



**Division of Academic Programs**

One Seahawk Drive | North East, MD 21901 | 410-287-1000 | Fax: 410-287-1040 | [www.cecil.edu](http://www.cecil.edu)

---

May 16, 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 and a name change for an Associate of Arts program:

**AA General Studies  
HEGIS Code 4950.01; CIP Code 24.0102**

We have enclosed a check for \$300 to cover both the fee for revision and the fee for the name change.

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

Sincerely,

A handwritten signature in blue ink that reads "Christy Dryer".

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.

- Radio button options for program types: 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, R\*STARS/Check, Date Submitted:

Department Proposing Program: Academic Programs
Degree Level and Degree Type: AA
Title of Proposed Program: General Studies
Total Number of Credits: 60
Suggested Codes: HEGIS: 495001, CIP: 240102
Program Modality: On-campus, Distance Education, Both
Program Resources: Using Existing Resources, Requiring New Resources
Projected Implementation Date: Fall, Spring, Summer, Year: 2019
Provide Link to Most Recent Academic Catalog: 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  
AA GENERAL STUDIES  
HEGIS 4950.01 CIP 24.0102**

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

In addition to the substantial modification proposal below, the College is requesting a name change for this program from “General Studies Transfer” to “General Studies.”

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

In the proposal below, the College is re-designing the program from a program with concentrations to a stand-alone program. This program exists in both on-campus and online modalities.

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 AA in General Studies prepares students for the option of further study in a wide variety of programs at four-year institutions. 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 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.

<b>Institution</b>	<b>Rate</b>	<b>Cost per credit 2018-19</b>	<b>Cost for 60 credits</b>	<b>Savings over 2 years</b>
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:**

The General Studies program prepares students for any job that requires a wide variety of skills: analytic, communication, interpersonal, leadership, teamwork, technical, etc. Employers want employees who have a broad background of knowledge, skills, and abilities that prepare them to take on new tasks and jobs easily, as well as for advancement.

Cecil College’s strong enrollment trends in this program also support the demand for this program.

Program	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
General Studies	602	579	623	656	774

**D. Reasonableness of program duplication:**

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals that all of the community colleges in Maryland, as well as the University of Maryland University College, offer associate degrees in General Studies. Nonetheless, the continued robust enrollment in this program shows that there is a need for this program in Cecil County.

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

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

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

This program is designed for maximum flexibility for our students, and graduates of Cecil’s AA program in General Studies could choose to attend any of the state’s Historically Black Institutions 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.

The changes summarized below were achieved by eliminating the last remaining concentration in this program, which was a General Studies concentration. In addition, the number of elective credits was reduced by 1, and a new course, HUM 101 Introduction to Critical Inquiry, was added as a program requirement.

The proposed AA program in General Studies requires the following courses:

Course Code	Courses (32 Credits)	Credits
HST	History Elective	3
HUM 101	Introduction to Critical Inquiry*	3
CIS 101	Introduction to Computer Concepts	3
HEA	Health Elective	3
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking	3
ELECT	Electives	17

**Total: 32 Credits**

\*Early College Academy (ECA) students, or students who transfer 12 or more college credits from another institution, may substitute PHI 101 or an ethics course.

## COURSE DESCRIPTIONS

**CIS101 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. Credits: 3

**HUM101 Introduction to Critical Inquiry (H)** fosters the characteristics of successful academic pursuit: openness, curiosity, creativity, persistence, and metacognition. In the context of a common reader and the students' own academic and career goals, students will practice critical thought, information assimilation, investigation, discussion, analysis, collaboration, and qualitative and quantitative analysis as they develop the habits of mind and cultural literacy necessary for college and global citizenship. Credits: 3. Prerequisites: EGL 091 or equivalent. Co-requisites: MAT 097 and EGL 093.

**SPH121 Interpersonal Communications (H)** is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating, as well as 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. Credits: 3 Corequisite: EGL093

SPH141 **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. Credits: 3 Corequisite: EGL093

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

- Apply critical thinking skills to explain theoretical and concrete issues, evaluate evidence, recognize and incorporate divergent perspectives, explore the assumptions of self and others, propose problem-solving strategies, and support a position using evidence.
- Analyze the aesthetic, historical and cultural values of artistic works across genres and disciplines.
- Identify cultural norms and biases, and how they shape experience.
- Develop, organize and present ideas orally and in writing.
- Select and ethically use current and emerging technologies effectively to acquire, organize, analyze, produce and share information.
- Construct objective investigations using the scientific method.
- Apply mathematical concepts and quantitative reasoning to solve problems.

In addition, all General Studies 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	Math Elective	M	3
SOC SCI	Social Science Electives**	SS	6
SCI	Science Electives [one with Lab]‡	SL	7

\*One course must have an ART designation; the other course must be from a humanities discipline other than Art.

\*\* Courses must be from two different disciplines.

‡ Courses must have two different designations from any of the following: AST, BIO, CHM, ENV, PSC, or PHY. At least one of the courses must include a lab.

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

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
Christopher Gaspere, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 Freshman Composition
Carlos Lampkin, Assistant Professor of Business	M.B.A. Wilmington University (Business)	Full-time	CIS 101 Introduction to Computer Concepts
Nathanael Tagg, Associate Professor of English	M.F.A. Rutgers University (English)	Full-time	EGL 102 Composition and Literature
Karen Long	M.A.T. Wayne State University (Education, with English and Speech concentrations)	Part-time	SPH 121 Interpersonal Communications SPH 141 Public Speaking

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.

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

The library subscribes to approximately 84 online databases that cover the majority of disciplines offered at Cecil College. CCVM Library also has a database called PrepStep that offers online assistance with college success skills, career preparation, placement testing, and more. Through PrepStep students can also study and review core math, science, English, and computer skills through online tutorials, eBooks, and practice problems.

CCVM offers both a physical book collection and an online eBook collection for student use. CCVM Library also has a number of required course textbooks for popular classes 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**

	<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	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$1,748,110	\$1,792,800	\$1,821,560	\$1,865,630	\$1,909,700
a.	Number of F/T students	130	130	130	130	130
b.	Annualized Tuition/Fee Rate <sup>1</sup>	\$3,927	\$4,026	\$4,092	\$4,191	\$4,290
c.	Total F/T Revenue (a x b)	\$510,510	\$523,380	\$531,960	\$544,830	\$557,700
d.	Number of P/T students	520	520	520	520	520
e.	Credit Hour Rate	\$119	\$122	\$124	\$127	\$130
f.	Annualized Credit Hour Rate <sup>2</sup>	\$2,380	\$2,420	\$2,480	\$2,540	\$2,600
g.	Total P/T Revenue (d x e x f)	\$1,237,600	\$1,268,800	\$1,289,600	\$1,320,800	\$1,352,000
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$215,020	\$216,970	\$218,920	\$220,870	\$237,510
	<b>Total (add 1-4)</b>	<b>\$1,963,130</b>	<b>\$2,009,150</b>	<b>\$2,040,480</b>	<b>\$2,086,500</b>	<b>\$2,147,210</b>

Over the past five years, enrollment in Cecil’s General Studies program has averaged 650 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.

<sup>1</sup> Assumes Cecil County resident taking 35 credits per year.

<sup>2</sup> Assumes Cecil County resident taking 20 credits per year.

**TABLE 2: EXPENDITURES**

	<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1.	Faculty (b + c below)	\$92,595	\$94,120	\$95,672	\$97,251	\$98,857
a.	# FTE	1	1	1	1	1
b.	Total Salary	\$68,100	\$69,121	\$70,158	\$71,211	\$72,279
c.	Total Benefits	\$24,495	\$24,999	\$25,514	\$26,040	\$26,578
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
	<b>Total (Add 1-7)</b>	<b>\$92,595</b>	<b>\$94,120</b>	<b>\$95,672</b>	<b>\$97,251</b>	<b>\$98,857</b>

This program includes one course required of General Studies students, but not required of students in other programs: HUM 101 Introduction to Critical Inquiry. Faculty resources required for all sections of this course equal 1 FTE. The average salary and benefits of the full-time faculty scheduled to teach this course in 2019-2020 are used in the table above.

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.