



DEC 01 2017

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Division of Academic Programs

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November 28, 2017

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 new Associate of Arts program:

AA Addictions and Chemical Dependency
HEGIS Code 5201.00; CIP Code 51.1501

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,

A handwritten signature in blue ink, appearing to read 'Christy Dryer'.

Christy Dryer, DNP
Vice President, Academic Programs

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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

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

_____ Cecil College _____
Institutional Submitting Proposal

_____ January 2018 _____
Projected Implementation Date

_____ AA _____
Award to be Offered

_____ Addictions and Chemical Dependency _____
Title of Proposed Program

_____ 5201.00 _____
Suggested HEGIS Code

_____ 51.1501 _____
Suggested CIP Code

_____ Social Sciences _____
Department of Proposed Program

_____ Jack D. Cohen _____
Name of Department Head

_____ Colleen Flewelling _____
Contact Name

_____ cflewelling@cecil.edu _____
Contact E-mail Address

_____ 443-674-1948 _____
Contact Phone Number

_____ *Mary Way Belt* 11/20/2017 _____
Signature and Date President/Chief Executive Officer

_____ October 23, 2017 _____
Date

Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

Cecil College's proposed Associate of Arts in Addictions and Chemical Dependency prepares students either for a position as a Certified Supervised Counselor for Addictions or for transfer to pursue a Bachelor's degree in a health or human services counseling field. The Associate of Arts option provides students with the foundational knowledge regarding clients with substance abuse issues.

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. In addition, the program supports the College's mission to support access to higher education programs. Given the high cost of attending a four-year university, the proposed program can save students a significant amount by giving them the opportunity to complete either an AA or the first two years of study at a community college.

Cecil College's strategic plan includes the goals of (a) developing an immersive field experience in collaboration with area employers for career majors (goal 2.1), and (b) developing strategic partnerships that lead to student internships (goal 3.4). The curriculum for the Addictions and Chemical Dependency program includes a requirement for two three-credit internships, providing field experiences and an opportunity to develop strategic partnerships.

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

In 2017, Maryland Governor Larry Hogan issued an executive order declaring a state of emergency in Maryland "due to the heroin, opioid, and fentanyl overdose crisis" (Executive order 01.01.2017.21). Addictions and Chemical Dependency counselors are an important part of addressing this state of emergency. Awarded after just two years' of study, an AA in Addictions and Chemical Dependency provides students with a path to meet the requirements for Certified Supervised Counselor positions in Maryland.

In addition, this program provides an option for students who wish to transfer to a four-year program in health or human services counseling fields. Students' expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. According to the MHEC program inventory, there are currently no bachelor's degree programs in counseling awarded in Maryland. Students would most likely pursue a BA or BS in Psychology before continuing for a Post-Baccalaureate Certificate or a Master's Degree in Counseling. The chart below compares tuition at selected 4-year state institutions which offer four-year degrees in psychology with the cost of attending Cecil College.

Institution	Rate	Cost per credit 2017-18	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	\$109	\$6,540	-
Bowie State University	In-state	\$226	\$13,560	\$7,020
University of Maryland University College	In-state	\$289	\$17,340	\$10,800
Coppin State	In-state	\$186	\$11,160	\$4,620
Towson University	In-state	\$278	\$16,680	\$10,140
Frostburg State University	In-state	\$269	\$16,140	\$9,600

The Addictions and Chemical Dependency program will include a two-semester internship requirement for all graduates, related to goal 5 (Economic Growth and Vitality) of the Maryland State Plan for Education.

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

A degree in Addictions and Chemical Dependency prepares students for a career as a substance abuse and counselor. Maryland’s Department of Labor, Licensing and Regulation projects significant increases from 2014-2024 in the number of openings for these positions.¹

Field	2014-2024 Percent Change in openings in Maryland
Substance Abuse and Behavioral Disorder Counselors	+30.1%

Given the high need for qualified personnel in these positions, Cecil College anticipates that enrollment in the criminal justice program will grow to approximately 15 graduates per year over the next five years.

D. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals that there are three similar associate’s degree programs like this in the state.

Institution	Program Name	Degree Offered
Anne Arundel Community College	Addiction Counseling	Associate Degree
Community College of Baltimore County	Chemical Dependency Counseling	Associate Degree
Wor-Wic Community College	Chemical Dependency Counseling	Associate Degree

¹ <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtm>

Because the closest addictions counseling degree is located at Community College of Baltimore County (50 miles from North East, MD), this degree at Cecil College will allow students in Cecil County a more accessible and affordable option to study addictions and chemical dependency counseling nearby their residence.

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)

N/A

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

The Addictions and Chemical Dependency curriculum outlined below includes classes and topics that meet the state requirements for employment as a Certified Supervised Counselor for addictions.

Course Code	Course Title	Credits
COU 104	Medical Aspects of Chemical Dependency	3
COU 106	Theories of Counseling	3
COU 107	Fundamental Counseling Techniques	3
COU 108	Addictions Treatment and Counseling	3
COU 111	Internship I: Alcohol and Drug Counseling	3
COU 201	Treatment of Co-Occurring Disorders	3
COU 202	Group Counseling Techniques	3
COU 211	Internship II: Alcohol and Drug Counseling	3
EGL 211	Technical Writing	3
PSY 227	Introduction to Abnormal Psychology	3

Total: 30 Credits

COU 104 **Medical Aspects of Chemical Dependency** provides the student an overview of the physiological and psychological effects of alcohol and other sedative-hypnotics, narcotics, stimulants, and psychedelics on the drug user. Areas that will be examined for each drug classification include drug absorption, distribution, metabolism and half-life, tolerance and cross tolerance, and drug elimination. 3 credits Pre-requisites: None Co-requisites: EGL 101

COU 106 **Theories of Counseling** provides a survey of the major theoretical approaches to psychotherapy; explores psychoanalytic, Adlerian, Person-Centered, Gestalt, Existential, Cognitive-Behavioral, Rational Emotive and Reality Therapy and focuses on techniques associated with each theory. 3 credits. Pre-requisites: EGL 101 Co-requisites: COU 104

COU 107 Fundamental Counseling Techniques develops competencies in the basic skills involved in the counseling relationship across all modalities of treatment. These skills include: attending, client observation, paraphrasing, summarization, open and closed questions, and reflection of feeling. Advanced skills, such as influencing and reflection of meaning are also explored. Students will apply these skills within the transtheoretical framework of the Stages of Change and Motivational Interviewing. Emphasis is on skill development and application rather than an exploration of counseling theory. Students spend much of the class time practicing each of these skills. 3 credits Pre-requisites: NONE Co-requisites: COU 106

COU 108 Addictions Treatment and Counseling explores clinical issues encountered as an addictions counselor; includes the various theories of addiction, progression, diagnosis of Substance-Related Disorders using DSM, co-occurring mental disorders, models of treatment & recovery, relapse and relapse prevention, stages of change and evidence-based models of treatment. 3 credits Pre-requisites: COU 107 Co-requisites: None

COU 111 Internship I: Chemical Dependency Counseling provides opportunity to apply the skills acquired in previous and present course work through placement in a facility offering chemical dependency counseling; duties may include individual, group and family counseling, case management, intake, assessments, discharge planning, and follow-up depending on type of facility and supervisor. The student must work at least 90 hours over a ten-week period for credit—generally one full day/evening or two half days/evenings per week for a semester are minimum. 3 credits Pre-requisites: COU 107 Co-requisites: None

COU 201 Treatment of Co-Occurring Disorders explores the interplay between substance-related, psychiatric and medical disorders. Assessment and counseling strategies used in working with clients impacted by these disorders will also be examined. 3 credits Pre-requisites: COU 108 Co-requisites: COU 202

COU 202 Group Counseling Techniques focuses on the theory and practice of group counseling and application to chemical dependency counseling. The concepts addressed in this course include: therapeutic factors, stages of group development, process and content, and the unique issues of the addicted population. The course examines the various types of groups including psycho-educational, skills development, cognitive behavioral, interpersonal process, interactional therapy. The stages of change and motivational interviewing in groups will also be discussed. 3 credits Pre-requisites: COU 107 Co-requisites: COU 201

COU 211 Internship II: Chemical Dependency Counseling provides opportunity to build upon the skills acquired in previous course work and Internship I through placement in a facility offering chemical dependency counseling; duties may include individual, group and family counseling, case management, crisis management, client education, assessments, discharge planning, community referral and follow-up depending on type of facility and supervisor. The student must work at least 90 hours over a ten-week period for credit—generally one full day/evening or two half days/evenings per week for a semester are minimum. 3 credits Pre-requisites: COU 111 Co-requisites: None

EGL 211 Technical Writing entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. 3 credits Pre-requisites: EGL101.

PSY 227 **Introduction to Abnormal Psychology** introduces students to theoretical concepts that underlie psychological disorders. The course focuses on presenting the etiology, symptoms, patterns, assessment, treatment, and prevention of abnormal behavior. 3 credits. Pre-requisite: PSY101.

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

- Identify and describe the medical aspects of chemical dependency and treatment
- Explain and practice the theories and techniques of counseling and therapy (individual, group, and family)
- Apply addiction treatment delivery practices through participation in authentic field experiences
- Identify basic psychological concepts, theories and developments related to human and abnormal behavior
- Describe and demonstrate adherence to the ethical standards of client welfare

Students take the following General Education requirements in addition to the courses listed above.

General Education Requirements		General Education Code	Credits
ART/HUM	Art/Humanities Elective	H	3
BIO 208	Human Anatomy & Physiology I	S	3
BIO 209	Human Anatomy & Physiology II	S	3
BIO 218	Human Anatomy & Physiology I Lab		1
BIO 219	Human Anatomy & Physiology II Lab		1
EGL 101	Freshman Composition	E	3
MAT 127	Introduction to Statistics	M	4
PHI 270	Ethical Issues in Healthcare	H	3
PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3
SPH 121 or SPH 141	Interpersonal Communications or Public Speaking	H	3

BIO 208 Human Anatomy and Physiology I (S) studies the structural and functional organization of the human organism with initial emphasis on the concepts of homeostasis and levels of organization. This is followed by a brief survey of histology and then the study of four organ systems: integumentary, skeletal, muscular, and nervous. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course. 3 credits. Pre-requisite: MAT 093 or MAT 097. Co-requisite: BIO 218, EGL101.

BIO 209 Human Anatomy and Physiology II (S) completes the sequence of study of the human body by studying the following organ systems: endocrine, cardiovascular, respiratory, digestive, urinary and reproductive. Relevant topics of metabolism, electrolyte balance and human genetics and development are included. 3 credits. Pre-requisite: BIO 208, BIO 218, MAT 093 or MAT 097. Co-requisite: BIO 219, EGL 101.

BIO 218 **Human Anatomy and Physiology I Lab** reinforces the topics covered in the lecture course BIO 208 with hands-on activities. Students will use models, wall charts, microscopies, dissections and experimental observations. Students will study basic histology as well as the structure and function of the skin, skeletal, muscular and nervous systems. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course. 1 credit. Co-requisite: BIO 208.

BIO 219 **Human Anatomy and Physiology II Lab** uses models, microscopes, dissections and experimental observations to reinforce topics in the endocrine, cardiovascular, digestive, respiratory, urinary and reproductive systems. 1 credit. Pre-requisite BIO 218. Co-Requisite BIO 219.

EGL 101 **Freshman 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.

MAT 127 **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. 4 credits. Pre-requisites: EGL 093, MAT 093 or MAT 095 or MAT 097, a Grade of C or better in MAT 093 or MAT 095.

PHI 270 **Ethical Issues in Healthcare (H)** will introduce students to ethical issues in today's healthcare environment. Students will be exposed to a comprehensive view of ethical issues including how to identify ethical issues and how to address a wide variety of ethical situations. 3 credits. Pre-requisite: EGL 101.

PSY 101 **Introduction to Psychology (SS)** is both the scientific and philosophical study of behavior and thought. Topics covered include methods used to study behavior, 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.

PSY 201 **Human Growth and Development (SS)** studies the developing person through the lifespan, from conception to death. Current research and theories are studied in order to describe and explain physical, genitive, social, emotional, and personality development in infancy, childhood, adolescence, young adulthood, middle age, and late adulthood. The importance of specific environmental contexts in development and applications of research and theory are emphasized. 3 credits. Pre-requisite: PSY 101.

SPH 121 **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 related communication learning to all areas of life and career skills. Classroom discussions, activities, and experiments on a variety of topics are used as a basis for students' growing awareness of perception and skills in communication. 3 credits. Co-requisite: EGL 093.

SPH 141 **Public Speaking (H)** is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. 3 credits
Co-requisite: EGL 093.

There are no specialized accreditation or graduate certification requirements for this program and its students.

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

H. Adequacy of articulation

Cecil College is actively exploring transfer options for students.

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

In addition to the faculty members listed below, Cecil College is searching for a full-time faculty member with a MSW degree to teach counseling courses and administer our Social Work and Addictions and Chemical Dependency programs.

Faculty Member	Credentials	Status	Courses Taught
Kelsey Bianca, Lecturer in Social Sciences	M.A. Washington College	Full-time	PSY 227 Introduction to Abnormal Psychology
John L. Climent, Professor of Mathematics	Ph.D. University of Delaware	Full-time	MAT 127 Introduction to Statistics
Jack D. Cohen, Assistant Professor, Social Sciences	M.Div. Palmer Theological Seminary	Full-time	PSY 101 Introduction to Psychology
Veronica Dougherty, Acting Dean of Arts and Sciences	Ph.D. University of Connecticut	Full-time	BIO 209 Human Anatomy & Physiology I Lab
Christopher Gaspare, Assistant Professor of English	M.A. Washington College	Full-time	EGL 211 Technical Writing EGL 101 Freshman Composition

Faculty Member	Credentials	Status	Courses Taught
Meredith Lutz Stehl, Professor of Sociology and Psychology	Ph.D. Drexel University	Full-time	PSY 201 Human Growth and Development
Nancy Vinton, Professor of Biology	M.D. Yale School of Medicine	Full-time	BIO 208 Human Anatomy & Physiology I BIO 218 Human Anatomy & Physiology II
Tricia Blevins Evans	B.S. Arcadia University	Adjunct	BIO 219 Human Anatomy & Physiology II Lab
Lori Channell	M.Ed. Grand Canyon University	Adjunct	SPH 121 Interpersonal Communications SPH 141 Public Speaking
Metty Messick	M.A., M.Div. Asbury Theological Seminary	Adjunct	PHI 270 Ethical Issues in Healthcare

Part-time faculty members to teach additional counseling courses have not yet been identified.

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

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

Students enrolled in the Addictions and Chemical Dependency Associate of Arts Degree can receive a library classroom orientation upon faculty request or a student can make an appointment to meet one-on-one with the instructional librarian for assistance, including APA citation. During a classroom orientation or an individual session students can learn how to access and search databases, online catalog for print and eBooks, and subject guides.

The library subscribes to the following relevant databases for addictions and chemical dependency: CINAHL with Fulltext, EBSCO eBooks, HealthSource: Nursing/Academic Edition, Humanities International Complete, and MEDLINE with Fulltext, Ovid, ProQuest Nursing & Allied Health Database, *The Journal of the American Medical Association* and *The New England Journal of Medicine*. The library also has available for students, in print, the APA's *Diagnostic and Statistical Manual of Mental Disorders*.

Instructors have the option to place textbooks and DVDs on Reserve in the library for their courses, or the library can purchase textbooks and DVDs to place on Reserve for student use. The library staff always welcomes and encourages faculty to submit requests for books, multi-media resources, and databases, and Inter-Library Loan to support their instruction throughout the academic year. The library staff strives to honor full-time and part-time faculty requests in a timely manner.

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, which houses 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.

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)

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)	\$24,634	\$37,968	\$52,432	\$67,235	\$83,394
a.	Number of F/T students	2	3	4	5	6
b.	Annualized Tuition/Fee Rate ²	\$3,597	\$3,696	\$3,828	\$3,927	\$4,059
c.	Total F/T Revenue (a x b)	\$7,194	\$11,088	\$15,312	\$19,635	\$24,354
d.	Number of P/T students	8	12	16	20	24
e.	Credit Hour Rate	\$109	\$112	\$116	\$119	\$123
f.	Annualized Credit Hour Rate ³	\$2,180	\$2,245	\$2,313	\$2,382	\$2,454
g.	Total P/T Revenue (d x e x f)	\$17,440	\$26,880	\$37,120	\$47,600	\$59,040
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$3,308	\$4,962	\$6,616	\$8,270	\$9,924
	Total (add 1-4)	\$27,942	\$42,930	\$59,048	\$75,505	\$93,318

² Assumes Cecil County resident taking 33 credits per year.

³ Assumes Cecil County resident taking 20 credits per year.

Given the need for addiction counselors, we anticipate that we will graduate about 15 students per year in five years' time. 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 3% 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 average 20 credits per year.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$35,750	\$36,286	\$36,830	\$37,383	\$37,944
a.	# FTE	.5	.5	.5	.5	.5
b.	Total Salary	\$27,500	\$27,913	\$28,331	\$28,756	\$29,188
c.	Total Benefits	\$8,250	\$8,374	\$8,499	\$8,627	\$8,756
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)	\$35,750	\$36,286	\$36,830	\$37,383	\$37,944

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Salaries listed above are forecasted to increase 1.5% each year, while health benefits are estimated to be 30% of salary. 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.

All faculty members are contractually obligated to complete an annual report that includes course evaluation results.


The College's Assessment Plan requires that learning goals for each course be reviewed at least once every four years. These course-level assessments are used to assess the program's learning goals. In addition, the College has an established Program Review process, endorsed by the Faculty Senate and approved by the Board of Trustees. Each program conducts a comprehensive review on an eight year cycle.

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 "college-level competency in awareness of ...cultural diversity..." as one of the institution's seven General Education learning goals.

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

The Addictions and Chemical Dependency program is not directly related to an identified low productivity program.

P. 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.