

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

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

Cecil College
Institution Submitting Proposal

Spring 2017
Projected Implementation Date

Associate of Arts with Statewide Designation
Award to be Offered

2104.00
Suggested HEGIS Code

Social Sciences
Department of Proposed Program

Social Work
Title of Proposed Program

44.0701
Suggested CIP Code

Jack Cohen M.Div.
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Mary Kay Bolt 10/10/16 President/Chief Executive Approval
Signature and Date

October 19, 2015 Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

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

This program is designed for the working adult seeking to earn an undergraduate degree in an accelerated format while continuing to work full or part-time. The degree provides skills required for an entry-level position as a social and human services assistant. The accelerated program combines theory and practice through classroom, on-line, and guided experiential experiences in a cohort learning model. Our articulation agreement with Salisbury University (see Appendix) provides access and convenience for students to complete their Baccalaureate degree in social work, while transferring up to 70 credits. A Bachelor's degree in social work is the minimum educational requirement for an entry-level social worker.

This Social Work Program has been offered by Cecil College since 2013, but was classified as an "option" under the College's Arts & Sciences Transfer degree. Since the Maryland Higher Education Commission does not recognize program options, we are submitting this proposal to establish a standalone Associate of Arts in Social Work Program. Since there are no other Associate degree programs in Social Work available in the state, **we are also requesting statewide designation for this program.**

This program provides a unique career ladder for students. Students can complete the Associate of Arts degree in Social Work and qualify for an entry-level position as a social and human services assistant. The articulation agreement with Salisbury University permits students to transfer up to 70 credits earned at the community college to the Bachelor of Arts in Social Work Program at Salisbury University. Upon completion of the BASW, students are qualified for an entry-level position as a social worker. Graduates from Salisbury University's accredited undergraduate social work program may be eligible to continue studies in the advanced standing MSW program. The advanced standing program allows qualified students to complete their MSW degree in 32 credit hours, and open up additional career opportunities and opportunities for advancement in the field.

People choose careers in social work because they have a strong desire to help improve people's lives. Social workers are on the frontlines, developing, advocating and delivering social programs that are responsive to needs such as homelessness, poverty, family break-up, mental illness, disability, alcohol and substance abuse, domestic violence and many other issues. Another professional route is to conduct research, advocate for improved services, or become involved in policy development at the local, state, or national level.

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:

- Utilize their academic success to effectively continue their studies toward a bachelor’s degree.
- Express an understanding of their ethical responsibility and role under the supervision of individuals in the profession.
- Demonstrate a professional attitude toward work, learning and the completion of tasks.
- Apply critical thinking skills within the context of professional social work practice.
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- Understand and interpret the history of the social work profession and its contemporary structures and issues.
- Understand the importance of respect as it relates to a clients’ age, class, race, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Use communication skills differentially across client populations, colleagues, and communities.

**Social Work
Associate of Arts**

<i>General Education Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
BIO 101	General Biology	✓ S	3
BIO 111	General Biology Lab	✓	1
BIO 123 or BIO 203	Foundations of Nutrition Nutrition	✓ S	3
EGL 101	Freshman Composition	✓ E	3
EGL 102	Composition and Literature	✓ H	3
HST 101	Western Civilization I	✓ H	3
MAT 127	Introduction to Statistics	✓ M	4
PHI 201	Ethics - Contemporary Moral Issues	✓ H	3
PSY 101	Introduction to Psychology	✓ SS	3
SCI	Science Elective with Lab	✓ S/SL	4
SOC 101	Introduction to Sociology	✓ SS	3
<i>Program Requirements</i>			
ELECT	Elective		1
HEA 140	Alcoholism and Drug Addiction		3
SOC 102	Social Problems	SS	3
SOC 103	Marriage and the Family	SS	3

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SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H	3
SWK 101	Introduction to Social Work	SS	3
SWK 102	Basic Interviewing Skills		3
SWK 201	Social Welfare Policy Research and Experience		3
SWK 202	Elder Care Experiential Learning		2
SWK 203	Substance Abuse Experiential Learning		3

Total Credits Required in Program: 60

NOTE FOR SALISBURY TRANSFER STUDENTS

Salisbury University will accept up to 70 credits in transfer. Students are encouraged to complete the following additional program electives at Cecil College.

ANT 101	Cultural Anthropology	SS	3
EGL 209	Introduction to African American Literature	H	3
ELECT	Elective		1
HST 102	Western Civilization II	H	3

Course Descriptions:

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

Pre-requisite: EGL 093

BIO 101 General Biology (S) introduces the student to the basic biological principles common to all living things, with emphasis on evolution, molecular biology, diversity, ecology, physiology and genetics. 3 credits

Prerequisite: MAT 092 or MAT 097

Co-requisites: BIO 111 and EGL 101

BIO 111 General Biology Lab is a laboratory course designed to actively involve the student in the process of science. The student will perform experimental activities in the field or lab that study ecology, molecular biology, and genetics using team work and scientific instrumentation.

1 credit

Pre-requisite: MAT 092

Co-requisite: BIO101

BIO 123 Foundations of Nutrition introduces the non-science major to the basic nutritional principles used to prepare a sound diet and live a healthy nutrition lifestyle. Particular emphasis is placed on: food origins/ethnic foods, general food groups, fuel nutrients, diet analysis and energy expenditure, food safety, societal and fad eating trends and their relationship to health.

3 credits

Pre-requisite: MAT 096

Co-requisites: EGL 093 and MAT 097

BIO 203 Nutrition studies the principles of nutrition in health and throughout the life cycle, as well as their application to certain nutrition-related diseases. The course is intended primarily for students going into nutrition, nursing, or related fields. 3 credits

Pre-requisite: BIO 101 or BIO 130 or BIO 208

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

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

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

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

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

Pre-requisite: EGL 102

HEA 140 Alcoholism & Drug Addiction focuses on the various theoretical models related to addiction and their implications in our society. Multiple aspects of the alcohol, tobacco, and other drug addiction services continuum of prevention, intervention, treatment, and aftercare will be examined. Cultural influences as well as the issues related to family, gender and disabilities will be examined. Co-occurring disorders as well as the debate regarding addiction vs. compulsive behaviors for areas such as gambling and food issues is also addressed. This course is appropriate for all students and especially for those entering any aspect of the health care professions. 3 credits

HST 101 Western Civilization I (to 1715) (H) is an overview of western Civilization from prehistory to the early 18th century. Topics include Ancient Near East, Minoan Civilization, Greek Civilization, Rome, the Middle Ages, the Renaissance, the Reformation, and the Scientific Revolution. 3 credits

Co-requisite: EGL 101

HST 102 Western Civilization II (H) covers the development of Western Civilization from the early 18th century to the present. Topics include the Old Regime, the Enlightenment, the French Revolution, Socialism, Imperialism, Nationalism, World War I, Totalitarianism, World War II, and the Post War Era. 3 credits

Co-requisite: EGL 101

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

PHI 201 Ethics – Contemporary Moral Issues (H) introduces students to philosophical thinking about morality, moral problems, and moral judgments. 3 credits

Pre-requisite: EGL 093

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

Pre-requisite: EGL 093

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

Co-requisite: EGL093

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

Pre-requisite: EGL 093

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

Co-requisite: EGL 101

SPH 121 Interpersonal Communications is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating and what contributes to messages miscommunicated. It

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

Co-requisite: EGL 093

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

Co-requisite: EGL 093

SWK 101 Introduction to Social Work (SS) focuses on social work as a profession. The fundamental values, ethics, skills, and knowledge relevant to social work practice will be discussed. Students examine the history, principles, and nature of social welfare, including the relationship of social welfare institutions to society and the delivery systems for social services. Students explore concepts such as human diversity, social and economic justice, the needs of oppressed and disenfranchised populations, and policy in the context of social welfare, and the course requires community service activities. 3 credits

Pre-requisite: EGL 093

SWK 102 Basic Interviewing Skills is an introduction to the principles and practices of social work interviewing and counseling. Through the use of role-play and simulated interview sessions, students will develop basic interviewing skills for assessment, planning, and intervention. Throughout the exercises, students will evaluate the outcome of the interactions and the progress of the client. Students review personal ethics while developing a counseling orientation appropriate to working with people of various social and economic backgrounds. 3 credits

Pre-requisite: SWK 101

Co-requisite: EGL 101

SWK 201 Social Welfare Policy Research and Experience is an introductory course in social work policy research that includes an experiential learning component. The course emphasizes understanding, and applying scientific knowledge and research methodologies in providing and evaluating social services. 3 credits

Pre-requisite: SWK 101

SWK 202 Elder Care Experiential Learning focuses on student participation in an elder care agency-based setting under the supervision of an agency designed professional. Students will apply fundamental knowledge, skills, values, and ethics to practice. Students will examine the biological, psychological, and social changes that occur with age and how these changes influence the interactions between the elder person and his or her social environment. 2 credits

Pre-requisite: SWK 101

SWK 203 Substance Abuse Experiential Learning focuses on the study of alcohol and drug abuse. Students will participate in a substance abuse facility under the supervision of an agency professional. Students will apply fundamental knowledge, skills, values and ethics to practice. Students will examine the theoretical perspectives on abuse, pharmacological characteristics of commonly abused substances, and stages of dependence and addiction. 3 credits

Pre-requisite: SWK 101

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

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

People choose careers in social work because they have a strong desire to help improve people’s lives. Social workers are on the frontlines, developing, advocating and delivering social programs that are responsive to needs such as homelessness, poverty, family break-up, mental illness, disability, alcohol and substance abuse, domestic violence, and many other issues. Another professional route is to conduct research, advocate for improved services, or become involved in policy development at the local, state, or national level.

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

Students can complete the Associate of Arts degree in Social Work and qualify for an entry-level position as a social and human services assistant. The articulation agreement with Salisbury University permits students to transfer up to 70 credits earned at the community college to the Bachelor of Arts in Social Work Program at Salisbury University. Upon completion of the BASW, students are qualified for an entry-level position as a social worker. Graduates from Salisbury University’s accredited undergraduate social work program may be eligible to continue studies in the advanced standing MSW program. The advanced standing program allows qualified students to complete their MSW degree in 32 credit hours, and open up additional career opportunities and opportunities for advancement in the field.

“Social and Human Service Assistants assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families. May assist clients in identifying available benefits and social and community services and help clients obtain them. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or adult daycare.”¹

¹ Maryland Department of Labor, Licensing and Regulation, Office of Workforce Information & Performance Occupational Employment Statistics Program. (April 2016). *Social and Human Service Assistants*. Retrieved from: <http://dllr.maryland.gov/lmi/wages/2401000024/21-1093.htm>.

The Maryland Department of Labor, Licensing, and Regulation projects a **36% increase** in job openings for Social and Human Service Assistants for the period 2014-2024, which represents a total of **2,366 openings**.²

E. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals that there are no other Associate Degree programs in Social Work offered in the state, and therefore the proposed program would not compete with any existing programs. However, there are numerous Bachelors and Masters Programs in the state that would give students who complete the Associates program many transfer opportunities. Cecil College already has an articulation agreement with Salisbury University (see Appendix A).

Institution	Program	Degree	CIP
Bowie State University	Social Work	Bachelor's Degree	440701
Coppin State University	Social Work	Bachelor's Degree	440701
Frostburg State University	Social Work	Bachelor's Degree	440701
Hood College	Social Work	Bachelor's Degree	440701
McDaniel College	Social Work	Bachelor's Degree	440701
Morgan State University	Social Work	Bachelor's Degree	440701
Salisbury University	Social Work	Bachelor's Degree	440701
University of Maryland, Baltimore County	Social Work	Bachelor's Degree	440701
Washington Adventist University	Social Work	Bachelor's Degree	440701
Morgan State University	Social Work	Master's Degree	440701
Salisbury University	Social Work	Master's Degree	440701
University of Maryland, Baltimore City	Social Work	Master's Degree	440701

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.

² Maryland Department of Labor, Licensing, and Regulation. (n.d.). *Maryland Long Term Occupational Projections (2014 - 2024)*. Retrieved from <http://dlr.maryland.gov/lmi/iandoproj/maryland.shtml>.

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

The following faculty members teach in the program:

Faculty Member	Credentials	Status	Courses Taught
Susan Bailey, Adjunct Instructor	M.S.W., Delaware State University	Part-time	SOC 103 Marriage and the Family
Georgia Childress, Adjunct Instructor	Ph.D. Vanderbilt University	Part-time	SOC 102 Social Problems
John L. Climent, Professor of Mathematics	Ph.D., University of Delaware	Full-time	MAT 127 Introduction to Statistics
Jack Cohen, Assistant Professor, Social Sciences	M.Div., Eastern/Palmer Theological Seminary	Full-time	SOC 101 Introduction to Sociology PHI 201 Ethics – Contemporary Moral Issues
Latonya Cotton, Adjunct Instructor	M.S., Wilmington University	Part-time	SWK 201 Social Welfare Policy, Research and Experience SWK 202 Elder Care Experiential Learning
J. Sue Henry, Adjunct Instructor	M.S., University of Maryland	Part-time	HEA 140 Alcoholism and Drug Addiction
Amrutha Kuraguntla, Professor of Biology	Ph.D. University of Minnesota	Full-time	BIO 101 General Biology BIO 111 General Biology Lab
Jennifer Levi, Professor of English	Ph.D., University of Delaware	Full-time	EGL 209 Introduction to African American Literature
Meredith Lutz Stehl, Assistant Professor	Ph.D. Clinical Psychology, Drexel University	Full-time	PSY 101 Introduction to Psychology
Frederick McDonald, Associate Professor of History	M.A., Washington College	Full-time	HST 101 Western Civilization I HST 102 Western Civilization II
Ann Persson, Adjunct Instructor	M.A., College of William & Mary	Part-time	ANT 101 Cultural Anthropology

Faculty Member	Credentials	Status	Courses Taught
Patricia D. Richardson, Instructor of Communication, Speech and Theatre	B.A., Michigan State University Graduate studies, Michigan State University	Full-time	SPH 121 Interpersonal Communications SPH 141 Public Speaking
Linda Shroyer, Adjunct Instructor	M.S., Springfield College	Part-time	SWK 203 Substance Abuse Experiential Learning
Allison Symonds, Associate Professor of English	M.A., University of Delaware ABD, University of Delaware	Full-time	EGL 101 Freshman Composition EGL 102 Composition and Literature
Nancy Vinton, Professor of Biology	M.D., Yale School of Medicine	Full-time	BIO 123 Foundations of Nutrition BIO 203 Nutrition

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.

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Students enrolled in the Associate of Arts Social Work have on-campus and off-campus access to the following relevant databases: EBSCOhost's Academic Search Complete, EBSCO's eBook Academic Collection (contains over 140,000 titles), and ProQuest Central. Titles within these resources include the following full-text journals: Social Work, Social Work & Christianity, Social Work Education, Social Work Research, Child & Adolescent Social Work, and Clinical Social Work Journal. eBook titles include Rural Social Work Practice, Hospice Social Work, The Altruistic Imagination: a history of social work and social policy in the United States.

Instructors have the option to place textbooks and DVD's on reserve for student use. The library staff welcomes and encourages faculty to submit requests for books, multi-media resources and databases to support their instruction. Students and faculty can submit Inter-Library Loan requests for books and articles.

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

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

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

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

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

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

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

**Cecil College – AA Social Work
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/Fee revenue (c+g below)	\$145,520	\$145,520	\$159,002	\$159,002	\$173,875
a. Number of F/T students	20	20	22	22	25
b. Annual Tuition/Fee Rate	\$107/credit	\$107/credit	\$107/credit	\$107/credit	\$107/credit
c. Total F/T Revenue (a * b)	\$70,620	\$70,620	\$77,682	\$77,682	\$88,275
d. Number of P/T students	35	35	38	38	40
e. Credit Hour Rate	\$107/credit	\$107/credit	\$107/credit	\$107/credit	\$107/credit
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d * e * f)	\$74,900	\$74,900	\$81,320	\$81,320	\$85,600
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources:					
Student Dev. Fees	\$10,880	\$10,880	\$11,888	\$11,888	\$13,000
Registration Fees	\$8,250	\$8,250	\$9,000	\$9,000	\$9,750
Total (Add 1-4)	\$164,650	\$164,650	\$179,890	\$179,890	\$196,625

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 = 35 students * 20 credits = 700 credits * \$107/cr. = \$74,900
- Student Development Fee is \$8/credit hour; Fees for year one = 1,360 total credits * \$8 = \$10,800
- 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 = 55 students * \$150 = \$8,250

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$37,300	\$37,936	\$38,584	\$39,244	\$39,915
a. #FTE	.50	.50	.50	.50	.50
b. Total Salary	\$25,500	\$25,883	\$26,271	\$26,665	\$27,065
c. Total Benefits	\$11,800	\$12,053	\$12,313	\$12,579	\$12,850
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)	\$37,300	\$37,936	\$38,584	\$39,244	\$39,915

Assumptions:

- One full-time faculty member's salary is allocated at .50 of time
- Library resources are budgeted in the operating budget on an ongoing basis.
- Salaries are forecasted to increase @ 1.5% each year
- Health benefits are forecasted to increase @ 2.5% each year

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

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

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

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

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

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

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

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

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

N. Relationship to low productivity programs identified by the Commission:

Not applicable.

CECIL COLLEGE
And
SALISBURY UNIVERSITY

PROGRAM ARTICULATION AGREEMENT

Associate Degree
Arts and Science

Baccalaureate Degree
Social Work

2013 through 2017

Associate-Baccalaureate Program Articulation Agreement

Between

**Cecil College
and**

Salisbury University

AGREEMENT

WHEREAS Cecil College, and Salisbury University are committed to expanding educational opportunities, and

WHEREAS the two institutions are committed to providing a smooth transition for students wishing to earn an associate degree and a baccalaureate degree, and

WHEREAS the intent of the two institutions is to avoid duplication of curricula where appropriate within articulated programs of studies, and

WHEREAS the two institutions better serve the educational growth of students and the economic development of the community through cooperative educational planning and optimal utilization of community resources,

BE IT HEREWITH RESOLVED that this agreement commits the partners to full support of an articulation process between similar academic programs offered by the two institutions.

Both institutions reserve the right to modify the programs as deemed necessary and agree to inform the appropriate individuals of said changes. Salisbury University will honor the articulation agreement for students transferring to

Salisbury University by Fall, 2017.

Cecil College- Arts and Science Degree Program Note: unless otherwise indicated each course is a 3 credit course; * denotes 4	Transferring 70 SH to Salisbury University
Group I: 15 hours/5 courses	Group I:
EGL 101 English Comp I 3 SH	ENGL 103 3 SH
EGL 102 English Comp II 3 SH	ENGL Ele 3 SH
EGL 209 African American Lit 3 SH	ENGL Lit 3 SH
PHI 201 Ethics 3 SH	PHIL 203 3 SH
SPH 141 Public Speaking 3 SH	CMAT 100 3 SH
Group II: 6 hours/2 courses	Group II:
HST 101 Western Civ I 3 SH	HIST 101 3 SH
HST 102 Western Civ II 3 SH	HIST 102 3 SH
Group III: 9 hours/3 courses	
PSY 101 Intro to Psychology 3 SH	PSYC 101 3 SH
	Social Work pre requisite-"C" or above
SOC 101 Intro to Sociology 3 SH	SOCI 101 3 SH
	Social Work pre-requisite-"C" or above
ANT 101 Cultural Anthropology 3 SH	ANTH212 3 SH
Group IV: 15 hours/4 courses	Group III:
Biology 101 & III * Gen Bio 4 SH	BIOL 101 4 SH
	Social Work pre requisite-"C" or above
AST 103 * Prin of Astronomy 4SH (Or other non-Biology lab science)	PHYS 108 (or GENE SCL) 4 SH
810 123 (Foundation of Nutrition) 3 SH	BIOL217 3 SH
MAT 127 * Intro to Statistics 4 SH	MATH 155 4 SH
	Social Work pre requisite-"C" or above
Group V: 5 hours/3 courses	Group V:
PED (Two "I credit" PE Activity courses) 2SH	GENE PHE 2 SH
	(Must include HLTH class)
HEA 132 or 140- Drug Use/Addiction 3 SH	HLTH LLE 3 SH
Cecil College Program Required Courses 14 Hours/5 courses	SU SOWK Required Core Courses
SWK 101 – Intro to Social Work 3 SH	SOWK 200 3 SH
	Social Work pre requisite-"C" or above
Interviewing Skills in Social Work 3 SH	ELEC 100 3 SH
Social Welfare Policy, Research & Exp. 3 SH	ELEC 100 3 SH
Eldercare Experiential Learning. 2 SH	ELEC 100 2 SH
Substance Abuse Experiential Learning. 3 SH	ELEC 100 3 SH
Program Electives: 6 hours/ 2 courses	Elective Courses
SOC 102 - Social Problems 3 SH	SOC! 201 3 SH
SOC 103- Marriage & the Family 3 SH	SOCI LLE 3 SH
Total Semester Hours: 70	Total Transfer Credits = 70

Summary: 70 hours transferred

38 hours needed in SU core social work courses

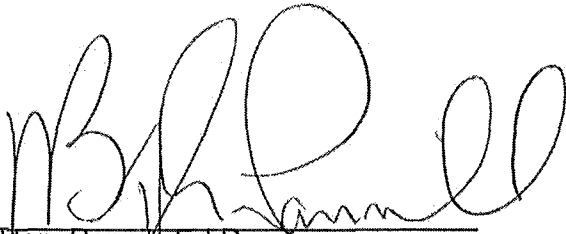
3 hours needed in SU social work electives

9 hours remaining toward required 120 SH for SSW

APPROVAL

This program articulation agreement is between Cecil College's Associate of Applied Science Degree in Human Services Technology and Salisbury University's Bachelor of Arts Degree in Social Work.

Approval is granted for a five-year term from 2013 through 2017 according to the terms of this agreement by:



W. Stephen Pannil, Ed.D.
President Cecil College

2-11-13



Diane D. Allen, Ed.D.
Provost and Senior
Vice President for
Academic Affairs
Salisbury University