College

Each _action_ below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ◉ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted:	◉ Yes ○ No	Payment Type:	○ R*STARS ◉ Check	Date Submitted:	

Department Proposing Program	Math and Engineering
Degree Level and Degree Type	AS
Title of Proposed Program	Mathematics
Total Number of Credits	60
Suggested Codes	HEGIS: 491003 · CIP: 270101
Program Modality	◉ On-campus ○ Distance Education (_fully online_) ○ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2019
Provide Link to Most Recent Academic Catalog	URL: **https://www.cecil.edu/catalog**

Preferred Contact for this Proposal	Name:	Colleen Flewelling
	Title:	Associate Dean of Academic Assessment and Development
	Phone:	(443) 674-1948
	Email:	cflewelling@cecil.edu

President/Chief Executive	Type Name: Mary W. Bolt
	Signature: _Mary W. Bolt_ Date: 4/30/19
	Date of Approval/Endorsement by Governing Board: 04/25/2019

Revised 6/13/18

CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
AS MATHEMATICS
HEGIS 4910.03 CIP 27.0101

A.   Centrality to institutional mission statement and planning priorities:

The Associate of Science Mathematics prepares students to transfer to a four-year institution for continued study in mathematics, and/or mathematics education. As technology increases, the level of mathematics in the job market also increases. A two-year degree in mathematics gives students analytical skills that are valued in industry. A four-year degree in mathematics opens doors in many areas not traditionally thought of as mathematical. Business, industry, and government hire people who earn a bachelor's degree in mathematics to provide support services involving analysis modeling or scientific computing.

The proposal below updates the Physics requirement (General Education courses), adds program requirements in Programming and Discrete Structures, and changes General Education Electives to any electives.

Thus, this program directly supports Cecil College's mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce.

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

The AS in Mathematics prepares students for the option of further study in a Mathematics program at a four-year institution. Students' expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at selected 4-year state institutions which have Mathematics programs with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Success) of the Maryland State Plan for Education.

Institution	Rate	Cost per credit 2018-19	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	$119	$7,140	-
Morgan State University	In-state	$245	$14,700	$7,560
Frostburg State University	In-state	$272	$16,320	$9,180
Salisbury University	In-state	$292	$17,520	$10,380
Towson University	In-state	$293	$17,580	$10,440
University of Maryland College Park	In-state	$360	$21,600	$14,460

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

A Mathematics degree prepares students for several careers including actuary, statistician, operations research analyst, budget analyst, cost estimator, and insurance underwriter. Maryland's Department of Labor, Licensing and Regulation projects an increase from 2016-2026 in the number of openings for these types of positions.[1]

Field	2016-2026 Percent Change in openings in Maryland
Actuaries	+5.6%
Statistical Assistants	+7.2%
Statisticians	+2.7%
Insurance underwriters	+6.2%
Budget analysts	+3.7%
Operations Research Analysts	+5.6%
Cost estimators	+10.1%

D. Reasonableness of program duplication:

While several community colleges in Maryland, including Montgomery College, the College of Southern Maryland, and Harford Community College, offer an Area of Concentration in Mathematics, a search of the Maryland Higher Education Commission's Academic Program Inventory database reveals one other Associate degree program in Mathematics in Maryland.

Institution	Program Name	Degree Offered
Anne Arundel Community College	Mathematics	Associate

Because this program is more than 50 miles from Cecil County, Cecil College's program should not be in competition with Anne Arundel Community College's program.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBI's.

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[1] http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml

**F.	Relevance to the identity of Historically Black Institutions (HBIs)**

A bachelor's degree program in Mathematics is offered at Morgan State University, Coppin State University, Bowie State University, and the University of Maryland Eastern Shore. Graduates of Cecil's AS program in Mathematics could choose to attend any of these schools to earn their bachelor's degree.

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

The following information on degree requirements, learning outcomes, and course descriptions will be made available to students in the college catalog, which is posted on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College's Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee comprised primarily of faculty, for approval.

Changes Made to AS Mathematics Program Requirements
(changes are italicized)

OLD Program Requirements	Credits	NEW Program Requirements	Credits
General Electives	*5*		
		CSC 109 Introduction to Programming	*3*
MAT 201 Calculus I with Analytic Geometry	4	MAT 201 Calculus I with Analytic Geometry	4
MAT 202 Calculus II with Analytic Geometry	4	MAT 202 Calculus II with Analytic Geometry	4
MAT 203 Multivariate Calculus	4	MAT 203 Multivariate Calculus	4
		MAT 236 Discrete Structures	*3*
MAT 240 Introduction to Linear Algebra	4	MAT 240 Introduction to Linear Algebra	4
MAT 246 Introduction to Differential Equations	3	MAT 246 Introduction to Differential Equations	3
Total OLD Program Requirements	**24**	**Total NEW Program Requirements**	**25**

The proposed AS program in Mathematics requires the following courses:

Course Code	Courses (25 Credits)	Credits
CSC 109	Introduction to Programming	3
MAT 201	Calculus I with Analytic Geometry	4
MAT 202	Calculus II with Analytic Geometry	4
MAT 203	Multivariable Calculus	4

Course Code	Courses (25 Credits)	Credits
MAT 236	Discrete Structures	3
MAT 240	Introduction to Linear Algebra	4
MAT 246	Introduction to Differential Equations	3

Total: 25 Credits

COURSE DESCRIPTIONS

CSC109 **Introduction to Programming** covers the core concepts and techniques of Programming using C++ and Visual Basic that are needed to logically plan and develop programs using object oriented programming and design. Credits: 3

MAT201 **Calculus I with Analytic Geometry (M)** introduces students to the mathematical techniques for limits (including L'Hospital's Rule), differentiation, and integration of algebraic, trigonometric, inverse trigonometric, logarithmic, exponential, hyperbolic, and inverse hyperbolic functions. Applications of differentiation and integration are studied. Credits: 4 Prerequisites: EGL093 and grade of C or better in MAT121

MAT202 **Calculus II with Analytic Geometry (M)** introduces integration techniques, improper integrals, sequences, infinite series, conic sections and polar coordinates. Students will solve applied problems related to limits, differentiation, integration, and infinite series. A computer algebra system, such as Maple, is introduced and used. Credits: 4 Prerequisite: Grade of C or better in MAT201

MAT203 **Multivariable Calculus (M)** provides the student with a study of three-dimensional space, introduction to hyperspace, partial differentiation, multiple integration, vectors in a plane, and topics in vector calculus to include Green's Theorem, Stokes' Theorem, and the divergence theorem. Knowledge of a computer algebra system, MAPLE, is expanded. There will be a capstone project required in this course. The capstone project will give students the opportunity to choose from a list of projects or one that a student suggests with the approval of the instructor. The project must include elements of all previous math classes, especially Calculus II, Multivariable Calculus, and Introductory Statistics Credits: 4 Prerequisite: MAT202

MAT236 **Discrete Structures (M)** introduces the fundamental tools, topics, and concepts of discrete mathematics. This course emphasizes counting methods, proof techniques, and problem-solving strategies. Topics include Boolean algebra, set theory, symbolic logic, predicate calculus, number theory, the methods of proofs (direct, indirect, and inductive), objective functions, equivalence relations, graphs, set partitions, combinatorics, modular arithmetic, summations, and recurrences. Credits: 3 Prerequisite: MAT201

MAT240 **Introduction to Linear Algebra (M)** introduces the basic concepts of linear algebra: vector spaces, applications to line and plane geometry, linear equations and matrices, similar matrices, linear transformations, eigenvalues, determinants, and quadratic forms. A computer algebra system will be used. Credits: 4 Prerequisite: Grade of C or better in MAT202 or permission of the Math Department Chair

MAT246 **Introduction to Differential Equations (M)** introduces the basic techniques for solving and/or analyzing first and second order differential equations, both linear and nonlinear, and systems of differential equations. The use of a mathematical software system is an integral part of the course. Credits: 3 Prerequisite: Grade of C or better in MAT202

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

- Apply basic statistical concepts in real-life situations
- Communicate mathematics in written and oral form
- Use appropriate technology to investigate and solve mathematical problems
- Correctly apply techniques of algebra and calculus to solve problems.
- Apply mathematical techniques to solve application problems
- Work with abstract mathematics to verify identities and prove results

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

General Education Requirements (35 credits)		General Education Code	Credits
ART/HUM	Arts and Humanities Electives*	H	6
EGL 101	College Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 127	Introduction to Statistics	M	4
SOC SCI	Social Science Electives (from 2 different disciplines)	SS	6
PHY 217	General Physics I with Lab	SL	4
PHY 218	General Physics II with Lab	SL	4
ELECT	Electives**		5

*Selection may not include EGL designation
** Students placed below MAT 201 will need to use 4 credits to complete MAT 121 as a prerequisite to MAT 201. Students placed in MAT 201 may take any electives.

EGL101 **College Composition (E)** teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

EGL102 **Composition & Literature (H)** introduces students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and an analytical research paper are assigned. Credits: 3 Prerequisite: EGL101

MAT127 **Introduction to Statistics (M)** introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The

emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. Credits: 4 Prerequisites: EGL093, MAT093 or MAT095 or MAT097, a Grade of C or better in MAT093 or MAT095

PHY217 **General Calculus Physics I with Lab (SL)** is the first course of a three semester calculus-based general physics course sequence. This course provides a comprehensive introduction for students interested in physics and engineering. Topics related to mechanics include linear and rotational kinematics and dynamics, energy and momentum conservation, collisions, equilibrium of rigid bodies, and oscillations. Problem-solving and laboratory skills will be emphasized in this course. Previous exposure to physics principles and strong mathematics skills are highly recommended. Credits: 4 Prerequisite: MAT121 Corequisite: MAT201

PHY218 **General Calculus Physics II with Lab (SL)** is the second course of a three semester calculus-based general physics course sequence. This course provides a comprehensive introduction to students interested in physics and engineering. Topics include: thermodynamics, electricity, magnetism, and radioactivity. Problem-solving and laboratory skills will be emphasized in this course. Credits: 4 Prerequisite: PHY217 with a grade of C or better Corequisite: MAT202

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

H. Adequacy of articulation

Cecil College has general arts and sciences transfer articulation agreements with the following institutions: Frostburg University, Lincoln University, Neuman University, Regis University, University of Maryland University College, Kaplan University, and Strayer University.

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

Faculty Member	Credentials	Status	Courses Taught
Brandie Biddy, Assistant Professor of Mathematics	M.S. Johns Hopkins University (Applied and Computational Mathematics)	Full-time	MAT 201 Calculus I with Analytic Geometry MAT 246 Introduction to Differential Equations
Christopher Castillo, Associate Professor of Mathematics	Ph.D. University of Delaware (Mathematics)	Full-time	MAT 203 Multivariate Calculus
John Climent, Professor of Mathematics	Ph.D. University of Delaware (Statistics)	Full-time	MAT 240 Introduction to Linear Algebra
Anne Edlin, Professor of Mathematics	Ph.D. Temple University (Mathematics)	Full-time	MAT 202 Calculus II with Analytic Geometry MAT 236 Discrete Structures

Faculty Member	Credentials	Status	Courses Taught
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 Freshman Composition
Kim Sheppard, Professor of Mathematics	M.S. Clemson University (Mathematics)	Full-time	MAT 127 Introduction to Statistics
Nathanael Tagg, Associate Professor of English	M.F.A. Rutgers University (English)	Full-time	EGL 102 Composition and Literature
Jacqueline Wilson, Assistant Professor of Computer Science	A.L.M. Harvard University (Information Management Systems)	Full-time	CSC 109 Introduction to Programming
Gail Wyant, Professor of Physics, Engineering and Geosciences	M.S. State University of New York at Stony Brook (Mechanical Engineering)	Full-time	PHY 217 General Physics I with Lab PHY 218 General Physics II with Lab

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's instructional technologist offers regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester she offers the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics. In January 2019, Cecil College hosted the annual conference of the Association of Faculties to Advance Community College Teaching (AFACCT); more than 35 full-time and adjunct faculty attended. In 2018-19, Cecil College also piloted the Faculty Guild professional development program with selected full-time and part-time faculty.

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

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries within the state of Maryland. CCVM Library also subscribes to Inter-Library Loan, where students and faculty can request physical books, eBooks, and scholarly articles from institutions nationwide.

Students in the Math program can make an appointment to meet one-on-one or in groups with the Instructional Librarian for assistance with the following: narrowing down a research topic, finding articles in the library databases, finding books and eBooks, evaluating resources, and crafting citations. The Instructional Librarian also visits classes upon request to teach library information sessions tailored to class projects and curricula.

The library subscribes to the following online databases relevant to the Math program: JSTOR, ProQuest Central, ProQuest Science, and Academic Search Complete. CCVM Library has also created a Library

Guide for students that links out to open access journals and web sources relevant to the Math program. CCVM Library has a learning and test preparation database called PrepSTEP that allows students to study and review core math and science skills and prep for placement testing. Students can study through tutorials, eBooks, and practice problems for the following math topics: developmental math, algebra, geometry, introductory statistics, probability, pre-calculus, calculus, and science related math.

Content within CCVM's physical and eBook collections also cover topics under program required classes. CCVM Library has a number of required course textbooks for the program on reserve for students to use in house. CCVM Library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support student projects and teacher instruction throughout the academic year.

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

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

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

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

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

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

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 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.

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

1. Complete 📄Table 1: Resources (pdf) and 📄Table 2: Expenditure(pdf). 📄Finance data(pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES

	Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Reallocated funds	$0	$0	$0	$0	$0
2.	Tuition/Fee Revenue (c + g below)	$53,788	$55,144	$56,048	$57,404	$58,760
a.	Number of F/T students	4	4	4	4	4
b.	Annualized Tuition/Fee Rate[2]	$3,927	$4,026	$4,092	$4,191	$4,290
c.	Total F/T Revenue (a x b)	$15,708	$16,104	$16,368	$16,674	$17,160
d.	Number of P/T students	18	18	18	18	18
e.	Credit Hour Rate	$119	$122	$124	$127	$130
f.	Annualized Credit Hour Rate[3]	$2,380	$2,420	$2,480	$2,540	$2,600
g.	Total P/T Revenue (d x e x f)	$42,840	$43,920	$44,640	$45,720	$46,800
3.	Grants, Contracts & other External Sources	$0	$0	$0	$0	$0
4.	Other Sources	$7,236	$7,302	$7,368	$7,434	$7,992
	Total (add 1-4)	**$65,784**	**$67,326**	**$68,376**	**$69,918**	**$71,952**

Over the past five years, enrollment in Cecil's AS Mathematics program has averaged 20 students per year; the College expects this trend to continue. Approximately 80 percent of Cecil's students are part-time students and 20 percent are full-time students; our projected total enrollment has been allocated on this ratio.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees ($8/credit) and Registration fees ($75/semester). On average, full-time Cecil students take 33 credits per year; part-time students take 20 credits per year on average.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	$65,562	$66,624	$67,704	$68,802	$69,919
a.	# FTE	0.8	0.8	0.8	0.8	0.8
b.	Total Salary	$49,734	$50,480	$51,237	$52,005	$52,785

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[2] Assumes Cecil County resident taking 35 credits per year.
[3] Assumes Cecil County resident taking 20 credits per year.

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
c.	Total Benefits	$15,828	$16,144	$16,467	$16,797	$17,134
2.	Admin. Staff (b + c below)	$0	$0	$0	$0	$0
a.	#FTE	0	0	0	0	0
b.	Total Salary	$0	$0	$0	$0	$0
c.	Total Benefits	$0	$0	$0	$0	$0
3.	Support Staff (b + c below)	$0	$0	$0	$0	$0
a.	# FTE	0	0	0	0	0
b.	Total Salary	$0	$0	$0	$0	$0
c.	Total Benefits	$0	$0	$0	$0	$0
4.	Equipment	$0	$0	$0	$0	$0
5.	Library	$0	$0	$0	$0	$0
6.	New or Renovated Space	$0	$0	$0	$0	$0
7.	Other Expenses	$0	$0	$0	$0	$0
	Total (Add 1-7)	**$65,562**	**$66,624**	**$67,704**	**$68,802**	**$69,919**

Each semester, the Mathematics and Engineering Department offers approximately 4 sections of math courses whose enrollment is almost entirely made up of students in the AS Mathematics program. Therefore, we estimate that .8 FTE of a faculty position will be devoted to this program.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 2.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

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

Faculty members are evaluated every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses. In addition, faculty members are assessed in the classroom by the appropriate dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College's process of monitoring student satisfaction.

All faculty members are contractually obligated to complete an annual report that includes assessment results. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years.

The College's Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years.

Student retention rates are regularly monitored by the division dean.

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

Cecil College embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "Graduates will illustrate knowledge of …the Diversity of Human Cultures" as one of the institution's six General Education learning goals.

O. **Relationship to low productivity programs identified by the Commission:**

This program is not related to low productivity programs identified by the Commission.

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

Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.