

Social Sciences Program Review



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| <p>Prepared by: Dr. David Rudolph, Chair Social Sciences and Teacher Education Department</p> |
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SOCIAL SCIENCES PROGRAM REVIEW

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Executive Summary

The Cecil College Social Sciences Program is an integral and major program at Cecil College. The program and courses are designed to prepare students for their final two years of study at a four year college or university, or for personal or professional growth.

The Social Sciences Program includes Anthropology, Criminal Justice, Foreign Languages, Geography, History, Philosophy, Political Science, Psychology, Social Work, Sociology, and Speech Communications. The program is a component of the Social Sciences and Teacher Education Department.

Most students enrolled in Social Science courses are students completing coursework to meet part of their General Education requirements toward an Associates of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS) or Associates in Applied Science (AAS) degree. In addition, students may enroll in Social Science classes to earn a Certificate (CERT), for personal and/or professional growth.

The program's main functions are:

- 1) To provide Social Sciences General Education courses required for graduation.
- 2) To provide required coursework in the areas in which a specific degree is offered. Those areas are Criminal Justice, Paralegal Studies, Psychology, and Social Work.
- 3) To provide courses for personal or professional growth.

The coursework and specific degrees in the Social Sciences Program prepare students for future study at area four-year colleges or universities. The four specific degrees are: Criminal Justice (AAS), Paralegal (AA), Psychology (AA) and Social Work (AA). Each of these degrees will be described under the Program section of this review.

In addition, as will be highlighted in the Program Section of this Review, the Criminal Justice Program was completely redesigned during the 2013-14 Academic year. This decision was made after consultation with the Criminal Justice Advisory Council, faculty, and other parties who have a vested interest in the program.

In addition, this year the concept of establishing "Social Science Concentrations" within the Arts and Sciences Transfer degrees brings new excitement to the program.

1.0 Program Description

The Cecil College Social Sciences Program focuses on the first two years of undergraduate study. Areas of study and their program descriptions are listed below:

➤ Anthropology

Anthropology is the holistic study of humans. As a discipline, anthropology is typically divided into four subfields: Biological Anthropology, Archaeology (artifact retrieval and analysis, and prehistoric cultures), Cultural Anthropology (contemporary and future cultures), and Linguistic Anthropology (language as a part of culture). At Cecil College we currently offer Cultural Geography.

Our Anthropology course satisfies, in part, the Arts and Humanities graduation requirement as well as providing individual credit for those preparing to transfer to a four year college or university, for personal enrichment and professional growth.

➤ **Criminal Justice**

The Associate of Applied Science in Law Enforcement and Corrections Technology Program is designed to provide students with a well-rounded education by combining a core set of General Education courses and specialized courses in Criminal Justice. In addition to preparing students for the final two years of academic study in the criminal justice field, courses within the program, such as Criminal Law, Criminal Investigation, and Juvenile Justice focus on preparing students for careers within the criminal justice field immediately after graduation.

The Criminal Justice Program was revised during the 2014 academic year following an internal review and consultation with the Criminal Justice Advisory Council.

An additional component of the Criminal Justice Program is the degree in Paralegal Studies. The degree prepares students for transfer to a four year college or university to complete the Bachelor's degree in Paralegal Studies or to earn a recognized American Bar Association Paralegal Certificate.

➤ **Foreign Languages**

The Foreign Languages Program provides a positive environment for effective language learning in the areas of Chinese, Russian, and Spanish. In Spanish and Russian a student can complete two full semesters of language study.

At Cecil College a student can prepare for advanced coursework at a 4-year college or university or language school, to complete, in part, the Arts and Humanities graduation requirement and to develop a skill-set for employment or personal enrichment.

➤ **Geography**

The Geography Program offers courses in both Geography and Geographical Information Systems. The Program is designed to introduce students to careers in geography or GIS or to complete, in part, the Social and Behavioral Sciences graduation requirement.

➤ **History**

History is the study of past issues, events, institutions and personalities — in the context of time, place, and human/world issues, change over time or events. At Cecil College, the focus of history courses includes:

- Introductory/survey courses covering wide sweeps of history
- History of specific periods of time

The history courses at Cecil College satisfy, in part, the Arts and Humanities graduation requirement, provide for individual enrichment and professional growth.

➤ **Philosophy**

The Philosophy Program offers a variety of courses to introduce students to the basics of philosophy and simultaneously provides coursework to satisfy, in part, the Arts and Humanities credit requirement for graduation. Students discover how philosophical thought is central to human life and how its study helps develop critical thinking. The program is designed to introduce students to a career in philosophy or related field, or to complete, in part, the Arts and Humanities graduation requirement.

➤ **Political Science**

The great Greek philosopher Aristotle referred to political science as "The Master Science." He felt that it is natural that human beings live in politically organized societies and that it is only through our political institutions that we are able to create those public policies that enable every person to achieve his/her "highest good."

The Political Science Program at Cecil College guides students in the investigation of power and policy-making, political behavior, and national and international politics. Courses include Introduction to Political Science, American Government, and State and Local Government. In addition, the courses in the program complete, in part, the Social and Behavioral Sciences graduation requirement, prepares students for transfer to a four-year college or university and provides for personal or professional growth.

➤ **Psychology**

The Psychology Program at Cecil College offers a wide variety of courses, engaging students in psychological inquiry using a cross-section of methods: objective, scientific and case-study-based.

Students may enroll in psychology courses as part of our Psychology degree (AA), to complete, in part, the Social and Behavioral Sciences graduation requirement, for personal enrichment, or professional growth.

The Psychology degree prepares students to transfer to a 4-year undergraduate program, with prerequisites and many of the major requirements already satisfied. A component of the program is the articulation agreement with Towson University.

➤ **Social Work**

The Social Work Program is the newest program in the Social Sciences at Cecil College. Courses offered provide students with an introduction to the profession of social work and to prepare students for the third and fourth year of study toward a bachelor's degree in Social Work. In addition the program is designed to complete, in part, the Social and Behavioral Sciences graduation requirement.

The Arts and Sciences Transfer-Social Work Option is to prepare students with professional knowledge, values, and skills for generalist social work practice.

The degree is designed in partnership with Salisbury University as students are eligible for a seamless transfer to the university's Social Work program. The

partnership is unique in that all of the courses required to compete the Bachelors in Social Work (BSW) are available at our Elkton Campus.

➤ **Sociology**

Sociology is the study of human social behavior, especially the study of the origins, institutions, organization and development of human society. Sociologists perform research on a wide variety of topics that influence our personal lives. The courses in the program satisfy, in part, the Social and Behavioral Sciences graduation requirement.

➤ **Speech Communications**

The Speech Communications Program offers courses in both Public Speaking and Interpersonal Communications the Program is designed to introduce students to a career in Speech Communications or to complete, in part, the Arts and Humanities requirement for graduation.

1.1.1 Provide a brief overview of the program.

The Social Sciences Program at Cecil College has evolved greatly since the founding of the college in 1968. While students have always been able to pursue courses in the Social Sciences, additional courses and degrees have been developed and implemented over the past ten years. The degrees that are currently offered are Criminal Justice, Paralegal Studies, Psychology and Social Work. In addition, additional specific Discipline Concentrations are currently being designed under the Arts and Sciences transfer degree.

Cecil College Mission Statement

“Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides 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 support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.”

CC Strategic Plan 2010-15

1.1.2 Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

Cecil College's Social Sciences Program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by providing a wide range of courses in a variety of fields that fosters the development of knowledge, skills, and abilities that are essential for students to transfer to a four-year college or university.

1.2 Faculty Profile

The faculty of the Social Sciences Program is composed of individuals who have a vast background in their respective disciplines and in college level instruction. The faculty includes six full-time and 36 adjunct faculty.

| Faculty Member | Highest Degree | Specialty | Responsibility | Full-Time College | Full-Time Program | Adjunct |
|---------------------------|----------------|-----------|----------------|-------------------|-------------------|---------|
| Michael Bouchard | MS | CRJ | | | X | |
| Erskine, Brian | MS | PSY | | | X | |
| Jennifer Scott-Greenfield | Ph.D. | EDU | | X | | |
| Meredith Lutz-Stehl | Ph.D. | PSY, SOC | | | X | |
| Fred McDonald | MA | HST | | | X | |
| Patty Richardson | BA | SPH | | | X | |
| | | | | | | |
| ADJUNCTS | | | | | | |
| Chris Carrico | Ph.D. | ANT | | | | X |
| Ann Persson | MA | ANT | | | | X |
| Doug Baralo | JD | CRJ | | | | X |
| Jim DeCoursey | MS | CRJ | | | | X |
| Charles Moore | MS | CRJ | | | | X |
| James Russell | MS | CRJ | | | | X |
| Jeannie Abbey | MA | SPN | | | | X |
| Irina Sheriff | BA | RUS | | | | X |
| Jeremy Nagle | BS | GEO | | | | X |
| Kim Schmidt | MA | GEO | | | | X |
| Paul Armstrong | Ed. D. | HST | | | | X |
| Mike Dixon | MS/MA | HST | | | | X |
| Jason Toy | MA | HST | | | | X |
| Jack Cohen | M. Div. | PHI/PSY | | | | X |
| Bob Miller | M. Div. | PHI | | | | X |
| Chris Ann Szep | MS | PHI | | | | X |
| Patrick Wyant, Jr | MA | PHI | | | | X |
| Tom Dawley | MS | POS | | | | X |
| Ed Durham | M. Ed. | PSY/SOC | | | | X |
| Sarah Lumpkin | MS | PSY | | | | X |
| Ron Thompson | MA | PSY/SOC | | | | X |

| Faculty Member | Highest Degree | Specialty | Responsibility | Full-Time College | Full-Time Program | Adjunct |
|-------------------|----------------|-----------|----------------|-------------------|-------------------|---------|
| Rebecca Walker | MBA | PSY/BUS | | | | X |
| Carrie Bailey | MSW | SOC | | | | X |
| Georgia Childress | Ed. D. | SOC | | | | X |
| Laney Hoxter | MS | SOC | | | | X |
| Rebecca Larson | MSW | SOC | | | | X |
| Lanae Ampersand | MSW | SOC | | | | X |
| Stephen Ampersand | MSM | SPH | | | | X |
| Diena Gischel | MBA | SPH | | | | X |
| Karen Long | MAT | SPH | | | | X |
| Cathy Skelley | MPA | SPH | | | | X |
| Julia Volpe | Ph. D. | SPH | | | | X |
| Sue Bailey | MSW | SWK | | | | X |
| Nicole Meekins | MSW | SWK | | | | X |
| Madelyn Mickle | MBA | SWK | | | | X |
| Linda Shroyer | MS | SWK | | | | X |

1.3 Program Curriculum

The following are the courses associated with the Social Sciences Program:

ANTHROPOLOGY

ANT 101 CULTURAL ANTHROPOLOGY

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: EGL093.

CRIMINAL JUSTICE

CRJ 101 INTRO CRIMINAL JUSTICE SYSTEM

Introduction to the Criminal Justice System is an introduction to the social and historical background of law enforcement and corrections. This course includes an orientation to the United States criminal justice system while examining the roles of the modern federal, state, and local law enforcement and correctional agencies. 3 credits Pre-requisite: EGL093.

CRJ 105 INTRODUCTION TO CORRECTIONS

Introduction to Corrections provides a comprehensive overview of corrections, dealing with jails and prisons as well as the historical development of corrections and the legal processing from the incident to the prison. 3 credits Pre-requisite: CRJ101.

CRJ 108 POLICE SUPERVISION PERSONNEL MANAGEMENT

Police Supervision and Personnel Management will introduce students to methods and techniques involved in becoming an effective police supervisor. The course focuses on police leadership issues regarding the responsibilities toward administrative, legal, and personnel problems. 3 credits Pre-requisite: CRJ10.

CRJ 110 POLICE COMMUNITY RELATIONS

Police Community Relations will introduce students to the influences of culture, race, and ethnicity and emphasize building relationships between law enforcement and the community they serve. This course focuses on the contact police officers have with the community and stresses the importance of cultural awareness, understanding, and respect. 3 credits Pre-requisite: CRJ10.

CRJ 125 ISSUES IN CORRECTIONS

Issues in Corrections will introduce students to the treatment and rehabilitative policies of women prisoners. This course will address the theory, practice, and issues of the rehabilitative programming needs of women in prison such as: education, health care needs, mental health issues, physical/emotional abuse issues, substance abuse issues, parenting issues, and discharge planning for released women prisoners. 3 credits Pre-requisite: CRJ101.

CRJ 133 FORENSIC SCIENCE I

Forensic Science I will introduce students to the theory and methods of the collection, preservation, and identification of physical evidence. Emphasis is on the history and development of forensic science, processing the crime scene, and the introduction to various items of physical evidence, including firearms, identification of ballistics, document examination, fingerprints, properties of glass and soil, and dangerous drugs. 3 credits Pre-requisite: CRJ101.

CRJ 201 CRIMINAL INVESTIGATION

Criminal Investigation is a study of the basic principles of investigation. This course will introduce students to the theory of investigation, search of the crime scene, questioning of witnesses and suspects, collection and preservation of evidence, sources of information, interviews and interrogations, techniques in surveillance, stakeouts, and raids for their implications in proper criminal investigative reports and court proceedings. 3 credits Pre-requisite: CRJ101.

CRJ 205 PRINCIPLES OF CRIMINAL LAW

Criminal Law will introduce students to the general legal principles of American criminal law. This course will survey the historical development of criminal law, the elements of crime under the common law, and the fundamental theories of criminal responsibility. 3 credits Pre-requisite: CRJ101.

CRJ 206 CORRECTIONAL COUNSELING

Correctional Counseling will introduce students to the role of the correctional officer in counseling. The student will review counseling and intervention techniques as well as the theoretical foundations of relevant criminological studies and behavioral interventions as well as cognitive therapies, social learning models and positive psychology. 3 credits Pre-requisite: CRJ105.

CRJ 211 PROBATION PAROLE & COMMUNITY CORRECTIONS

Probation, Parole, and Community Corrections will introduce students to the development, organization, and functions of probation, parole, and community-based correctional programs in the United States criminal justice system. Particular attention is paid to the legal, functional, and administrative aspects of these sanctions, as well as the impact on sentencing practices and offender reintegration. 3 credits Co- requisite: CRJ105.

CRJ 214 DELINQUENCY JUVENILE JUSTICE

Delinquency and Juvenile Justice will introduce students to all aspects of juvenile justice from

arrest, intake, adjudicatory hearings, dispositions, and aftercare. This course is an orientation to the divergent theories, philosophies, values, attitudes, and historical events that have contributed to the operation of the modern juvenile justice system. It will examine the legal rights of juveniles and landmark U.S. Supreme Court cases. 3 credits Pre-requisite: CRJ10.

CRJ 221 CRIMINOLOGY

Criminology will introduce students to the general theories of crime causation and the impact crime has on society. This course will provide a general survey of the nature and causes of crime and efforts of the criminal justice system to predict, prevent, modify and correct this behavior. 3 credits Pre-requisite: CRJ101.

CRJ 225 POLICE ORGANIZATION AND ADMINISTRATION

Police Organization and Administration will introduce students to the organizational structure and administrative procedure for the implementation of police functions, recruitment, career advancement, leadership, staffing, supervision and morale. 3 credits Pre-requisite: CRJ101.

CRJ 233 FORENSIC SCIENCE II

Forensic Science II expands upon the methods of collection, preservation, and identification of physical evidence. This course emphasizes methods of examination such as fires, explosions, computer forensics, bite marks, hairs and fibers, and blood splatter patterns. The responsibilities and duties of the forensic pathologist will also be covered. 3 credits Pre-requisite: CRJ101 and CRJ133.

CRJ 235 CORRECTIONS ADMINISTRATION

Corrections Administration will introduce students to the history and philosophy of corrections as well as the strategic, fiscal, resource and risk management principles related to corrections administration. This course will also examine the contemporary issues of concern confronting correctional administrators. 3 credits Pre-requisite: CRJ105.

CRJ 299 COOPERATIVE EDU EXP CRIMINAL JUSTICE

Criminal Justice Externship will enable students to connect academic course work to the knowledge, skills, and emotional challenges that are found in the professional world. The course focuses on the many issues involved in the total externship experience; especially those related to student's personal and professional development during his/her externship education. 3 credits Pre-requisite: CRJ101.

FOREIGN LANGUAGES

CHI 101 ELEMENTARY CHINESE I

Elementary Chinese I is an introductory course in Mandarin Chinese for students with no prior knowledge of Chinese. Students will learn to write Chinese characters and use essential vocabulary and elementary grammar for oral and written communication. Students will also explore aspects of Chinese culture and society. 4 credits.

RUS 101 RUSSIAN I

Russian I introduces the student to the basics of reading, writing, and oral communication in the Russian language. In addition, the student will be introduced to the Russian culture and history. 3 credits.

RUS 102 RUSSIAN II

Russian II is a continuation of the first semester of Russian. Students will be required to give a presentation to the class on a Russian cultural figure. 3 credits Pre-requisite: RUS101.

SPN 101 BEGINNING SPANISH I

Beginning Spanish I is an introduction to the Spanish language. It presents the fundamentals necessary for understanding, speaking, reading, and writing basic Spanish. Class contents include basic pronunciation and vocabulary, greetings and other social conventions, the concepts of gender and number agreement, and the present tense of all regular and several commonly-used irregular verbs. Class procedure includes practice in conversation, drill in basic grammatical structures, short reading, dialogues, and compositions. Students receive an introduction to Spanish and Latin American culture, history, and geography. 3 credits.

SPN 102 SPANISH II

Spanish II (H) is the second semester of introductory Spanish. It continues the development of listening, speaking, reading, and writing skills begun in SPN 101. The preterit, imperfect, future, and conditional tenses of regular and irregular verbs and mastery of the phonetically-based spelling changes are begun. The course also covers comparisons and use and placement of object pronouns, and continues vocabulary expansion. Class procedures include lecture, drills, conversation, dialogues, readings, and composition. The study of Spanish and Latin American culture, history, and geography continues, and the use of Spanish in the classroom is encouraged as much as possible. 3 credits Pre-requisite: SPN101.

SPN 111 SPANISH COMMUNICATION EQUINE INDUSTRY

Spanish Communication in the Equine Industry is a language course for equine professionals who have had little or no Spanish speaking experience, as well as those who are competent in the language but need to enhance their vocabulary. Students will learn practical words, phrases, and Spanish expressions to ease both verbal and written communications in the stable. 3 credits

GEOGRAPHIC INFORMATION SYSTEMS**GIS 101 GEOGRAPHIC INFORMATION SYSTEM**

Geographic Information System will provide an introduction to the principles and applications of Geographic Information Systems (GIS) technology. It examines the accuracy and applications of geographic information, while emphasizing how it can be used to enhance the decision-making processes of many disciplines such as transportation and logistics, business, biology, physics, and government and planning. There will be hands-on projects that will focus on real-world problems. 3 credits.

GIS 111 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS

Advanced Geographic Information Systems is a continuation of GIS 101. The course will utilize ArcGIS software's advanced capabilities in analyzing spatial relationships in GIS. The course also introduces students to ArcGIS's Network Analyst, Spatial Analyst, and 3D Analyst extensions, which increase the functionality and analytical power of the software in producing a GIS. 3 credits Pre-requisite: GIS101.

GEOGRAPHY**GEO 101 PHYSICAL GEOGRAPHY**

Physical Geography is an introduction to geography as a discipline: its concepts, scope, and tools as well as the physical elements such as climate, land forms, natural resources, processes, and their relationships. 3 credits. Pre-requisite: EGL093.

GEO 102 CULTURAL GEOGRAPHY

Cultural Geography examines the distribution of humanity over the globe. Human settlement, culture, and land use patterns, as well as complex factors which interact to create cultural diversity, cultural conflicts, and differences in levels of economic development, are studied. Basic map reading and interpretation skills are included. 3 credits Pre-requisite: EGL093.

HISTORY

HST 101 WESTERN CIVILIZATION I

Western Civilization I (to 1715) 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: EGL101.

HST 102 WESTERN CIVILIZATION II

Western Civilization II 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: EGL101.

HST 103 HISTORY OF CRIMINAL JUSTICE

History of Criminal Justice examines the evolution of crime, punishment, and police work from the colonial era to the present. It examines old county jails, headline grabbing criminal escapades of long ago, methods of discontinued punishment, and unheralded peace officers. Topics include the whipping post, hangings, and lynchings. The goal of the course is to look at how crime has changed and how law enforcement and policing methods have evolved. 3 credits Pre-requisite: EGL093.

HST 110 WORLD HISTORY I

World History I considers the evolution and interaction of world-class civilizations across the Eurasian land mass with consideration also given to Africa and the Western Hemisphere. The variety and common denominators of the human experience are emphasized. 3 credits. Co-requisite: EGL101.

HST 111 WORLD HISTORY II

World History II begins with the Age of Discovery and addresses the unfolding of the Modern Era and the evolution of the global village. The impact of such forces as the Scientific Revolution, democratic revolutions, Industrial Revolution, nationalism, Marxism, colonial independence, the world wars, and technology are explored in a world context. 3 credits. Co-requisite: EGL101.

HST 135 HISTORY OF ROCK

History of Rock is a survey of the development of popular music in the 20th and 21st centuries. The origins of rock music, significant artists, influences from different genres, and influence on cultural society will be discussed. Selected representative pieces will be absorbed through directed listening. Topical research papers are required. No music reading skills necessary. 3 credits. Co-requisite: EGL101.

HST 141 SURVEY OF ART HISTORY

Survey of Art History is a survey course which explores art forms and aesthetic intentions from prehistory to the present. The course of study parallels the development of Western Civilization and emphasizes the relationship of art forms to that development. Major emphasis is on painting, sculpture, and architecture. The course may include museum trips. 3 credits. Pre-requisite: EGL093.

HST 201 HISTORY OF THE UNITED STATES (To Reconstruction)

History of the United States (to reconstruction) addresses the history of the United States from the Age of Discovery through the Civil War era. Topics include Old World Background, Colonial America, the War for Independence, the Early Nation, Jeffersonian Democracy, the Jacksonian Age, Ante Bellum South, Manifest Destiny, and the Civil War. 3 credits. Co-requisite: EGL101.

HST 202 HISTORY OF THE UNITED STATES (Reconstruction to Present)

History of the United States II (reconstruction to the present) follows the internal development of the United States and the nation's rise as a world power from the post-Civil War period to the present. Topics include Western Movement, immigration, urbanization, industrialization, populism, progressivism, imperialism, World War I, the Great Depression, World War II, and post war America. 3 credits Co-requisite: EGL101.

HST 203 HISTORY OF MARYLAND

History of Maryland is concerned with the political, economic, social, and cultural history of Maryland from initial settlement to the present. Topics include 17th century Maryland, 18th century Maryland, Maryland before the revolution, Maryland and revolution, Maryland in the new nation, Jacksonian Maryland, the Civil War, Maryland and reform, prosperity and depression, the New Deal in Maryland, World War II, and beyond. 3 credits. Co-requisite: EGL101.

HST 251 INTRODUCTION TO AFRICAN AMERICAN STUDIES

Introduction to African American Studies is designed to expose students of all races to the rich heritage of the African-American. This survey course will incorporate oral as well as written projects, and will cover almost 400 years of African-American involvement in the making of America. 3 credits. Co-requisite: EGL101.

HST 252 AMERICAN DIVERSITY THROUGH FILM

American Diversity Through Film examines the topic of diversity through an interdisciplinary approach that combines historical and cinematic perspectives. The American experience as seen from the viewpoints of different groups, including African-Americans, Hispanic Americans, Asian Americans, Native Americans, and European immigrants, will be explored through the screening of films that focus on each of these groups, and through discussion of the underlying historical, social, and intellectual background against which the films are set. 3 credits Co-requisite: EGL101.

HST 253 CIVIL WAR AND RECONSTRUCTION

Civil War and Reconstruction covers the time period 1845 to 1877 and includes the study of the origins, development, and outcomes of the greatest struggle this nation has known between the North and South: the American Civil War and the Reconstruction. Emphasis will be placed on political, economic, and social issues leading to the war and the effort to reunite the nation after the war. 3 credits Co-requisite: EGL101.

HST 298 WESTERN MILITARY HISTORY

Western Military History stresses change in military operations from the period of Ancient History to the present. Those changes have been influenced by political, social, economic, moral and geographical factors. How these factors have shaped the battles, tools, and outcomes of war will be a major emphasis of this course. 3 credits Co-requisite: EGL101.

PHILOSOPHY

PHI 101 INTRODUCTION TO PHILOSOPHY

Introduction to Philosophy introduces students to traditional philosophical problems. The course objectives are to learn to think critically about philosophical topics and to apply basic philosophical concepts to everyday life. 3 credits Pre-requisite: EGL093.

PHI 170 ETHICAL ISSUES IN HEALTHCARE

Ethical Issues in Healthcare 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: EGL093.

PHI 201 ETHICS – CONTEMPORARY MORAL PROBLEMS

Ethics - Contemporary Moral Problems introduces students to philosophical thinking about morality, moral problems, and moral judgments. Emphasis is placed on the meaning of ethical questions and how ethical judgments and decisions are justified. 3 credits Pre-requisite: EGL093.

PHI 202 CLEAR THINKING: AN INTRODUCTION TO INDUCTIVE LOGIC

Clear Thinking: An Introduction to Inductive Logic introduces students to the techniques and methods of critical thinking. Among the topics included are analysis and systematization of ideas, inductive fallacies, statistical samples, and strategies for presenting arguments. 3 credits. Pre-requisite: EGL093.

PHI 203 HISTORY OF IDEAS I

History of Ideas is an examination of the major intellectual ideas which have shaped Western Civilization since the ancient Greek philosophers to Descartes. 3 credits. Pre-requisite: EGL093.

PHI 204 HISTORY OF IDEAS: MODERN

History of Ideas: Modern introduces students to the major intellectual ideas which have shaped Western Civilization in the last 300 years. The course emphasizes the ideas which are the core of our cultural heritage and are the foundation of our thinking in the 20th century. 3 credits. Pre-requisite: EGL093.

PHI 205 PHILOSOPHY OF RELIGION

Philosophy of Religion introduces students to the vast array of religious beliefs and possible explanations for them, the arguments for God's existence and criticisms of those arguments, and the philosophical/psychological foundations of faith. Emphasis is placed on what people believe. 3 credits. Pre-requisite: EGL093.

PHI 206 CURRENT PHILOSOPHICAL ISSUES IN AMERICA

Current Philosophical Issues in America investigates the development of religious movements in the American culture. Emphasis is placed on depicting the religious life of the American people as a function of the dominant motifs of the American experience. 3 credits. Pre-requisite: EGL093.

POLITICAL SCIENCE

POS 101 INTRO TO POLITICAL SCIENCE

Introduction to Political Science is a survey course in political science which offers an understanding of the principles, concepts, and dynamics of politics. The course will examine the goals of the government, the different systems of government, the characteristics of political leadership, the relationship between government and citizens, and the relationship among governments. 3 credits Pre-requisite: EGL093.

POS 201 AMERICAN GOVERNMENT

American Government offers an understanding of how our political system works and how active involvement of the citizenry can make a difference in the responsiveness of our government to the needs of its people. This course provides an overview of the basic government institutions and the processes of American government. The course also examines the relationships between governmental institutions and how the public influences the process. 3 credits Pre-Requisite EGL 093.

POS 202 STATE AND LOCAL GOVERNMENT

State and Local Government is a basic course in functions and problems of state and local government in the United States. Emphasis is placed on Maryland jurisdiction with special attention given to Cecil County. 3 credits Pre-requisite: EGL093.

PSYCHOLOGY

PSY 101 INTRODUCTION TO PSYCHOLOGY

Introduction to Psychology 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: EGL093.

PSY 201 HUMAN GROWTH AND DEVELOPMENT

Human Growth and Development studies the developing person through the lifespan, from conception to death. Current research and theories are studied in order to describe and explain physical, cognitive, 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: PSY101.

PSY 203 CHILD GROWTH AND DEVELOPMENT

Child Growth and Development studies the developing person from conception through adolescence. Current research and applications are used to describe and explain physical, cognitive, social, emotional, and personality development. The importance of specific environmental contexts in development is emphasized. Major topics explored in the course include prenatal development, birth, attachment, language development, abuse and neglect, parenting, moral development, gender role development, and problems and challenges of adolescence. 3 credits Pre-requisite: PSY101.

PSY 207 EDUCATIONAL PSYCHOLOGY

Educational Psychology involves an examination of psychological principles and practices as they apply to educational settings. Several topics related to teaching and learning are addressed, including developmental theory and processes, student characteristics, learning, instruction, diversity, motivation, exceptionalities, effective learning environments, evaluation, and measurement of learning outcomes. 3 credits Pre-requisite: PSY101. Co-requisite: EDU207.

PSY 222 ORGANIZATIONAL PSYCHOLOGY

Organizational Psychology emphasizes the issues of increased productivity, organizational change, and improved organizational environment. Increasingly, managers have turned to the applied behavioral sciences for insights and answers to these compelling problems. The course is designed for students who want to update skills in management, supervising, and/or interpersonal relations. 3 credits Pre-requisite: EGL101.

PSY 227 INTRODUCTION TO ABNORMAL PSYCHOLOGY

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: PSY 101.

SOCIAL WORK**SWK 101 INTRODUCTION TO SOCIAL WORK**

Introduction to Social Work 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. The course requires community service activities. 3 credits. Pre-requisite: EGL093.

SWK 102 BASIC INTERVIEWING SKILLS

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.

SWK 201 SOCIAL WELFARE POLICY RESEARCH & EXPERIENCE

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: SWK101.

SWK 202 ELDER CARE EXPERIENTIAL LEARNING

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: SWK101.

SWK 203 SUBSTANCE ABUSE EXPERIENTIAL LEARN

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: SWK101.

SOCIOLOGY**SOC 101 INTRODUCTION TO SOCIOLOGY**

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

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: EGL093.

SOC 103 MARRIAGE AND THE FAMILY

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: EGL101.

SOC 105 PERSPECTIVES IN HUMAN DIVERSITY

Perspectives in Human Diversity introduces the concepts of diversity consciousness, recognizing and overcoming diversity barriers, and identifying and appreciating cultural differences. Ethical and practical considerations are integrated through the use of case studies, projects, and reaction papers. 3 credits Pre-requisite: EGL093.

SOC 222 JUVENILE DELINQUENCY

Juvenile Delinquency analyzes problems associated with juvenile delinquency and its causes. The course also focuses on the study and application of preventative and rehabilitative methods. 3 credits Pre-requisite: EGL093.

SPEECH COMMUNICATIONS**SPH 121 INTERPERSONAL COMMUNICATIONS**

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, 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. 3 credits Co-requisite: EGL093.

SPH 141 PUBLIC SPEAKING

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: EGL093.

2.0 STATISTICAL DATA

ANTHROPOLOGY

Course Enrollment

| ANT 101 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 65 |
| FY 2009/2010 | 96 |
| FY 2010/2011 | 73 |
| FY 2011/2012 | 83 |
| FY 2012/2013 | 103 |

Age Enrollment

| ANT 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 65 | 49 | 75% | 7 | 11% | 4 | 6% | 4 | 6% | 1 | 2% |
| FY 2009/2010 | 96 | 75 | 78% | 8 | 8% | 7 | 7% | 6 | 6% | 0 | 0% |
| FY 2010/2011 | 73 | 51 | 70% | 8 | 11% | 10 | 14% | 3 | 4% | 1 | 1% |
| FY 2011/2012 | 83 | 63 | 76% | 8 | 10% | 6 | 7% | 4 | 5% | 2 | 2% |
| FY 2012/2013 | 103 | 75 | 73% | 9 | 9% | 9 | 9% | 7 | 7% | 3 | 3% |

Ethnicity Enrollment

| ANT 101 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|
| FY 2008/2009 | 65 | 8 | 12% | 0 | 0% | 2 | 3% | 3 | 5% | 45 | 69% | 0 | 0% | 7 |
| FY 2009/2010 | 96 | 5 | 5% | 1 | 1% | 3 | 3% | 0 | 0% | 80 | 83% | 1 | 1% | 6 |
| FY 2010/2011 | 73 | 4 | 5% | 0 | 0% | 1 | 1% | 0 | 0% | 66 | 90% | 0 | 0% | 2 |
| FY 2011/2012 | 83 | 12 | 14% | 0 | 0% | 0 | 0% | 5 | 6% | 66 | 80% | 0 | 0% | 0 |
| FY 2012/2013 | 103 | 10 | 10% | 0 | 0% | 0 | 0% | 4 | 4% | 81 | 79% | 7 | 7% | 1 |

Gender Enrollment

| ANT 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 23 | 42 | 65 |
| FY 2009/2010 | 27 | 69 | 96 |
| FY 2010/2011 | 22 | 51 | 73 |
| FY 2011/2012 | 27 | 56 | 83 |
| FY 2012/2013 | 28 | 75 | 103 |

CRIMINAL JUSTICE – CORRECTIONS

Criminal Justice Corrections Program Review Course Enrollment

| | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 1 |
| FY 2009/2010 | 0 |
| FY 2010/2011 | 3 |
| FY 2011/2012 | 7 |
| FY2012/2013 | 13 |

Criminal Justice Corrections Program Review Students by Gender

| | Total Enrollment | Female Student | % of Total | Male Students | % of Total |
|--------------|------------------|----------------|------------|---------------|------------|
| FY 2008/2009 | 1 | 1 | 100% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 3 | 2 | 67% | 1 | 33% |
| FY 2011/2012 | 7 | 2 | 29% | 5 | 71% |
| FY2012/2013 | 13 | 8 | 62% | 5 | 38% |

**Criminal Justice Corrections Program Review
Students by Ethnicity**

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|
| FY 2008/2009 | 1 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 2010/2011 | 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 100% | 0 |
| FY 2011/2012 | 7 | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 86% | 0 |
| FY 2012/2013 | 13 | 2 | 15% | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 85% | 0 |

**Criminal Justice Corrections Program Review
Students by Age**

| | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 1 | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 3 | 2 | 67% | 1 | 33% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 7 | 5 | 71% | 1 | 14% | 0 | 0% | 1 | 14% | 0 | 0% |
| FY 2012/2013 | 13 | 9 | 69% | 1 | 8% | 2 | 15% | 1 | 8% | 0 | 0% |

Criminal Justice Corrections Program Review

Number of Degrees Awarded

| | Total Degrees |
|--------------|---------------|
| FY 2008/2009 | 0 |
| FY 2009/2010 | 0 |
| FY 2010/2011 | 0 |
| FY 2011/2012 | 0 |
| FY2012/2013 | 2 |
| Total | 2 |

Program Review - Paralegal Studies - ASPL

Degree

Number of Degrees Awarded

| | Total Degrees |
|--------------|---------------|
| FY 2009/2010 | 0 |
| FY 2010/2011 | 0 |
| FY 2011/2012 | 0 |
| FY2012/2013 | 0 |
| FY2013/2014 | 1 |
| Total | 1 |

Cecil College

CRIMINAL JUSTICE – LAW ENFORCEMENT

Enrollment

| | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 4 |
| FY 2009/2010 | 10 |
| FY 2010/2011 | 16 |
| FY 2011/2012 | 35 |
| FY2012/2013 | 75 |

Students by Gender

| | Total Enrollment | Female Student | % of Total | Male Students | % of Total |
|--------------|------------------|----------------|------------|---------------|------------|
| FY 2008/2009 | 4 | 3 | 75% | 1 | 25% |
| FY 2009/2010 | 10 | 4 | 40% | 6 | 60% |
| FY 2010/2011 | 16 | 9 | 56% | 7 | 44% |
| FY 2011/2012 | 35 | 21 | 60% | 14 | 40% |
| FY2012/2013 | 75 | 37 | 49% | 38 | 51% |

Students by Ethnicity

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|
| FY 2008/2009 | 4 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 75% | 0 |
| FY 2009/2010 | 10 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 90% | 0 |
| FY 2010/2011 | 16 | 1 | 6% | 0 | 0% | 0 | 0% | 0 | 0% | 14 | 88% | 0 |
| FY 2011/2012 | 35 | 2 | 6% | 0 | 0% | 0 | 0% | 0 | 0% | 31 | 89% | 1 |
| FY2012/2013 | 75 | 8 | 11% | 0 | 0% | 0 | 0% | 5 | 7% | 59 | 79% | 2 |

Students by Age

| | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 10 | 9 | 90% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 10% |
| FY 2010/2011 | 16 | 15 | 94% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 6% |
| FY 2011/2012 | 35 | 27 | 77% | 4 | 11% | 3 | 9% | 0 | 0% | 1 | 3% |
| FY2012/2013 | 75 | 62 | 83% | 5 | 7% | 6 | 8% | 1 | 1% | 1 | 1% |

Number of Degrees Awarded

| | Total Degrees |
|--------------|---------------|
| FY 2008/2009 | 0 |
| FY 2009/2010 | 0 |
| FY 2010/2011 | 0 |
| FY 2011/2012 | 0 |
| FY 2012/2013 | 2 |
| Total | 2 |

Students starting in FY 2012-2013 and completed 15-29 credits that Transferred Out (Headcount)**Type of Higher Institutions**

| In-State Transfer | |
|--------------------|--------------------|
| 2-year institution | 4-year institution |
| 0 | 0 |

| Out-of-State Transfer | |
|-----------------------|--------------------|
| 2-year institution | 4-year institution |
| 0 | 1 |

| In-State Transfer | |
|-------------------|---------|
| Public | Private |
| 0 | 0 |

| Out-of-State Transfer | |
|-----------------------|---------|
| Public | Private |
| 1 | 0 |

Students starting in FY 2008-2009 and completed 30+ credits that Transferred Out (Headcount)**Type of Higher Institutions**

| In-State Transfer | |
|--------------------|--------------------|
| 2-year institution | 4-year institution |
| 0 | 0 |

| Out-of-State Transfer | |
|-----------------------|--------------------|
| 2-year institution | 4-year institution |
| 0 | 2 |

| In-State Transfer | |
|-------------------|---------|
| Public | Private |
| 0 | 0 |

| Out-of-State Transfer | |
|-----------------------|---------|
| Public | Private |
| 0 | 2 |

FOREIGN LANGUAGE

- CHINESE
- RUSSIAN
- SPANISH

CHINESE

Age Enrollment

| CHI 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 5 | 2 | 40% | 1 | 20% | 0 | 0% | 0 | 0% | 2 | 40% |
| FY 2009/2010 | 8 | 7 | 88% | 1 | 13% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 6 | 5 | 83% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 17% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Gender Enrollment

| CHI 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 3 | 2 | 5 |
| FY 2009/2010 | 3 | 5 | 8 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 4 | 2 | 6 |
| FY 2012/2013 | 0 | 0 | 0 |

Ethnicity Enrollment

Chinese

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| CHI 101 | | | | | | | | | | | | | | | |
| FY 2008/2009 | 5 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 80% | 0 | 0% | 1 | 20% |
| FY 2009/2010 | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 13% | 6 | 75% | 1 | 13% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 6 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 100% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

RUSSIAN**Age Enrollment**

| | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| RUS 101 | | | | | | | | | | | |
| FY 2008/2009 | 13 | 12 | 92% | 0 | 0% | 0 | 0% | 1 | 8% | 0 | 0% |
| FY 2009/2010 | 9 | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 12 | 11 | 92% | 0 | 0% | 0 | 0% | 1 | 8% | 0 | 0% |
| FY 2011/2012 | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 4 | 3 | 75% | 0 | 0% | 1 | 25% | 0 | 0% | 0 | 0% |

| | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| RUS 102 | | | | | | | | | | | |
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 3 | 2 | 67% | 0 | 0% | 0 | 0% | 1 | 33% | 0 | 0% |
| FY 2010/2011 | 5 | 4 | 80% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 20% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Gender Enrollment

Russian

| RUS 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 4 | 9 | 13 |
| FY 2009/2010 | 5 | 4 | 9 |
| FY 2010/2011 | 6 | 6 | 12 |
| FY 2011/2012 | 5 | 1 | 6 |
| FY 2012/2013 | 1 | 3 | 4 |

| RUS 102 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 2 | 1 | 3 |
| FY 2010/2011 | 1 | 4 | 5 |
| FY 2011/2012 | 0 | 0 | 0 |
| FY 2012/2013 | 0 | 0 | 0 |

Ethnicity Enrollment

Russian

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| RUS 101 | | | | | | | | | | | | | | | |
| FY 2008/2009 | 13 | 0 | 0% | 0 | 0% | 1 | 8% | 1 | 8% | 11 | 85% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 9 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 78% | 0 | 0% | 2 | 22% |
| FY 2010/2011 | 12 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 10 | 83% | 0 | 0% | 2 | 17% |
| FY 2011/2012 | 6 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 83% | 0 | 0% | 1 | 17% |
| FY 2012/2013 | 4 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 100% | 0 | 0% | 0 | 0% |

[illegible]

SPANISH

Age Enrollment Spanish

| SPN 101 | Total Enrollment | Less Than 25 | % of Total | 26- 30 | % of Total | 31- 40 | % of Total | 41- 50 | % of Total | 51 and over | % of Total |
|--------------|------------------|-----------------|---------------|-----------|------------|-----------|---------------|-----------|---------------|----------------|---------------|
| FY 2008/2009 | 29 | 17 | 59% | 2 | 7% | 3 | 10% | 3 | 10% | 4 | 14% |
| FY 2009/2010 | 32 | 23 | 72% | 4 | 13% | 3 | 9% | 1 | 3% | 1 | 3% |
| FY 2010/2011 | 44 | 30 | 68% | 5 | 11% | 5 | 11% | 3 | 7% | 1 | 2% |
| FY 2011/2012 | 39 | 32 | 82% | 1 | 3% | 3 | 8% | 1 | 3% | 2 | 5% |
| FY 2012/2013 | 28 | 19 | 68% | 3 | 11% | 2 | 7% | 2 | 7% | 2 | 7% |

| SPN 102 | Total Enrollment | Less Than 25 | % of Total | 26- 30 | % of Total | 31- 40 | % of Total | 41- 50 | % of Total | 51 and over | % of Total |
|--------------|------------------|-----------------|---------------|-----------|------------|-----------|---------------|-----------|---------------|----------------|---------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| SPN 111 | Total Enrollment | Less Than 25 | % of Total | 26- 30 | % of Total | 31- 40 | % of Total | 41- 50 | % of Total | 51 and over | % of Total |
|--------------|------------------|-----------------|---------------|-----------|------------|-----------|---------------|-----------|---------------|----------------|---------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 9 | 7 | 78% | 1 | 11% | 1 | 11% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 6 | 5 | 83% | 0 | 0% | 1 | 17% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

[illegible]

| SPN 111 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 100% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 75% | 1 | 13% | 1 | 13% |
| FY 2010/2011 | 4 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 25% | 2 | 50% | 0 | 0% | 1 | 25% |
| FY 2011/2012 | 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 67% | 1 | 33% | 0 | 0% |
| FY 2012/2013 | 4 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 100% | 0 | 0% | 0 | 0% |

GEOGRAPHY

Course Enrollment

| GEO 101 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 31 |
| FY 2009/2010 | 35 |
| FY 2010/2011 | 33 |
| FY 2011/2012 | 31 |
| FY 2012/2013 | 24 |

| GEO 102 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 21 |
| FY 2009/2010 | 26 |
| FY 2010/2011 | 44 |
| FY 2011/2012 | 41 |
| FY 2012/2013 | 39 |

Age Enrollment

| GEO 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 31 | 28 | 90% | 1 | 3% | 0 | 0% | 1 | 3% | 1 | 3% |
| FY 2009/2010 | 35 | 25 | 71% | 4 | 11% | 1 | 3% | 5 | 14% | 0 | 0% |
| FY 2010/2011 | 33 | 29 | 88% | 0 | 0% | 1 | 3% | 2 | 6% | 1 | 3% |
| FY 2011/2012 | 31 | 28 | 90% | 3 | 10% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 24 | 23 | 96% | 0 | 0% | 1 | 4% | 0 | 0% | 0 | 0% |

| GEO 102 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 21 | 18 | 86% | 1 | 5% | 1 | 5% | 0 | 0% | 1 | 5% |
| FY 2009/2010 | 26 | 25 | 96% | 0 | 0% | 1 | 4% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 44 | 40 | 91% | 2 | 5% | 1 | 2% | 1 | 2% | 0 | 0% |
| FY 2011/2012 | 41 | 35 | 85% | 4 | 10% | 1 | 2% | 1 | 2% | 0 | 0% |
| FY 2012/2013 | 39 | 37 | 95% | 0 | 0% | 0 | 0% | 2 | 5% | 0 | 0% |

Gender Enrollment

| GEO 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 11 | 20 | 31 |
| FY 2009/2010 | 16 | 19 | 35 |
| FY 2010/2011 | 10 | 23 | 33 |
| FY 2011/2012 | 14 | 17 | 31 |
| FY 2012/2013 | 8 | 16 | 24 |

| GEO 102 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 9 | 12 | 21 |
| FY 2009/2010 | 13 | 13 | 26 |
| FY 2010/2011 | 17 | 27 | 44 |
| FY 2011/2012 | 22 | 19 | 41 |
| FY 2012/2013 | 20 | 19 | 39 |

Ethnicity Enrollment

| GEO 101 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 31 | 1 | 3% | 1 | 3% | 0 | 0% | 2 | 6% | 26 | 84% | 0 | 0% | 1 | 3% |
| FY 2009/2010 | 35 | 1 | 3% | 0 | 0% | 1 | 3% | 1 | 3% | 27 | 77% | 0 | 0% | 5 | 14% |
| FY 2010/2011 | 33 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 32 | 97% | 0 | 0% | 1 | 3% |
| FY 2011/2012 | 31 | 5 | 16% | 1 | 3% | 0 | 0% | 1 | 3% | 24 | 77% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 24 | 1 | 4% | 0 | 0% | 1 | 4% | 0 | 0% | 22 | 92% | 0 | 0% | 0 | 0% |

| GEO 102 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 21 | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 18 | 86% | 0 | 0% | 2 | 10% |
| FY 2009/2010 | 26 | 1 | 4% | 1 | 4% | 0 | 0% | 0 | 0% | 22 | 85% | 0 | 0% | 2 | 8% |
| FY 2010/2011 | 44 | 0 | 0% | 1 | 2% | 0 | 0% | 2 | 5% | 39 | 89% | 0 | 0% | 2 | 5% |
| FY 2011/2012 | 41 | 2 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 39 | 95% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 39 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 3% | 38 | 97% | 0 | 0% | 0 | 0% |

GEOGRAPHIC INFORMATION SYSTEMS**Course Enrollment**

| GIS 101 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 0 |
| FY 2009/2010 | 0 |
| FY 2010/2011 | 0 |
| FY 2011/2012 | 0 |
| FY 2012/2013 | 0 |

Age Enrollment

| GIS 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

HISTORY

Course Enrollment

| HST 101 | Total Enrollment | HST 111 | Total Enrollment | HST 203 | Total Enrollment |
|--------------|------------------|--------------|------------------|--------------|------------------|
| FY 2008/2009 | 77 | FY 2008/2009 | 21 | FY 2008/2009 | 0 |
| FY 2009/2010 | 100 | FY 2009/2010 | 20 | FY 2009/2010 | 9 |
| FY 2010/2011 | 89 | FY 2010/2011 | 20 | FY 2010/2011 | 6 |
| FY 2011/2012 | 90 | FY 2011/2012 | 19 | FY 2011/2012 | 0 |
| FY 2012/2013 | 114 | FY 2012/2013 | 17 | FY 2012/2013 | 0 |
| HST 102 | Total Enrollment | HST 135 | Total Enrollment | HST 251 | Total Enrollment |
| FY 2008/2009 | 54 | FY 2008/2009 | 0 | FY 2008/2009 | 0 |
| FY 2009/2010 | 79 | FY 2009/2010 | 0 | FY 2009/2010 | 0 |
| FY 2010/2011 | 80 | FY 2010/2011 | 0 | FY 2010/2011 | 0 |
| FY 2011/2012 | 77 | FY 2011/2012 | 8 | FY 2011/2012 | 17 |
| FY 2012/2013 | 91 | FY 2012/2013 | 7 | FY 2012/2013 | 9 |

| HST 103 | Total Enrollment | HST 201 | Total Enrollment | HST 298 | Total Enrollment |
|--------------|------------------|--------------|------------------|--------------|------------------|
| FY 2008/2009 | 3 | FY 2008/2009 | 103 | FY 2008/2009 | 0 |
| FY 2009/2010 | 11 | FY 2009/2010 | 110 | FY 2009/2010 | 0 |
| FY 2010/2011 | 0 | FY 2010/2011 | 102 | FY 2010/2011 | 0 |
| FY 2011/2012 | 5 | FY 2011/2012 | 108 | FY 2011/2012 | 3 |
| FY 2012/2013 | 0 | FY 2012/2013 | 105 | FY 2012/2013 | 5 |

| HST 110 | Total Enrollment | HST 202 | Total Enrollment |
|--------------|------------------|--------------|------------------|
| FY 2008/2009 | 25 | FY 2008/2009 | 77 |
| FY 2009/2010 | 24 | FY 2009/2010 | 98 |
| FY 2010/2011 | 18 | FY 2010/2011 | 96 |
| FY 2011/2012 | 25 | FY 2011/2012 | 91 |
| FY 2012/2013 | 13 | FY 2012/2013 | 81 |

Age Enrollment

| HST 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 77 | 64 | 83% | 5 | 6% | 4 | 5% | 4 | 5% | 0 | 0% |
| FY 2009/2010 | 100 | 79 | 79% | 6 | 6% | 8 | 8% | 5 | 5% | 2 | 2% |
| FY 2010/2011 | 89 | 68 | 76% | 3 | 3% | 11 | 12% | 7 | 8% | 0 | 0% |
| FY 2011/2012 | 90 | 69 | 77% | 10 | 11% | 7 | 8% | 3 | 3% | 1 | 1% |
| FY 2012/2013 | 114 | 81 | 71% | 10 | 9% | 11 | 10% | 10 | 9% | 2 | 2% |

| HST 102 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 54 | 41 | 76% | 5 | 9% | 4 | 7% | 3 | 6% | 1 | 2% |
| FY 2009/2010 | 79 | 68 | 86% | 2 | 3% | 5 | 6% | 4 | 5% | 0 | 0% |
| FY 2010/2011 | 80 | 63 | 79% | 7 | 9% | 8 | 10% | 2 | 3% | 0 | 0% |
| FY 2011/2012 | 77 | 57 | 74% | 4 | 5% | 7 | 9% | 6 | 8% | 3 | 4% |
| FY 2012/2013 | 91 | 70 | 77% | 7 | 8% | 5 | 5% | 7 | 8% | 2 | 2% |

| HST 103 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 3 | 1 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 67% |
| FY 2009/2010 | 11 | 11 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| HST 110 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 25 | 22 | 88% | 3 | 12% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 24 | 21 | 88% | 1 | 4% | 0 | 0% | 1 | 4% | 1 | 4% |
| FY 2010/2011 | 18 | 15 | 83% | 2 | 11% | 0 | 0% | 1 | 6% | 0 | 0% |
| FY 2011/2012 | 25 | 24 | 96% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 4% |
| FY 2012/2013 | 13 | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| HST 111 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 21 | 20 | 95% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 21 | 18 | 86% | 1 | 5% | 0 | 0% | 1 | 5% | 1 | 5% |
| FY 2010/2011 | 20 | 17 | 85% | 1 | 5% | 1 | 5% | 1 | 5% | 0 | 0% |
| FY 2011/2012 | 19 | 18 | 95% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 17 | 16 | 94% | 0 | 0% | 1 | 6% | 0 | 0% | 0 | 0% |

| HST 135 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 8 | 5 | 63% | 2 | 25% | 0 | 0% | 1 | 13% | 0 | 0% |
| FY 2012/2013 | 7 | 5 | 71% | 1 | 14% | 1 | 14% | 0 | 0% | 0 | 0% |

Gender Enrollment

| HST 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 33 | 44 | 77 |
| FY 2009/2010 | 49 | 51 | 100 |
| FY 2010/2011 | 36 | 53 | 89 |
| FY 2011/2012 | 28 | 62 | 90 |
| FY 2012/2013 | 38 | 76 | 114 |

| HST 111 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 17 | 4 | 21 |
| FY 2009/2010 | 12 | 8 | 20 |
| FY 2010/2011 | 8 | 12 | 20 |
| FY 2011/2012 | 11 | 8 | 19 |
| FY 2012/2013 | 10 | 7 | 17 |

| HST 203 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 8 | 1 | 9 |
| FY 2010/2011 | 3 | 3 | 6 |
| FY 2011/2012 | 0 | 0 | 0 |
| FY 2012/2013 | 0 | 0 | 0 |

| HST 102 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 23 | 31 | 54 |
| FY 2009/2010 | 39 | 40 | 79 |
| FY 2010/2011 | 21 | 59 | 80 |
| FY 2011/2012 | 26 | 51 | 77 |
| FY 2012/2013 | 32 | 59 | 91 |

| HST 135 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 0 | 0 | 0 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 3 | 5 | 8 |
| FY 2012/2013 | 1 | 6 | 7 |

| HST 251 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 0 | 0 | 0 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 5 | 12 | 17 |
| FY 2012/2013 | 2 | 7 | 9 |

| HST 103 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 1 | 2 | 3 |
| FY 2009/2010 | 10 | 1 | 11 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 2 | 3 | 5 |
| FY 2012/2013 | 0 | 0 | 0 |

| HST 201 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 49 | 54 | 103 |
| FY 2009/2010 | 49 | 61 | 110 |
| FY 2010/2011 | 42 | 60 | 102 |
| FY 2011/2012 | 48 | 60 | 108 |
| FY 2012/2013 | 41 | 64 | 105 |

| HST 298 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 0 | 0 | 0 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 3 | 0 | 3 |
| FY 2012/2013 | 5 | 0 | 5 |

| HST 110 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 10 | 15 | 25 |
| FY 2009/2010 | 15 | 9 | 24 |
| FY 2010/2011 | 7 | 11 | 18 |
| FY 2011/2012 | 15 | 10 | 25 |
| FY 2012/2013 | 8 | 5 | 13 |

| HST 202 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 38 | 39 | 77 |
| FY 2009/2010 | 46 | 52 | 98 |
| FY 2010/2011 | 48 | 48 | 96 |
| FY 2011/2012 | 45 | 46 | 91 |
| FY 2012/2013 | 43 | 38 | 81 |

Ethnicity Enrollment

| HST 101 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 77 | 6 | 8% | 1 | 1% | 2 | 3% | 1 | 1% | 67 | 87% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 101 | 6 | 6% | 1 | 1% | 0 | 0% | 1 | 1% | 89 | 88% | 0 | 0% | 4 | 4% |
| FY 2010/2011 | 89 | 10 | 11% | 0 | 0% | 0 | 0% | 3 | 3% | 70 | 79% | 1 | 1% | 5 | 6% |
| FY 2011/2012 | 90 | 7 | 8% | 0 | 0% | 2 | 2% | 3 | 3% | 74 | 82% | 0 | 0% | 4 | 4% |
| FY 2012/2013 | 115 | 15 | 13% | 0 | 0% | 1 | 1% | 1 | 1% | 94 | 82% | 4 | 3% | 0 | 0% |

| HST 102 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 54 | 4 | 7% | 0 | 0% | 0 | 0% | 2 | 4% | 44 | 81% | 0 | 0% | 4 | 7% |
| FY 2009/2010 | 79 | 7 | 9% | 0 | 0% | 3 | 4% | 5 | 6% | 60 | 76% | 1 | 1% | 3 | 4% |
| FY 2010/2011 | 80 | 3 | 4% | 0 | 0% | 1 | 1% | 4 | 5% | 66 | 83% | 0 | 0% | 6 | 8% |
| FY 2011/2012 | 77 | 10 | 13% | 0 | 0% | 0 | 0% | 4 | 5% | 59 | 77% | 1 | 1% | 3 | 4% |
| FY 2012/2013 | 91 | 10 | 11% | 1 | 1% | 1 | 1% | 0 | 0% | 75 | 82% | 3 | 3% | 1 | 1% |

[illegible]

| HST 110 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 25 | 2 | 8% | 0 | 0% | 1 | 4% | 0 | 0% | 21 | 84% | 0 | 0% | 1 | 4% |
| FY 2009/2010 | 24 | 0 | 0% | 1 | 4% | 0 | 0% | 1 | 4% | 17 | 71% | 0 | 0% | 5 | 21% |
| FY 2010/2011 | 18 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 16 | 89% | 1 | 6% | 1 | 6% |
| FY 2011/2012 | 25 | 2 | 8% | 0 | 0% | 0 | 0% | 1 | 4% | 19 | 76% | 1 | 4% | 2 | 8% |
| FY 2012/2013 | 13 | 2 | 15% | 0 | 0% | 0 | 0% | 1 | 8% | 10 | 77% | 0 | 0% | 0 | 0% |

| HST 111 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 21 | 2 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 15 | 71% | 0 | 0% | 4 | 19% |
| FY 2009/2010 | 20 | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 18 | 90% | 0 | 0% | 1 | 5% |
| FY 2010/2011 | 20 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 19 | 95% | 0 | 0% | 1 | 5% |
| FY 2011/2012 | 19 | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 18 | 95% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 17 | 1 | 6% | 0 | 0% | 0 | 0% | 1 | 6% | 15 | 88% | 0 | 0% | 0 | 0% |

| HST 135 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 7 | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 86% | 0 | 0% | 0 | 0% |

| HST 251 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 17 | 8 | 47% | 0 | 0% | 0 | 0% | 1 | 6% | 8 | 47% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 9 | 2 | 22% | 1 | 11% | 0 | 0% | 0 | 0% | 6 | 67% | 0 | 0% | 0 | 0% |

| HST 298 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 100% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 5 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 100% | 0 | 0% | 0 | 0% |

PHILOSOPHY

Course Enrollment

| | Total Enrollment |
|--------------|------------------|
| ANT 101 | |
| FY 2008/2009 | 127 |
| FY 2009/2010 | 134 |
| FY 2010/2011 | 116 |
| FY 2011/2012 | 109 |
| FY 2012/2013 | 92 |

Age Enrollment

| PHI 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 127 | 114 | 90% | 5 | 4% | 3 | 2% | 4 | 3% | 1 | 1% |
| FY 2009/2010 | 134 | 119 | 89% | 8 | 6% | 4 | 3% | 1 | 1% | 2 | 1% |
| FY 2010/2011 | 116 | 105 | 91% | 2 | 2% | 5 | 4% | 1 | 1% | 3 | 3% |
| FY 2011/2012 | 109 | 101 | 93% | 2 | 2% | 2 | 2% | 3 | 3% | 1 | 1% |
| FY 2012/2013 | 92 | 88 | 96% | 1 | 1% | 3 | 3% | 0 | 0% | 0 | 0% |

| PHI 170 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 3 | 2 | 67% | 0 | 0% | 1 | 33% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| PHI 201 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 130 | 117 | 90% | 5 | 4% | 4 | 3% | 3 | 2% | 1 | 1% |
| FY 2009/2010 | 88 | 76 | 86% | 1 | 1% | 4 | 5% | 5 | 6% | 2 | 2% |
| FY 2010/2011 | 75 | 62 | 83% | 4 | 5% | 7 | 9% | 2 | 3% | 0 | 0% |
| FY 2011/2012 | 84 | 61 | 73% | 9 | 11% | 8 | 10% | 4 | 5% | 2 | 2% |
| FY 2012/2013 | 74 | 52 | 70% | 9 | 12% | 5 | 7% | 7 | 9% | 1 | 1% |

| PHI 202 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 1 | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 2 | 0 | 0% | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| PHI 203 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 3 | 1 | 33% | 1 | 33% | 0 | 0% | 1 | 33% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| PHI 204 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 2 | 1 | 50% | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| PHI 205 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 2 | 1 | 50% | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 15 | 10 | 67% | 1 | 7% | 2 | 13% | 2 | 13% | 0 | 0% |

| PHI 207 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 11 | 11 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Gender Enrollment

| PHI 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 67 | 60 | 127 |
| FY 2009/2010 | 74 | 60 | 134 |
| FY 2010/2011 | 55 | 61 | 116 |
| FY 2011/2012 | 50 | 59 | 109 |
| FY 2012/2013 | 50 | 42 | 92 |

| PHI 203 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 2 | 1 | 3 |
| FY 2009/2010 | 1 | 2 | 3 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 0 | 0 | 0 |
| FY 2012/2013 | 0 | 0 | 0 |

| PHI 170 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 0 | 0 | 0 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 0 | 3 | 3 |
| FY 2012/2013 | 0 | 0 | 0 |

| PHI 204 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 1 | 0 | 1 |
| FY 2009/2010 | 1 | 1 | 2 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 0 | 0 | 0 |
| FY 2012/2013 | 0 | 0 | 0 |

| PHI 201 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 60 | 70 | 130 |
| FY 2009/2010 | 43 | 45 | 88 |
| FY 2010/2011 | 33 | 42 | 75 |
| FY 2011/2012 | 41 | 43 | 84 |
| FY 2012/2013 | 20 | 54 | 74 |

| PHI 205 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 1 | 1 | 2 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 0 | 0 | 0 |
| FY 2012/2013 | 8 | 7 | 15 |

| PHI 202 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 0 | 0 | 0 |
| FY 2010/2011 | 1 | 0 | 1 |
| FY 2011/2012 | 0 | 2 | 2 |
| FY 2012/2013 | 0 | 0 | 0 |

| PHI 207 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 0 | 0 | 0 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 0 | 0 | 0 |
| FY 2012/2013 | 4 | 7 | 11 |

Ethnicity Enrollment

| PHI 101 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|
| FY 2008/2009 | 127 | 12 | 9% | 0 | 0% | 0 | 0% | 5 | 4% | 108 | 85% | 0 | 0% |
| FY 2009/2010 | 134 | 11 | 8% | 0 | 0% | 2 | 0% | 2 | 1% | 108 | 81% | 0 | 0% |
| FY 2010/2011 | 116 | 9 | 8% | 1 | 1% | 1 | 1% | 1 | 1% | 99 | 85% | 1 | 1% |
| FY 2011/2012 | 109 | 9 | 8% | 0 | 0% | 1 | 0% | 6 | 6% | 84 | 77% | 6 | 6% |
| FY 2012/2013 | 92 | 5 | 5% | 0 | 0% | 1 | 1% | 5 | 5% | 81 | 88% | 0 | 0% |

| PHI 170 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 3 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 100% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| PHI 201 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 130 | 7 | 5% | 1 | 1% | 1 | 1% | 4 | 3% | 109 | 84% | 0 | 0% | 8 | 6% |
| FY 2009/2010 | 88 | 5 | 6% | 0 | 0% | 2 | 2% | 3 | 3% | 73 | 83% | 0 | 0% | 5 | 6% |
| FY 2010/2011 | 75 | 8 | 11% | 1 | 1% | 2 | 3% | 1 | 1% | 59 | 79% | 0 | 0% | 4 | 5% |
| FY 2011/2012 | 84 | 8 | 10% | 3 | 4% | 1 | 1% | 3 | 4% | 67 | 80% | 0 | 0% | 2 | 2% |
| FY 2012/2013 | 74 | 4 | 5% | 2 | 3% | 3 | 4% | 1 | 1% | 60 | 81% | 3 | 4% | 1 | 1% |

[illegible][illegible]

| PHI 204 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 1 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 2 | 1 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

| PHI 205 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 2 | 1 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 15 | 1 | 7% | 2 | 13% | 0 | 0% | 0 | 0% | 10 | 67% | 1 | 7% | 1 | 7% |

| PHI 207 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 11 | 1 | 9% | 1 | 9% | 0 | 0% | 0 | 0% | 9 | 82% | 0 | 0% | 0 | 0% |

POLITICAL SCIENCE

Course Enrollment

| POS 101 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 46 |
| FY 2009/2010 | 23 |
| FY 2010/2011 | 36 |
| FY 2011/2012 | 44 |
| FY 2012/2013 | 35 |

| POS 201 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 0 |
| FY 2009/2010 | 0 |
| FY 2010/2011 | 0 |
| FY 2011/2012 | 15 |
| FY 2012/2013 | 20 |

Age Enrollment

| POS 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 46 | 44 | 96% | 2 | 4% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 23 | 21 | 91% | 2 | 9% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 36 | 33 | 92% | 1 | 3% | 0 | 0% | 1 | 3% | 1 | 3% |
| FY 2011/2012 | 44 | 35 | 80% | 3 | 7% | 3 | 7% | 2 | 5% | 1 | 2% |
| FY 2012/2013 | 35 | 33 | 94% | 1 | 3% | 0 | 0% | 1 | 3% | 0 | 0% |

| POS 201 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 15 | 11 | 73% | 1 | 7% | 2 | 13% | 1 | 7% | 0 | 0% |
| FY 2012/2013 | 20 | 19 | 95% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% |

Gender Enrollment

| POS 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 30 | 16 | 46 |
| FY 2009/2010 | 17 | 6 | 23 |
| FY 2010/2011 | 23 | 13 | 36 |
| FY 2011/2012 | 25 | 19 | 44 |
| FY 2012/2013 | 23 | 12 | 35 |

| POS 201 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 0 | 0 |
| FY 2009/2010 | 0 | 0 | 0 |
| FY 2010/2011 | 0 | 0 | 0 |
| FY 2011/2012 | 7 | 8 | 15 |
| FY 2012/2013 | 10 | 10 | 20 |

Ethnicity Enrollment

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| POS 101 | | | | | | | | | | | | | | | |
| FY 2008/2009 | 46 | 5 | 11% | 0 | 0% | 0 | 0% | 0 | 0% | 38 | 83% | 0 | 0% | 3 | 7% |
| FY 2009/2010 | 23 | 0 | 0% | 0 | 0% | 1 | 4% | 0 | 0% | 20 | 87% | 0 | 0% | 2 | 9% |
| FY 2010/2011 | 36 | 1 | 3% | 0 | 0% | 1 | 3% | 1 | 3% | 32 | 89% | 1 | 3% | 0 | 0% |
| FY 2011/2012 | 44 | 3 | 7% | 2 | 5% | 1 | 2% | 1 | 2% | 35 | 80% | 0 | 0% | 2 | 5% |
| FY 2012/2013 | 35 | 4 | 11% | 0 | 0% | 0 | 0% | 2 | 6% | 29 | 83% | 0 | 0% | 0 | 0% |

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| POS 201 | | | | | | | | | | | | | | | |
| FY 2008/2009 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 15 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 15 | 100% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 20 | 2 | 10% | 1 | 5% | 0 | 0% | 0 | 0% | 15 | 75% | 2 | 10% | 0 | 0% |

PSYCHOLOGY

Course Enrollment

| PSY 101 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 568 |
| FY 2009/2010 | 573 |
| FY 2010/2011 | 530 |
| FY 2011/2012 | 573 |
| FY 2012/2013 | 613 |

| PSY 207 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 53 |
| FY 2009/2010 | 41 |
| FY 2010/2011 | 43 |
| FY 2011/2012 | 38 |
| FY 2012/2013 | 28 |

| PSY 201 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 182 |
| FY 2009/2010 | 210 |
| FY 2010/2011 | 205 |
| FY 2011/2012 | 171 |
| FY 2012/2013 | 219 |

| PSY 222 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 24 |
| FY 2009/2010 | 42 |
| FY 2010/2011 | 32 |
| FY 2011/2012 | 44 |
| FY 2012/2013 | 34 |

| PSY 203 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 43 |
| FY 2009/2010 | 56 |
| FY 2010/2011 | 48 |
| FY 2011/2012 | 40 |
| FY 2012/2013 | 41 |

| PSY 227 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 15 |
| FY 2009/2010 | 20 |
| FY 2010/2011 | 13 |
| FY 2011/2012 | 21 |
| FY 2012/2013 | 18 |

Age Enrollment

| PSY 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 568 | 497 | 88% | 23 | 4% | 31 | 5% | 10 | 2% | 7 | 1% |
| FY 2009/2010 | 573 | 498 | 87% | 26 | 5% | 24 | 4% | 19 | 3% | 6 | 1% |
| FY 2010/2011 | 530 | 422 | 80% | 42 | 8% | 46 | 9% | 14 | 3% | 6 | 1% |
| FY 2011/2012 | 573 | 477 | 83% | 40 | 7% | 33 | 6% | 17 | 3% | 6 | 1% |
| FY 2012/2013 | 613 | 505 | 82% | 41 | 7% | 39 | 6% | 22 | 4% | 6 | 1% |

| PSY 201 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 182 | 129 | 71% | 17 | 9% | 23 | 13% | 9 | 5% | 4 | 2% |
| FY 2009/2010 | 210 | 144 | 69% | 22 | 10% | 28 | 13% | 14 | 7% | 2 | 1% |
| FY 2010/2011 | 205 | 139 | 68% | 29 | 14% | 27 | 13% | 8 | 4% | 2 | 1% |
| FY 2011/2012 | 171 | 121 | 71% | 20 | 12% | 14 | 8% | 13 | 8% | 3 | 2% |
| FY 2012/2013 | 219 | 156 | 71% | 21 | 10% | 25 | 11% | 14 | 6% | 3 | 1% |

| PSY 203 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 43 | 38 | 88% | 0 | 0% | 1 | 2% | 4 | 9% | 0 | 0% |
| FY 2009/2010 | 56 | 48 | 86% | 1 | 2% | 5 | 9% | 2 | 4% | 0 | 0% |
| FY 2010/2011 | 48 | 44 | 92% | 0 | 0% | 1 | 2% | 2 | 4% | 1 | 2% |
| FY 2011/2012 | 40 | 35 | 88% | 2 | 5% | 3 | 8% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 41 | 36 | 88% | 0 | 0% | 2 | 5% | 3 | 7% | 0 | 0% |

| PSV 207 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 53 | 25 | 47% | 3 | 6% | 3 | 6% | 14 | 26% | 8 | 15% |
| FY 2009/2010 | 41 | 29 | 71% | 0 | 0% | 7 | 17% | 4 | 10% | 1 | 2% |
| FY 2010/2011 | 43 | 38 | 88% | 0 | 0% | 0 | 0% | 4 | 9% | 1 | 2% |
| FY 2011/2012 | 38 | 33 | 87% | 1 | 3% | 2 | 5% | 1 | 3% | 1 | 3% |
| FY 2012/2013 | 28 | 23 | 82% | 2 | 7% | 0 | 0% | 3 | 11% | 0 | 0% |

| PSV 222 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 24 | 4 | 17% | 4 | 17% | 8 | 33% | 6 | 25% | 2 | 8% |
| FY 2009/2010 | 42 | 17 | 40% | 7 | 17% | 9 | 21% | 9 | 21% | 0 | 0% |
| FY 2010/2011 | 32 | 15 | 47% | 5 | 16% | 6 | 19% | 4 | 13% | 2 | 6% |
| FY 2011/2012 | 44 | 26 | 59% | 3 | 7% | 11 | 25% | 4 | 9% | 0 | 0% |
| FY 2012/2013 | 34 | 23 | 68% | 5 | 15% | 4 | 12% | 1 | 3% | 1 | 3% |

| PSV 227 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 15 | 13 | 87% | 1 | 7% | 0 | 0% | 1 | 7% | 0 | 0% |
| FY 2009/2010 | 20 | 17 | 85% | 1 | 5% | 0 | 0% | 1 | 5% | 1 | 5% |
| FY 2010/2011 | 13 | 10 | 77% | 1 | 8% | 1 | 8% | 1 | 8% | 0 | 0% |
| FY 2011/2012 | 21 | 17 | 81% | 1 | 5% | 2 | 10% | 1 | 5% | 0 | 0% |
| FY 2012/2013 | 18 | 16 | 89% | 1 | 6% | 1 | 6% | 0 | 0% | 0 | 0% |

Gender Enrollment

| PSY 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 200 | 368 | 568 |
| FY 2009/2010 | 199 | 374 | 573 |
| FY 2010/2011 | 173 | 357 | 530 |
| FY 2011/2012 | 206 | 367 | 573 |
| FY 2012/2013 | 226 | 387 | 613 |

| PSY 207 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 28 | 25 | 53 |
| FY 2009/2010 | 8 | 33 | 41 |
| FY 2010/2011 | 12 | 31 | 43 |
| FY 2011/2012 | 12 | 26 | 38 |
| FY 2012/2013 | 8 | 20 | 28 |

| PSY 201 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 34 | 148 | 182 |
| FY 2009/2010 | 38 | 172 | 210 |
| FY 2010/2011 | 38 | 167 | 205 |
| FY 2011/2012 | 30 | 141 | 171 |
| FY 2012/2013 | 34 | 185 | 219 |

| PSY 222 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 9 | 15 | 24 |
| FY 2009/2010 | 9 | 33 | 42 |
| FY 2010/2011 | 9 | 23 | 32 |
| FY 2011/2012 | 13 | 31 | 44 |
| FY 2012/2013 | 6 | 28 | 34 |

| PSY 203 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 9 | 34 | 43 |
| FY 2009/2010 | 11 | 45 | 56 |
| FY 2010/2011 | 11 | 37 | 48 |
| FY 2011/2012 | 9 | 31 | 40 |
| FY 2012/2013 | 9 | 32 | 41 |

| PSY 227 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 2 | 13 | 15 |
| FY 2009/2010 | 5 | 15 | 20 |
| FY 2010/2011 | 6 | 7 | 13 |
| FY 2011/2012 | 6 | 15 | 21 |
| FY 2012/2013 | 3 | 15 | 18 |

Ethnicity Enrollment

| | Total Enrollment | African- American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|-------------------------|---------------------|----------------------|---------------|--------------------|------------|-------|---------------|----------|---------------|-------|---------------|-------------------------|---------------|---------|---------------|
| PSY 101 FY 2008/2009 | 568 | 25 | 4% | 4 | 1% | 2 | 0% | 9 | 2% | 499 | 88% | 4 | 1% | 25 | 4% |
| FY 2009/2010 | 573 | 39 | 7% | 3 | 1% | 6 | 1% | 15 | 3% | 465 | 81% | 6 | 1% | 39 | 7% |
| FY 2010/2011 | 530 | 40 | 8% | 3 | 1% | 7 | 1% | 19 | 4% | 440 | 83% | 7 | 1% | 14 | 3% |
| FY 2011/2012 | 573 | 58 | 10% | 3 | 1% | 7 | 1% | 17 | 3% | 475 | 83% | 12 | 2% | 1 | 0% |
| FY 2012/2013 | 613 | 45 | 7% | 6 | 1% | 6 | 1% | 17 | 3% | 539 | 88% | 0 | 0% | 0 | 0% |

| | Total Enrollment | African- American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|-------------------------|---------------------|----------------------|---------------|--------------------|------------|-------|---------------|----------|---------------|-------|---------------|-------------------------|---------------|---------|---------------|
| PSY 201 FY 2008/2009 | 182 | 18 | 10% | 1 | 1% | 2 | 1% | 5 | 3% | 149 | 82% | 3 | 2% | 4 | 2% |
| FY 2009/2010 | 210 | 14 | 7% | 2 | 1% | 3 | 1% | 4 | 2% | 174 | 83% | 2 | 1% | 11 | 5% |
| FY 2010/2011 | 205 | 14 | 7% | 0 | 0% | 2 | 1% | 9 | 4% | 168 | 82% | 0 | 0% | 12 | 6% |
| FY 2011/2012 | 171 | 25 | 15% | 1 | 1% | 4 | 2% | 4 | 2% | 131 | 77% | 2 | 1% | 4 | 2% |
| FY 2012/2013 | 219 | 13 | 6% | 0 | 0% | 4 | 2% | 9 | 4% | 190 | 87% | 3 | 1% | 0 | 0% |

| PSY 203 FY | Total Enrollment | African- American | % of Total | Americ an Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|---------------|---------------------|----------------------|---------------|------------------------|------------|-------|---------------|----------|---------------|-------|---------------|-------------------------|---------------|---------|---------------|
| 2008/2009 | 43 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 39 | 91% | 1 | 2% | 2 | 5% |
| 2009/2010 | 56 | 1 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 47 | 84% | 0 | 0% | 8 | 14% |
| 2010/2011 | 48 | 1 | 2% | 0 | 0% | 0 | 0% | 2 | 4% | 44 | 92% | 0 | 0% | 1 | 2% |
| 2011/2012 | 40 | 3 | 8% | 0 | 0% | 0 | 0% | 1 | 3% | 35 | 88% | 0 | 0% | 1 | 3% |
| 2012/2013 | 41 | 5 | 12% | 1 | 2% | 1 | 2% | 1 | 2% | 33 | 80% | 0 | 0% | 0 | 0% |

| PSY 207 FY | Total Enrollment | African- American | % of Total | Americ an Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|---------------|---------------------|----------------------|---------------|------------------------|------------|-------|---------------|----------|---------------|-------|---------------|-------------------------|---------------|---------|---------------|
| 2008/2009 | 53 | 12 | 23% | 0 | 0% | 0 | 0% | 3 | 6% | 37 | 70% | 0 | 0% | 1 | 2% |
| 2009/2010 | 41 | 1 | 2% | 0 | 0% | 1 | 2% | 3 | 7% | 32 | 78% | 0 | 0% | 4 | 10% |
| 2010/2011 | 43 | 1 | 2% | 0 | 0% | 0 | 0% | 1 | 2% | 39 | 91% | 0 | 0% | 2 | 5% |
| 2011/2012 | 38 | 1 | 3% | 0 | 0% | 0 | 0% | 1 | 3% | 36 | 95% | 0 | 0% | 0 | 0% |
| 2012/2013 | 28 | 3 | 11% | 0 | 0% | 2 | 7% | 0 | 0% | 23 | 82% | 0 | 0% | 0 | 0% |

| PSY 222 FY | Total Enrollment | African- American | % of Total | Ameri- can Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|---------------|---------------------|----------------------|---------------|-------------------------|---------------|-------|---------------|----------|---------------|-------|---------------|-------------------------|---------------|---------|---------------|
| 2008/2009 | 24 | 3 | 13% | 0 | 0% | 0 | 0% | 0 | 0% | 20 | 83% | 0 | 0% | 1 | 4% |
| 2009/2010 | 42 | 2 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 36 | 86% | 0 | 0% | 4 | 10% |
| 2010/2011 | 32 | 2 | 6% | 0 | 0% | 2 | 6% | 1 | 3% | 26 | 81% | 0 | 0% | 1 | 3% |
| 2011/2012 | 44 | 3 | 7% | 0 | 0% | 0 | 0% | 1 | 2% | 38 | 86% | 0 | 0% | 2 | 5% |
| 2012/2013 | 34 | 4 | 12% | 0 | 0% | 0 | 0% | 0 | 0% | 27 | 79% | 2 | 6% | 1 | 3% |

| PSY 227 FY | Total Enrollment | African- American | % of Total | Ameri- can Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|---------------|---------------------|----------------------|---------------|-------------------------|---------------|-------|---------------|----------|---------------|-------|---------------|-------------------------|---------------|---------|---------------|
| 2008/2009 | 15 | 0 | 0% | 1 | 7% | 0 | 0% | 0 | 0% | 14 | 93% | 0 | 0% | 0 | 0% |
| 2009/2010 | 20 | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 18 | 90% | 0 | 0% | 1 | 5% |
| 2010/2011 | 13 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 13 | 100% | 0 | 0% | 0 | 0% |
| 2011/2012 | 21 | 1 | 5% | 0 | 0% | 0 | 0% | 1 | 5% | 16 | 76% | 0 | 0% | 3 | 14% |
| 2012/2013 | 18 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 16 | 89% | 1 | 6% | 1 | 6% |

**Program Review - Psychology
Associate**

Number of Degrees Awarded

| | Total Degrees |
|--------------|---------------|
| FY 2008/2009 | 0 |
| FY 2009/2010 | 0 |
| FY 2010/2011 | 0 |
| FY 2011/2012 | 0 |
| FY2012/2013 | 1 |
| Total | 1 |

**Program Review - Psychology
Associate
Enrollment**

| | Total Enrollment |
|--------------------|------------------|
| FY 2008/2009 | 2 |
| FY 2009/2010 | 2 |
| FY 2010/2011 | 6 |
| FY 2011/2012 | 17 |
| FY2012/2013 | 43 |

**Program Review - Psychology
Associate
Full-time/Part-time
Students**

| | Total Enrollment | Full- Time | % of Total | Part- Time | % of Total |
|---------------------|---------------------|---------------|---------------|---------------|---------------|
| <u>FY 2008/2009</u> | Summer 2008 | 0 | 0% | 0 | 0% |
| | Fall 2008 | 2 | 0% | 2 | 100% |
| | Spring 2009 | 0 | 0% | 0 | 0% |
| <u>FY 2009/2010</u> | Summer 2009 | 0 | 0% | 0 | 0% |
| | Fall 2009 | 2 | 0% | 2 | 100% |
| | Spring 2010 | 1 | 100% | 0 | 0% |
| <u>FY 2010/2011</u> | Summer 2010 | 0 | 0% | 0 | 0% |
| | Fall 2010 | 4 | 75% | 1 | 25% |
| | Spring 2011 | 5 | 60% | 2 | 40% |
| <u>FY 2011/2012</u> | Summer 2011 | 0 | 0% | 0 | 0% |
| | Fall 2011 | 11 | 36% | 7 | 64% |
| | Spring 2012 | 16 | 50% | 8 | 50% |
| <u>FY 2012/2013</u> | Summer 2012 | 7 | 0% | 7 | 100% |
| | Fall 2012 | 36 | 67% | 12 | 33% |
| | Spring 2013 | 32 | 53% | 15 | 47% |

Students by Gender

| | Total Enrollment | Female Students | % of Total | Male Students | % of Total |
|--------------|------------------|-----------------|------------|---------------|------------|
| FY 2008/2009 | 2 | 1 | 50% | 1 | 50% |
| FY 2009/2010 | 2 | 2 | 100% | 0 | 0% |
| FY 2010/2011 | 6 | 4 | 67% | 2 | 33% |
| FY 2011/2012 | 17 | 14 | 82% | 3 | 18% |
| FY2012/2013 | 43 | 35 | 81% | 8 | 19% |

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 2 | 1 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 2 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 6 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 17% | 5 | 83% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 17 | 2 | 12% | 0 | 0% | 0 | 0% | 2 | 12% | 12 | 71% | 0 | 0% | 1 | 6% |
| FY2012/2013 | 43 | 2 | 5% | 0 | 0% | 0 | 0% | 2 | 5% | 36 | 84% | 1 | 2% | 2 | 5% |

Students by Age

| | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 2 | 2 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 17 | 16 | 94% | 0 | 0% | 0 | 0% | 1 | 6% | 0 | 0% |
| FY2012/2013 | 43 | 36 | 84% | 1 | 2% | 2 | 5% | 2 | 5% | 2 | 5% |

SOCIAL WORK

Cecil College
 Social Work Program Review - ASWZ
 Associate
 Number of Degrees Awarded

| | Total Degrees |
|--------------|---------------|
| FY 2008/2009 | 6 |
| FY 2009/2010 | 8 |
| FY 2010/2011 | 12 |
| FY 2011/2012 | 7 |
| FY2012/2013 | 9 |
| Total | 42 |

Course Enrollment

| SWK 101 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 27 |
| FY 2009/2010 | 30 |
| FY 2010/2011 | 39 |
| FY 2011/2012 | 37 |
| FY 2012/2013 | 50 |

| SWK 202 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 10 |
| FY 2009/2010 | 13 |
| FY 2010/2011 | 12 |
| FY 2011/2012 | 16 |
| FY 2012/2013 | 14 |

| SWK 102 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 14 |
| FY 2009/2010 | 18 |
| FY 2010/2011 | 17 |
| FY 2011/2012 | 15 |
| FY 2012/2013 | 17 |

| SWK 203 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 12 |
| FY 2009/2010 | 11 |
| FY 2010/2011 | 9 |
| FY 2011/2012 | 14 |
| FY 2012/2013 | 13 |

| SWK 201 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 10 |
| FY 2009/2010 | 15 |
| FY 2010/2011 | 10 |
| FY 2011/2012 | 15 |
| FY 2012/2013 | 8 |

Age Enrollment

| SWK 101 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 27 | 17 | 63% | 4 | 15% | 1 | 4% | 4 | 15% | 1 | 4% |
| FY 2009/2010 | 30 | 18 | 60% | 3 | 10% | 6 | 20% | 3 | 10% | 0 | 0% |
| FY 2010/2011 | 39 | 20 | 51% | 4 | 10% | 9 | 23% | 5 | 13% | 1 | 3% |
| FY 2011/2012 | 37 | 23 | 62% | 6 | 16% | 5 | 14% | 1 | 3% | 2 | 5% |
| FY 2012/2013 | 50 | 26 | 52% | 5 | 10% | 8 | 16% | 9 | 18% | 2 | 4% |

| SWK 102 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 14 | 5 | 36% | 4 | 29% | 0 | 0% | 4 | 29% | 1 | 7% |
| FY 2009/2010 | 18 | 10 | 56% | 2 | 11% | 4 | 22% | 2 | 11% | 0 | 0% |
| FY 2010/2011 | 17 | 7 | 41% | 5 | 29% | 3 | 18% | 1 | 6% | 1 | 6% |
| FY 2011/2012 | 15 | 11 | 73% | 1 | 7% | 2 | 13% | 0 | 0% | 1 | 7% |
| FY 2012/2013 | 17 | 7 | 41% | 4 | 24% | 2 | 12% | 4 | 24% | 0 | 0% |

| SWK 201 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 10 | 4 | 40% | 3 | 30% | 1 | 10% | 2 | 20% | 0 | 0% |
| FY 2009/2010 | 15 | 7 | 47% | 1 | 7% | 2 | 13% | 4 | 27% | 1 | 7% |
| FY 2010/2011 | 10 | 5 | 50% | 1 | 10% | 3 | 30% | 1 | 10% | 0 | 0% |
| FY 2011/2012 | 15 | 9 | 60% | 3 | 20% | 2 | 13% | 0 | 0% | 1 | 7% |
| FY 2012/2013 | 8 | 2 | 25% | 3 | 38% | 2 | 25% | 1 | 13% | 0 | 0% |

| SWK 202 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 10 | 4 | 40% | 3 | 30% | 1 | 10% | 2 | 20% | 0 | 0% |
| FY 2009/2010 | 13 | 5 | 38% | 2 | 15% | 2 | 15% | 3 | 23% | 1 | 8% |
| FY 2010/2011 | 12 | 7 | 58% | 1 | 8% | 4 | 33% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 16 | 11 | 69% | 2 | 13% | 2 | 13% | 0 | 0% | 1 | 6% |
| FY 2012/2013 | 14 | 6 | 43% | 5 | 36% | 1 | 7% | 2 | 14% | 0 | 0% |

| SWK 203 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 12 | 5 | 42% | 3 | 25% | 1 | 8% | 2 | 17% | 1 | 8% |
| FY 2009/2010 | 11 | 4 | 36% | 1 | 9% | 3 | 27% | 3 | 27% | 0 | 0% |
| FY 2010/2011 | 9 | 7 | 78% | 1 | 11% | 1 | 11% | 0 | 0% | 0 | 0% |
| FY 2011/2012 | 14 | 8 | 57% | 2 | 14% | 3 | 21% | 0 | 0% | 1 | 7% |
| FY 2012/2013 | 13 | 5 | 38% | 4 | 31% | 2 | 15% | 2 | 15% | 0 | 0% |

Gender Enrollment

| SWK 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 2 | 25 | 27 |
| FY 2009/2010 | 4 | 26 | 30 |
| FY 2010/2011 | 8 | 31 | 39 |
| FY 2011/2012 | 9 | 28 | 37 |
| FY 2012/2013 | 5 | 45 | 50 |

| SWK 202 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 10 | 10 |
| FY 2009/2010 | 0 | 13 | 13 |
| FY 2010/2011 | 0 | 12 | 12 |
| FY 2011/2012 | 1 | 15 | 16 |
| FY 2012/2013 | 1 | 13 | 14 |

| SWK 102 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 14 | 14 |
| FY 2009/2010 | 0 | 18 | 18 |
| FY 2010/2011 | 2 | 15 | 17 |
| FY 2011/2012 | 1 | 14 | 15 |
| FY 2012/2013 | 2 | 15 | 17 |

| SWK 102 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 14 | 14 |
| FY 2009/2010 | 0 | 18 | 18 |
| FY 2010/2011 | 2 | 15 | 17 |
| FY 2011/2012 | 1 | 14 | 15 |
| FY 2012/2013 | 2 | 15 | 17 |

| SWK 201 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 10 | 10 |
| FY 2009/2010 | 0 | 15 | 15 |
| FY 2010/2011 | 0 | 10 | 10 |
| FY 2011/2012 | 1 | 14 | 15 |
| FY 2012/2013 | 1 | 7 | 8 |

| SWK 203 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 0 | 12 | 12 |
| FY 2009/2010 | 0 | 11 | 11 |
| FY 2010/2011 | 0 | 9 | 9 |
| FY 2011/2012 | 1 | 13 | 14 |
| FY 2012/2013 | 1 | 12 | 13 |

| SWK 101 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 27 | 2 | 7% | 0 | 0% | 2 | 7% | 4 | 15% | 18 | 67% | 0 | 0% | 1 | 4% |
| FY 2009/2010 | 30 | 2 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 24 | 80% | 0 | 0% | 4 | 13% |
| FY 2010/2011 | 39 | 7 | 18% | 0 | 0% | 0 | 0% | 0 | 0% | 29 | 74% | 1 | 3% | 2 | 5% |
| FY 2011/2012 | 37 | 7 | 19% | 1 | 3% | 0 | 0% | 2 | 5% | 24 | 65% | 0 | 0% | 3 | 8% |
| FY 2012/2013 | 50 | 6 | 12% | 1 | 2% | 0 | 0% | 3 | 6% | 36 | 72% | 4 | 8% | 0 | 0% |

| SWK 102 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 14 | 1 | 7% | 0 | 0% | 1 | 7% | 2 | 14% | 10 | 71% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 18 | 2 | 11% | 0 | 0% | 1 | 6% | 0 | 0% | 13 | 72% | 0 | 0% | 2 | 11% |
| FY 2010/2011 | 17 | 1 | 6% | 0 | 0% | 0 | 0% | 0 | 0% | 14 | 82% | 0 | 0% | 2 | 12% |
| FY 2011/2012 | 15 | 3 | 20% | 1 | 7% | 0 | 0% | 0 | 0% | 8 | 53% | 0 | 0% | 3 | 20% |
| FY 2012/2013 | 17 | 3 | 18% | 0 | 0% | 0 | 0% | 0 | 0% | 12 | 71% | 2 | 12% | 0 | 0% |

| SWK 201 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 10 | 1 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 90% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 15 | 0 | 0% | 0 | 0% | 2 | 13% | 2 | 13% | 11 | 73% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 10 | 2 | 20% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 70% | 0 | 0% | 1 | 10% |
| FY 2011/2012 | 15 | 1 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 12 | 80% | 0 | 0% | 2 | 13% |
| FY 2012/2013 | 8 | 3 | 38% | 1 | 13% | 0 | 0% | 0 | 0% | 4 | 50% | 0 | 0% | 0 | 0% |

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| SWK 202 | | | | | | | | | | | | | | | |
| FY 2008/2009 | 10 | 1 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 90% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 13 | 1 | 8% | 0 | 0% | 2 | 15% | 2 | 15% | 8 | 62% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 12 | 2 | 17% | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 75% | 0 | 0% | 1 | 8% |
| FY 2011/2012 | 16 | 3 | 19% | 0 | 0% | 0 | 0% | 0 | 0% | 12 | 75% | 0 | 0% | 1 | 6% |
| FY 2012/2013 | 14 | 2 | 14% | 1 | 7% | 0 | 0% | 1 | 7% | 9 | 64% | 0 | 0% | 1 | 7% |

| | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| SWK 203 | | | | | | | | | | | | | | | |
| FY 2008/2009 | 12 | 1 | 8% | 0 | 0% | 0 | 0% | 1 | 8% | 10 | 83% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 11 | 1 | 9% | 0 | 0% | 2 | 18% | 2 | 18% | 6 | 55% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 9 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 89% | 0 | 0% | 1 | 11% |
| FY 2011/2012 | 14 | 2 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 79% | 0 | 0% | 1 | 7% |
| FY 2012/2013 | 13 | 3 | 23% | 1 | 8% | 0 | 0% | 1 | 8% | 7 | 54% | 0 | 0% | 1 | 8% |

SOCIOLOGY

Course Enrollment

| SOC 101 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 558 |
| FY 2009/2010 | 449 |
| FY 2010/2011 | 364 |
| FY 2011/2012 | 400 |
| FY 2012/2013 | 452 |

| SOC 105 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 31 |
| FY 2009/2010 | 30 |
| FY 2010/2011 | 30 |
| FY 2011/2012 | 25 |
| FY 2012/2013 | 28 |

| SOC 102 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 62 |
| FY 2009/2010 | 80 |
| FY 2010/2011 | 71 |
| FY 2011/2012 | 46 |
| FY 2012/2013 | 58 |

| SOC 222 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 14 |
| FY 2009/2010 | 22 |
| FY 2010/2011 | 20 |
| FY 2011/2012 | 5 |
| FY 2012/2013 | 0 |

| SOC 103 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 23 |
| FY 2009/2010 | 34 |
| FY 2010/2011 | 40 |
| FY 2011/2012 | 38 |
| FY 2012/2013 | 44 |

Age Enrollment

| SOC 101 | Total Enrollment | Less Than 25 | % of Total | 26- 30 | % of Total | 31- 40 | % of Total | 41- 50 | % of Total | 51 and over | % of Total |
|--------------|------------------|-----------------|---------------|-----------|------------|-----------|---------------|-----------|---------------|----------------|---------------|
| FY 2008/2009 | 558 | 473 | 85% | 30 | 5% | 33 | 6% | 17 | 3% | 5 | 1% |
| FY 2009/2010 | 449 | 372 | 83% | 29 | 6% | 28 | 6% | 14 | 3% | 6 | 1% |
| FY 2010/2011 | 331 | 266 | 80% | 25 | 8% | 22 | 7% | 15 | 5% | 3 | 1% |
| FY 2011/2012 | 400 | 340 | 85% | 22 | 6% | 21 | 5% | 12 | 3% | 5 | 1% |
| FY 2012/2013 | 452 | 372 | 82% | 30 | 7% | 29 | 6% | 16 | 4% | 5 | 1% |

| SOC 102 | Total Enrollment | Less Than 25 | % of Total | 26- 30 | % of Total | 31- 40 | % of Total | 41- 50 | % of Total | 51 and over | % of Total |
|--------------|------------------|-----------------|---------------|-----------|------------|-----------|---------------|-----------|---------------|----------------|---------------|
| FY 2008/2009 | 62 | 47 | 76% | 4 | 6% | 4 | 6% | 6 | 10% | 1 | 2% |
| FY 2009/2010 | 80 | 57 | 71% | 11 | 14% | 6 | 8% | 6 | 8% | 0 | 0% |
| FY 2010/2011 | 71 | 53 | 75% | 9 | 13% | 7 | 10% | 0 | 0% | 2 | 3% |
| FY 2011/2012 | 46 | 32 | 70% | 6 | 13% | 5 | 11% | 1 | 2% | 2 | 4% |
| FY 2012/2013 | 58 | 41 | 71% | 7 | 12% | 4 | 7% | 4 | 7% | 2 | 3% |

| SOC 103 | Total Enrollment | Less Than 25 | % of Total | 26- 30 | % of Total | 31- 40 | % of Total | 41- 50 | % of Total | 51 and over | % of Total |
|--------------|------------------|-----------------|---------------|-----------|------------|-----------|---------------|-----------|---------------|----------------|---------------|
| FY 2008/2009 | 23 | 10 | 43% | 8 | 35% | 2 | 9% | 2 | 9% | 1 | 4% |
| FY 2009/2010 | 34 | 24 | 71% | 3 | 9% | 3 | 9% | 3 | 9% | 1 | 3% |
| FY 2010/2011 | 40 | 26 | 65% | 5 | 13% | 6 | 15% | 3 | 8% | 0 | 0% |
| FY 2011/2012 | 38 | 21 | 55% | 5 | 13% | 10 | 26% | 1 | 3% | 1 | 3% |
| FY 2012/2013 | 44 | 24 | 55% | 9 | 20% | 9 | 20% | 1 | 2% | 1 | 2% |

| SOC 105 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31- 40 | % of Total | 41- 50 | % of Total | 51 and over | % of Total |
|--------------|------------------|-----------------|------------|-------|------------|-----------|---------------|-----------|---------------|----------------|---------------|
| FY 2008/2009 | 31 | 24 | 77% | 0 | 0% | 0 | 0% | 7 | 23% | 0 | 0% |
| FY 2009/2010 | 30 | 24 | 80% | 3 | 10% | 1 | 3% | 0 | 0% | 2 | 7% |
| FY 2010/2011 | 30 | 22 | 73% | 2 | 7% | 4 | 13% | 1 | 3% | 1 | 3% |
| FY 2011/2012 | 25 | 14 | 56% | 2 | 8% | 5 | 20% | 4 | 16% | 0 | 0% |
| FY 2012/2013 | 28 | 23 | 82% | 2 | 7% | 2 | 7% | 0 | 0% | 1 | 4% |

| SOC 222 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31- 40 | % of Total | 41- 50 | % of Total | 51 and over | % of Total |
|--------------|------------------|-----------------|------------|-------|------------|-----------|---------------|-----------|---------------|----------------|---------------|
| FY 2008/2009 | 14 | 12 | 86% | 0 | 0% | 1 | 7% | 1 | 7% | 0 | 0% |
| FY 2009/2010 | 22 | 21 | 95% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% |
| FY 2010/2011 | 20 | 16 | 80% | 1 | 5% | 1 | 5% | 1 | 5% | 1 | 5% |
| FY 2011/2012 | 5 | 3 | 60% | 1 | 20% | 1 | 20% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

Gender Enrollment

| SOC 101 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 207 | 351 | 558 |
| FY 2009/2010 | 155 | 294 | 449 |
| FY 2010/2011 | 112 | 252 | 364 |
| FY 2011/2012 | 114 | 286 | 400 |
| FY 2012/2013 | 136 | 316 | 452 |

| SOC 105 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 14 | 17 | 31 |
| FY 2009/2010 | 9 | 21 | 30 |
| FY 2010/2011 | 6 | 24 | 30 |
| FY 2011/2012 | 6 | 19 | 25 |
| FY 2012/2013 | 9 | 19 | 28 |

| SOC 102 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 15 | 47 | 62 |
| FY 2009/2010 | 30 | 50 | 80 |
| FY 2010/2011 | 26 | 45 | 71 |
| FY 2011/2012 | 15 | 31 | 46 |
| FY 2012/2013 | 14 | 44 | 58 |

| SOC 222 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 8 | 6 | 14 |
| FY 2009/2010 | 13 | 9 | 22 |
| FY 2010/2011 | 9 | 11 | 20 |
| FY 2011/2012 | 1 | 4 | 5 |
| FY 2012/2013 | 0 | 0 | 0 |

| SOC 103 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 1 | 22 | 23 |
| FY 2009/2010 | 2 | 32 | 34 |
| FY 2010/2011 | 4 | 36 | 40 |
| FY 2011/2012 | 3 | 35 | 38 |
| FY 2012/2013 | 5 | 39 | 44 |

Ethnicity

Enrollment

| SOC 101 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 558 | 36 | 6% | 4 | 1% | 4 | 1% | 13 | 2% | 471 | 84% | 5 | 1% | 25 | 4% |
| FY 2009/2010 | 449 | 22 | 5% | 0 | 0% | 2 | 0% | 14 | 3% | 389 | 87% | 2 | 0% | 20 | 4% |
| FY 2010/2011 | 364 | 19 | 5% | 2 | 1% | 4 | 1% | 8 | 2% | 300 | 82% | 5 | 1% | 26 | 7% |
| FY 2011/2012 | 400 | 41 | 10% | 2 | 1% | 8 | 2% | 11 | 3% | 333 | 83% | 5 | 1% | 0 | 0% |
| FY 2012/2013 | 452 | 46 | 10% | 5 | 1% | 4 | 1% | 17 | 4% | 378 | 84% | 2 | 0% | 0 | 0% |

| SOC 102 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 62 | 1 | 2% | 1 | 2% | 3 | 5% | 2 | 3% | 54 | 87% | 0 | 0% | 1 | 2% |
| FY 2009/2010 | 80 | 5 | 6% | 0 | 0% | 1 | 1% | 0 | 0% | 70 | 88% | 0 | 0% | 4 | 5% |
| FY 2010/2011 | 71 | 10 | 14% | 0 | 0% | 2 | 3% | 2 | 3% | 54 | 76% | 1 | 1% | 2 | 3% |
| FY 2011/2012 | 46 | 6 | 13% | 0 | 0% | 0 | 0% | 2 | 4% | 38 | 83% | 0 | 0% | 0 | 0% |
| FY 2012/2013 | 58 | 4 | 7% | 1 | 2% | 1 | 2% | 0 | 0% | 48 | 83% | 3 | 5% | 1 | 2% |

| SOC 103 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown | % of Total |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|------------|
| FY 2008/2009 | 23 | 1 | 4% | 0 | 0% | 0 | 0% | 1 | 4% | 21 | 91% | 0 | 0% | 0 | 0% |
| FY 2009/2010 | 34 | 4 | 12% | 0 | 0% | 2 | 6% | 3 | 9% | 23 | 68% | 0 | 0% | 2 | 6% |
| FY 2010/2011 | 40 | 6 | 15% | 1 | 3% | 0 | 0% | 1 | 3% | 31 | 78% | 0 | 0% | 1 | 3% |
| FY 2011/2012 | 38 | 5 | 13% | 0 | 0% | 0 | 0% | 2 | 5% | 30 | 79% | 0 | 0% | 1 | 3% |
| FY 2012/2013 | 44 | 5 | 11% | 1 | 2% | 0 | 0% | 2 | 5% | 29 | 66% | 3 | 7% | 4 | 9% |

SPEECH COMMUNICATIONS

Course Enrollment

| SPH 121 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 179 |
| FY 2009/2010 | 215 |
| FY 2010/2011 | 164 |
| FY 2011/2012 | 154 |
| FY 2012/2013 | 143 |

| SPH 141 | Total Enrollment |
|--------------|------------------|
| FY 2008/2009 | 217 |
| FY 2009/2010 | 236 |
| FY 2010/2011 | 251 |
| FY 2011/2012 | 323 |
| FY 2012/2013 | 303 |

Age Enrollment

| SPH 121 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 179 | 161 | 90% | 6 | 3% | 7 | 4% | 5 | 3% | 0 | 0% |
| FY 2009/2010 | 215 | 186 | 87% | 9 | 4% | 12 | 6% | 7 | 3% | 1 | 0% |
| FY 2010/2011 | 164 | 139 | 85% | 14 | 9% | 7 | 4% | 4 | 2% | 0 | 0% |
| FY 2011/2012 | 154 | 133 | 86% | 7 | 5% | 7 | 5% | 5 | 3% | 2 | 1% |
| FY 2012/2013 | 143 | 117 | 82% | 7 | 5% | 10 | 7% | 8 | 6% | 1 | 1% |

| SPH 141 | Total Enrollment | Less Than 25 | % of Total | 26-30 | % of Total | 31-40 | % of Total | 41-50 | % of Total | 51 and over | % of Total |
|--------------|------------------|--------------|------------|-------|------------|-------|------------|-------|------------|-------------|------------|
| FY 2008/2009 | 217 | 169 | 78% | 14 | 6% | 15 | 7% | 12 | 6% | 7 | 3% |
| FY 2009/2010 | 236 | 187 | 79% | 15 | 6% | 16 | 7% | 15 | 6% | 3 | 1% |
| FY 2010/2011 | 251 | 204 | 81% | 18 | 7% | 17 | 7% | 10 | 4% | 2 | 1% |
| FY 2011/2012 | 323 | 261 | 81% | 26 | 8% | 15 | 5% | 19 | 6% | 2 | 1% |
| FY 2012/2013 | 303 | 244 | 81% | 16 | 5% | 16 | 5% | 21 | 7% | 6 | 2% |

Gender Enrollment

| SPH 121 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 80 | 99 | 179 |
| FY 2009/2010 | 108 | 107 | 215 |
| FY 2010/2011 | 76 | 88 | 164 |
| FY 2011/2012 | 76 | 78 | 154 |
| FY 2012/2013 | 64 | 79 | 143 |

| SPH 141 | Male | Female | Total |
|--------------|------|--------|-------|
| FY 2008/2009 | 85 | 132 | 217 |
| FY 2009/2010 | 81 | 155 | 236 |
| FY 2010/2011 | 97 | 154 | 251 |
| FY 2011/2012 | 136 | 187 | 323 |
| FY 2012/2013 | 134 | 169 | 303 |

Ethnicity Enrollment

| SPH 121 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|
| FY 2008/2009 | 179 | 11 | 6% | 0 | 0% | 1 | 0% | 3 | 1% | 144 | 80% | 1 | 1% | 19 |
| FY 2009/2010 | 215 | 19 | 9% | 2 | 1% | 0 | 0% | 7 | 3% | 171 | 80% | 1 | 0% | 15 |
| FY 2010/2011 | 164 | 18 | 11% | 0 | 0% | 0 | 0% | 4 | 2% | 131 | 80% | 4 | 2% | 7 |
| FY 2011/2012 | 154 | 17 | 11% | 0 | 0% | 0 | 0% | 5 | 3% | 125 | 81% | 5 | 3% | 2 |
| FY 2012/2013 | 143 | 13 | 9% | 0 | 0% | 3 | 2% | 8 | 6% | 115 | 80% | 4 | 3% | 0 |

| SPH 141 | Total Enrollment | African-American | % of Total | American Indian | % of Total | Asian | % of Total | Hispanic | % of Total | White | % of Total | Two or more races | % of Total | Unknown |
|--------------|------------------|------------------|------------|-----------------|------------|-------|------------|----------|------------|-------|------------|-------------------|------------|---------|
| FY 2008/2009 | 217 | 15 | 7% | 2 | 1% | 2 | 1% | 4 | 2% | 184 | 85% | 1 | 0% | 9 |
| FY 2009/2010 | 236 | 7 | 3% | 1 | 0% | 3 | 1% | 4 | 2% | 209 | 89% | 0 | 0% | 12 |
| FY 2010/2011 | 251 | 18 | 7% | 0 | 0% | 5 | 2% | 5 | 2% | 207 | 82% | 5 | 2% | 11 |
| FY 2011/2012 | 323 | 34 | 11% | 1 | 0% | 7 | 3% | 10 | 3% | 263 | 81% | 7 | 2% | 1 |
| FY 2012/2013 | 303 | 33 | 11% | 2 | 1% | 4 | 1% | 13 | 4% | 243 | 80% | 3 | 1% | 5 |

3.0 General Education Objectives

The Social Sciences Program achieves the Cecil College General Education objectives at a high degree of success.

3.1 Program Strengths

- **Faculty**
The list of faculty and their credentials demonstrates a high level of talent and professional experiences. Levels of academic achievement range from the master's degree to the doctorate.
- **Curriculum**
The Social Sciences Program curriculum is designed to meet the needs of students as they prepare to transfer to four year colleges or universities and for personal or professional growth.
- **Accessibility**
The Social Science Program courses are offered on various days, times and at both college campus locations. Courses are offered on traditional, hybrid, and on-line formats. In addition, courses are held each semester (Fall, Spring, Summer)
- **Experiential Experiences**
Students enrolled in our Criminal Justice and Social Work programs are required to expand their knowledge through experiential experiences at sites related to their specific program.
The experiential experiences, offered in the programs, are successful only due to the positive partnerships the department has established with various law enforcement agencies and the Cecil County Department of Social Services.
- **Program Expansion**
Our Social Sciences Program continues to expand and meet the educational interests of our students. The establishment of Discipline Concentrations will enhance the expansion of the program.

3.2 Program Weaknesses

- **Student Diversity**
A specific weakness across all areas of the Social Sciences Program is the low percentage of ethnic and racial diversity.
- **Program Goals, Outcomes, Objectives**
The Social Sciences Program, as a program, does not have fully developed goals, outcomes, or objectives.
The Disciplines within the Social Sciences Program do not have fully developed goals, outcomes, or objectives.

3.3 Program Opportunities

- **Population Growth**
Cecil County is one of the fastest growing counties in our state and region. This growth provides us with an opportunity to expand our program and course offerings.

- ***Program Growth***
With the development of our Social Science Program Discipline Concentrations an opportunity exists to expand our program.
- ***Articulation Agreements***
With the development of specific Discipline Concentrations, articulation agreements in the Social Sciences become an opportunity. The current Criminal Justice, Paralegal Studies, Psychology, and Social Work degrees offer additional opportunities for the establishment of articulation agreements with four-year colleges or universities.

3.4 Program Threats

- ***Experiential Program Placements***
Our Criminal Justice and Social Work programs require many experiential placements each semester. Positive relationships are essential for those placements to continue and to expand.

The following highlights additional specific discipline information relating to Sections 3.1; 3.2; 3.3; 3.4 above.

ANTHROPOLOGY

3.1 Strengths: The adjuncts teaching the courses have a great deal of experience in the field and classroom.

3.2 Weaknesses: The lack of course offerings in Anthropology limits student opportunities.

3.3 Opportunities: The development of an Anthropology Concentration within the Arts and Sciences Transfer degree will greatly enhance the discipline and student opportunities.

3.4 Threats: None

CRIMINAL JUSTICE

3.1 Strengths:

- With the redesign of the Criminal Justice Degree during the 2013-14 Academic year, the program more specifically address the requirements of the profession and for transfer to a 4-year college or university.
- All of the full-time and adjunct instructors in the Criminal Justice Program have extensive leadership experience in the Criminal Justice field.
- The vast number of agency partners provides students with internship and employment opportunities.

3.2 Weaknesses: Currently due to changes in the degree, the program has students in both the old and new degree, causing certain specific courses to be offered.

3.3 Opportunities: To explore offering courses in the program in an on-line format to expand student opportunities.

3.4 Threats: The Criminal Justice program requires experiential learning opportunities for every student. This opportunity is also a threat since quality placements are needed each semester. Maintaining positive relationships with differing law enforcement agencies is essential for placements and for the program.

FOREIGN LANGUAGE

3.1 Strengths: The instructors currently teaching our Russian and Spanish classes have a strong foreign language background and experience.

3.2 Weaknesses: The major weaknesses of the Foreign Language program are the limited language offerings (Russian and Spanish) and the number of course offerings.

3.3 Opportunities: The development of a Foreign Language Concentration within the Arts and Sciences Transfer degree will greatly enhance the discipline and student opportunities.

3.4 Threats: The low student enrollment impacts course outcomes and offerings.

GEOGRAPHY

3.1 Strengths: The adjuncts teaching the courses have a great deal of experience in the field and classroom.

3.2 Weaknesses:

- The lack of course offerings in Geography limits student opportunities.
- The Geographical Information System courses have never been offered since they were developed.

3.3 Opportunities:

- The development of a Geography Concentration within the Arts and Sciences Transfer degree will greatly enhance the discipline and student opportunities.
- Explore offering Geography classes on-line to expand student opportunities

3.4 Threats: None

HISTORY

3.1 Strengths: The full-time professor and adjunct instructors teaching in our History Program have a great deal of experience in the field and classroom.

3.2 Weaknesses: None

3.3 Opportunities:

- The development of a History Concentration within the Arts and Sciences Transfer degree will greatly enhance the discipline and student opportunities.
- Explore offering additional History classes on-line to expand student opportunities

3.4 Threats: None**PHILOSOPHY**

3.1 Strengths: The adjuncts teaching the Philosophy courses have a great deal of experience in the field and classroom

3.2 Weaknesses: Courses in the discipline are all taught by adjunct faculty

3.3 Opportunities: The development of a Philosophy Concentration within the Arts and Sciences Transfer degree will greatly enhance the discipline and student opportunities.

3.4 Threats: None**POLITICAL SCIENCE**

3.1 Strengths: The adjuncts teaching the Political Science courses have a great deal of experience in the field and classroom

3.2 Weaknesses: Courses in the discipline are all taught by adjunct faculty

3.3 Opportunities: The development of a Political Science Concentration within the Arts and Sciences Transfer degree will greatly enhance the discipline and student opportunities.

3.4 Threats: None**PSYCHOLOGY****3.1 Strengths:**

- The fully articulated Psychology degree provides students with the first two years of academic coursework for transfer to a four-year college or university.
- The instructors in the program, both full-time and adjunct, are highly educated and experienced individuals.
- Courses offered in Psychology are offered in the traditional and on-line format.

3.2 Weaknesses: None**3.3 Opportunities:**

- The opportunity exists to develop additional articulation agreements with regional four year colleges and universities.
- The development of additional courses in psychology would provide more opportunities for students.

3.4 Threats: None

SOCIAL WORK

3.1 Strengths:

- The fully articulated Social Work degree provides students with the first two years of academic coursework for transfer to a four-year college or university.
- The instructors in the program are all practitioners in the field of Social Work.
- The Social Work degree was established in partnership with Salisbury University.
- The final two years of study toward a Bachelor's in Social Work (BSW) from Salisbury University is available at our Elkton Station Campus.

3.2 Weaknesses: Courses in the discipline are all taught by adjunct faculty

3.3 Opportunities: The opportunity exists to develop additional articulation agreements with regional four year colleges and universities.

3.4 Threats: The Social Work program requires experiential learning opportunities for every student. This opportunity is also a threat since quality placements are needed each semester. Maintaining positive relationships with differing Social Work agencies is essential for placements and for the program.

SOCIOLOGY

3.1 Strengths: The adjuncts teaching the course have a great deal of experience in the field and classroom.

3.2 Weaknesses: The lack of course offerings in Sociology limits student opportunities.

3.3 Opportunities: The development of a Sociology Concentration within the Arts and Sciences Transfer degree will greatly enhance the discipline and student opportunities.

3.4 Threats: None

SPEECH COMMUNICATIONS

3.1 Strengths: The instructors and adjuncts teaching the course have a great deal of experience in the field and classroom.

3.2 Weaknesses: The lack of course offerings in Speech Communications limits student opportunities.

3.3 Opportunities: The development of a Speech Communications Concentration within the Arts and Sciences Transfer degree will greatly enhance the discipline and student opportunities.

3.4 Threats: None

4.0 Other Program Information

4.1 Advisory Council

While the Social Sciences Program, as a whole, does not have an Advisory Council, the Criminal Justice program does have an active Advisory Council.

4.2 Adequacy of Available Technology

The technology available to our program adequately meets the program needs of the department and students.

4.3 Adequacy of Facilities

The classrooms provided on the main campus and at the Elkton Station campus are adequate in size, seating and technology.

4.4 Articulation Agreements

The Criminal Justice Program is currently redesigning the articulation agreement with Wilmington University. The Paralegal Studies, Psychology, and Social Work programs have fully developed articulation agreements with Widener University, Towson University and Salisbury University respectively.

5.0 Program Goals and Objectives

The following goals have been established for the department:

- 1) To develop specific goals for the Social Sciences Program.
- 2) To develop specific goals for each Discipline in the Social Sciences Program.
- 3) To develop specific Social Sciences Discipline Concentrations under the Arts and Sciences Transfer degree.
- 4) To develop articulation agreements with Maryland and regional four year colleges and universities related to the Discipline Concentrations that are developed (as per goal#3).
- 5) Implement the redesigned Criminal Justice Program.

The following information highlights the Goals for each Discipline within the Social Sciences Program.

ANTHROPOLOGY GOALS

- To develop an Anthropology Concentration within the Arts & Science Transfer Degree Program
- To develop additional Anthropology courses to expand student opportunities and to achieve Goal #1.

CRIMINAL JUSTICE GOALS

- To successfully implement the newly revised Criminal Justice Degree

FOREIGN LANGUAGE

- To develop a Foreign Language Concentration within the Arts & Science Transfer Degree Program
- To develop additional Foreign Language courses to expand student opportunities and to achieve Goal #1.

GEOGRAPHY

- To develop a Geography Concentration within the Arts & Science Transfer Degree Program
- To develop additional Geography courses to expand student opportunities and to achieve Goal #1.
- Review the GIS program to determine how to promote the courses

HISTORY

- To develop a History Concentration within the Arts & Science Transfer Degree Program
- To develop additional History courses to expand student opportunities and to achieve Goal #1.

PHILOSOPHY

- To develop a Philosophy Concentration within the Arts & Science Transfer Degree Program
- To develop additional Philosophy courses to expand student opportunities and to achieve Goal #1.

POLITICAL SCIENCE

- To develop a Political Science Concentration within the Arts & Science Transfer Degree Program
- To develop additional Political Science courses to expand student opportunities and to achieve Goal #1.

PSYCHOLOGY

- To develop additional hybrid and on-line course offerings

SOCIAL WORK

- The “2 + 2” Social Work Program offered in partnership with Salisbury University should be reviewed.

SOCIOLOGY

- To develop a Sociology Concentration within the Arts & Science Transfer Degree Program
- To develop additional Sociology courses to expand student opportunities and to achieve Goal #1.

SPEECH COMMUNICATIONS

- To develop a Speech Communications Concentration within the Arts & Science Transfer Degree Program
- To develop additional Speech Communications courses to expand student opportunities and to achieve Goal #1.

6.0 Recommendations

The Social Sciences Program should be maintained as a component of the Social Science and Teacher Education Program at Cecil College with the following changes:

- Social Sciences Program Goals must be developed for the program and for each specific discipline area.

- Discipline concentrations should be developed for each discipline within the program to expand student opportunities.
- With the establishment of our Social Sciences Concentrations, it is essential to develop discipline oriented articulation agreements with state and regional four-year institutions.
- Develop additional courses in each discipline area to meet the requirements of the new Discipline Concentrations.

The following information highlights the recommendations for each discipline within the Social Sciences Program.

ANTHROPOLOGY

- During the 2014-15 Academic Year, develop the Anthropology Concentration and courses associated with the concentration

CRIMINAL JUSTICE

- To orient the new degree to the members of the Criminal Justice Advisory Council

FOREIGN LANGUAGE

- During the 2014-15 Academic Year, develop the Foreign Language concentration and courses associated with the concentration

GEOGRAPHY

- During the 2014-15 Academic Year, develop the Geography Concentration and courses associated with the concentration

HISTORY

- During the 2014-15 Academic Year, develop the History Concentration and courses associated with the concentration

PHILOSOPHY

- During the 2014-15 Academic Year, develop the Philosophy Concentration and courses associated with the concentration

POLITICAL SCIENCE

- During the 2014-15 Academic Year, develop the Political Science Concentration and courses associated with the concentration

PSYCHOLOGY

- Expand the opportunities for students with the creation of additional articulation agreements with four year colleges and universities

SOCIAL WORK

- To conduct on-going review of the “2 + 2” program with Salisbury University

SOCIOLOGY

- During the 2014-15 Academic Year, develop the Sociology Concentration and courses associated with the concentration

SPEECH COMMUNICATIONS

- During the 2014-15 Academic Year, develop the Speech Communications Concentration and courses associated with the concentration

Approvals

Signature of Division Chair David Pauloff Date 8/19/2014

[Signature] Signature of the Chair of the Academic Affairs Committee Date 9-22-14

Signature of the Dean of Academic Programs [Signature] Date 9-22-14

Signature of the Chief Academic Officer Mary Kay Bolt Date 9/15/14

APPENDIX

Social Science Degrees

Criminal Justice (AAS)

Paralegal (AA)

Psychology (AA)

Social Work (AA)

Criminal Justice — Corrections

Award: Associate of Applied Science

Degree Code: CJCD

Number of Credits: 65

Program Description

The Criminal Justice - Corrections program addresses the professional and educational needs of individuals interested in careers in corrections and of personnel already employed in the field who desire to increase their proficiency or to improve their professional career opportunities.

Transfer Information

Cecil College has articulation agreements with agreements with Maryland and regional institutions. Contact your advisor for detailed information.

Required Courses

General Education Requirements

| Number | Title | Credits |
|--------------------------------|--|----------------|
| <u>EGL 101</u> | Freshman Composition [<u>E</u>] | 3 |
| <u>EGL 211</u> | Technical Writing | 3 |
| <u>POS 101</u> | Introduction to Political Science [<u>SS</u>] | 3 |
| <u>HST 202</u> | History of the United States II (reconstruction to present) [<u>H</u>] | 3 |
| <u>MAT 127</u> | Introduction to Statistics [<u>M</u>] | 4 |
| <u>PHI 201</u> | Ethics Contemporary Moral Problems [<u>H</u>] | 3 |
| <u>PSY 101</u> | Introduction to Psychology [<u>SS</u>] | 3 |
| <u>SCI</u> | Science Elective with Lab [<u>SL</u>] | 4 |
| <u>SOC 101</u> | Introduction to Sociology [<u>SS</u>] | 3 |
| <u>SPH 141</u> | Public Speaking [<u>H</u>] | 3 |

Program Requirements

| Number | Title | Credits |
|--------------------------------|---|----------------|
| <u>CRJ 101</u> | Introduction to the Criminal Justice System | 3 |
| <u>CRJ 105</u> | Introduction to Corrections | 3 |
| <u>CRJ 125</u> | Issues in Corrections | 3 |

Program Requirements

| Number | Title | Credits |
|-------------------------|--|---------|
| CRJ 205 | Criminal Law | 3 |
| CRJ 206 | Correctional Counseling | 3 |
| CRJ 211 | Probation, Parole and Community Corrections in the United States | 3 |
| CRJ 214 | Delinquency and Juvenile Justice | 3 |
| CRJ 221 | Criminology | 3 |
| CRJ 235 | Corrections Administration | 3 |
| CRJ 299 | Criminal Justice Externship | 3 |
| PED 135 | First Aid and CPR | 3 |

Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at [MyCecil](#) or an academic advisor for individual degree planning.

Fall I (15 credits)

| | |
|---------|---|
| EGL 101 | Freshman Composition |
| CRJ 101 | Introduction to the Criminal Justice System |
| CRJ 105 | Introduction to Corrections |
| PED 135 | First Aid and CPR |

| | |
|---------|----------------------------|
| PSY 101 | Introduction to Psychology |
|---------|----------------------------|

Spring I (18 credits)

| | |
|---------|-----------------------|
| EGL 211 | Technical Writing |
| CRJ 125 | Issues in Corrections |

Fall I (15 credits)

| | |
|---------|---------------------------|
| CRJ 205 | Criminal Law |
| CRJ 221 | Criminology |
| SOC 101 | Introduction to Sociology |

| | |
|---------|-----------------|
| SPH 141 | Public Speaking |
|---------|-----------------|

Fall II (16 credits)

| | |
|---------|----------------------------------|
| CRJ 206 | Correctional Counseling |
| CRJ 214 | Delinquency and Juvenile Justice |
| CRJ 235 | Corrections Administration |
| MAT 127 | Introduction to Statistics |

| | |
|---------|-----------------------------------|
| POS 101 | Introduction to Political Science |
|---------|-----------------------------------|

Spring II (16 credits)

| | |
|---------|---|
| HST 202 | History of the United States II (reconstruction to the present) |
| CRJ 211 | Probation, Parole and Community Corrections in United States |
| PHI 201 | Ethics Contemporary Moral Problems |
| CRJ 299 | Criminal Justice Externship |
| SCI | Science Elective with Lab |

Career Opportunities

Law enforcement, probation officer, correctional institutions, parole officer, community correctional office, asset protection.

Criminal Justice — Law Enforcement

Award: Associate of Applied Science

Degree Code: CJLE

Number of Credits: 68

Program Description

The Criminal Justice – Law Enforcement program is focused toward the professional and educational needs of students interested in careers in law enforcement and toward current law enforcement personnel who desire to increase their proficiency or to improve their professional career opportunities.

Transfer Information

Cecil College has articulation agreements with Maryland and regional institutions. Contact your advisor for detailed information.

Required Courses

| Number | Title | Credits |
|-------------------------|---|----------------|
| BIO | Biology Elective [S/SL] | 4 |
| EGL 101 | Freshman Composition [E] | 3 |
| EGL 211 | Technical Writing | 3 |
| POS 101 | Introduction to Political Science [SS] | 3 |
| HST 202 | History of the United States II (reconstruction to present) [H] | 3 |
| MAT 127 | Introduction to Statistics [M] | 4 |
| PHI 201 | Ethics Contemporary Moral Problems [H] | 3 |
| PSY 101 | Introduction to Psychology [SS] | 3 |
| SOC 101 | Introduction to Sociology [SS] | 3 |
| SPH 141 | Public Speaking [H] | 3 |

Program Requirements

| Number | Title | Credits |
|-------------------------|---|----------------|
| CRJ 101 | Introduction to the Criminal Justice System | 3 |
| CRJ 105 | Introduction to Corrections | 3 |

Program Requirements

| Number | Title | Credits |
|-------------------------|---|---------|
| CRJ 108 | Police Supervision and Personnel Management | 3 |
| CRJ 110 | Police Community Relations | 3 |
| CRJ 133 | Forensic Science I | 3 |
| CRJ 233 | Forensic Science II | 3 |
| CRJ 201 | Criminal Investigation | 3 |
| CRJ 205 | Criminal Law | 3 |
| CRJ 214 | Delinquency and Juvenile Justice | 3 |
| CRJ 221 | Criminology | 3 |
| CRJ 299 | Criminal Justice Externship | 3 |
| PED 135 | First Aid and CPR | 3 |

Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at [MyCecil](#) or an academic advisor for individual degree planning.

Fall I (16 credits)

| | |
|---------|---|
| EGL 101 | Freshman Composition |
| CRJ 101 | Introduction to the Criminal Justice System |
| CRJ 221 | Criminology |
| PSY 101 | Introduction to Psychology |

Fall I (16 credits)

| | |
|-----|------------------|
| BIO | Biology Elective |
|-----|------------------|

Spring I (18 credits)

| | |
|---------|-------------------|
| EGL 211 | Technical Writing |
|---------|-------------------|

| | |
|---------|-----------------------------|
| CRJ 105 | Introduction to Corrections |
|---------|-----------------------------|

| | |
|---------|--------------|
| CRJ 205 | Criminal Law |
|---------|--------------|

| | |
|---------|------------------------|
| CRJ 201 | Criminal Investigation |
|---------|------------------------|

| | |
|---------|---------------------------|
| SOC 101 | Introduction to Sociology |
|---------|---------------------------|

| | |
|---------|-----------------|
| SPH 141 | Public Speaking |
|---------|-----------------|

Fall II (19 credits)

| | |
|---------|---|
| CRJ 108 | Police Supervision and Personnel Management |
|---------|---|

| | |
|---------|--------------------|
| CRJ 133 | Forensic Science I |
|---------|--------------------|

| | |
|---------|----------------------------------|
| CRJ 214 | Delinquency and Juvenile Justice |
|---------|----------------------------------|

| | |
|---------|----------------------------|
| MAT 127 | Introduction to Statistics |
|---------|----------------------------|

| | |
|---------|-----------------------------------|
| POS 101 | Introduction to Political Science |
|---------|-----------------------------------|

| | |
|---------|-------------------|
| PED 135 | First Aid and CPR |
|---------|-------------------|

Spring II (15 credits)

| | |
|---------|----------------------------|
| CRJ 102 | Police Community Relations |
|---------|----------------------------|

Fall I (16 credits)

| | |
|---------|---|
| CRJ 233 | Forensic Science II |
| CRJ 299 | Criminal Justice Externship |
| PHI 201 | Ethics Contemporary Moral Problems |
| HST 202 | History of the United States II (reconstruction to the present) |

Career Opportunities

Law enforcement, probation officer, correctional institutions, parole officer, community correctional office, asset protection.

Arts and Sciences Transfer — Paralegal Studies Option

Award: Associate of Arts

Degree Code: ASPL

Number of Credits: 65-67

Program Description

The Paralegal Studies Associate degree provides the first two years of study for students preparing for a career as a paralegal. The program provides a general education background while focusing on developing an understanding of the legal system. Students completing the degree will meet the requirements for admission to a Paralegal Certificate Program or to continue their studies toward a Bachelor's Degree in Paralegal Studies.

Transfer Information

Cecil College has an articulation agreement with Widener University. Students satisfactorily completing the Associate of Arts – Arts & Science Transfer – Paralegal Studies Option degree at Cecil College are guaranteed admission to Widener University Law Center Legal Education Institute. Contact your advisor for detailed information.

Required Courses

General Education and Program Requirements

| Number | Title | Credits |
|--------------------------|---|---------|
| ARTS/HUM | Arts/Humanities Elective [H] | 3 |
| CIS 101 | Introduction to Computer Concepts [I] | 3 |
| EGL 101 | Freshman Composition [E] | 3 |

General Education and Program Requirements

| Number | Title | Credits |
|-------------------------|--|---------|
| EGL 102 | Composition and Literature [H] | 3 |
| HST | History Elective [H] | 3 |
| MAT | Math Elective [M] | 3-4 |
| MAT 127 | Introduction to Statistics [M] | 4 |
| PHI 202 | Clear Thinking to Inductive Logic [H] | 3 |
| POS 201 | American Government [SS] | 3 |
| PSY 101 | Introduction to Psychology [SS] | 3 |
| SCI | Science Elective [S] | 3-4 |
| SCI | Lab Science Elective [SL] | 4 |
| SOC 101 | Introduction to Sociology [SS] | 3 |
| CSC 151 | Computer Forensics Investigations | 3 |
| CRJ 101 | Introduction to the Criminal Justice System | 3 |
| CRJ 133 | Forensic Science I | 3 |
| CRJ 201 | Criminal Investigation | 3 |
| CRJ 205 | Criminal Law | 3 |
| CRJ 221 | Criminology | 3 |
| POS 101 | Introduction to Political Science [SS] | 3 |
| SOC 222 | Juvenile Delinquency | 3 |

Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at [MyCecil](#) or an academic advisor for individual degree planning.

Fall I (18 credits)

| | |
|---------|-----------------------------------|
| ART/HUM | Arts/Humanities Elective |
| CIS 101 | Introduction to Computer Concepts |

Fall I (18 credits)

| | |
|---------|---|
| EGL 101 | Freshman Composition |
| CRJ 101 | Introduction to the Criminal Justice System |
| PSY 101 | Introduction to Psychology |

HST History Elective

Spring I (17 credits)

| | |
|---------|-----------------------------------|
| EGL 102 | Composition and Literature |
| MAT 127 | Introduction to Statistics |
| POS 101 | Introduction to Political Science |
| SCI | Lab Science Elective |

SOC 101 Introduction to Sociology

Fall II (15-17 credits)

| | |
|---------|-----------------------------------|
| CSC 151 | Computer Forensics Investigations |
| CRJ 201 | Criminal Investigation |
| MAT | Math Elective |
| PHI 202 | Clear Thinking to Inductive Logic |

SCI Science Elective

Spring II (15 credits)

Fall I (18 credits)

| | |
|---------|----------------------|
| CRJ 133 | Forensic Science I |
| CRJ 205 | Criminal Law |
| CRJ 221 | Criminology |
| POS 201 | American Government |
| SOC 222 | Juvenile Delinquency |

Career Opportunities

Work in law offices, federal, state agencies, corporate entities as a law clerk, title examiner, claim adjuster, occupational health and safety specialist, appraiser, investigator.

Arts and Sciences Transfer — Psychology Option

Award: Associate of Arts
Degree Code: ASPY
Number of Credits: 62

Program Description

The Psychology degree provides the first two years of college for students preparing for a career in psychology, counseling or a related field. The Psychology degree emphasizes the scientific study of behavioral and mental processes in animals and humans. The field of Psychology encompasses many areas including: research methods, social behavior, personality, human development, biological basis of behavior, consciousness, learning, memory, emotion, motivation and mental health and adjustment. This program is designed primarily for students desiring to transfer to a four-year college or university to earn a bachelor's degree in Psychology. Students selecting this program should consult with an academic advisor early in the program.

Transfer Information

Cecil College has articulation agreements with Maryland and regional four-year colleges and universities. Contact your advisor for detailed information.

Required Courses

General Education Requirements

| Number | Title | Credits |
|---------------------|--------------------|---------|
| ACT | Activity Electives | 2 |

| Number | Title | Credits |
|---|---|---------|
| ANT 101 | Cultural Anthropology [SS] | 3 |
| ART ¹ | Art General Education Elective [H] | 3 |
| BIO 130 and BIO 131 | Principles of Biology I [S] Principles of Biology I Lab | 3 1 |
| CHM 103 and CHM 113 | General Chemistry I [S] General Chemistry I Lab | 3 1 |
| BIO 132 and BIO 133 | Principles of Biology II [S] Principles of Biology II Lab | 3 1 |
| CHM 104 and CHM 114 | General Chemistry II [S] General Chemistry II Lab | 3 1 |
| CIS 101 | Introduction to Computer Concepts [I] | 3 |
| EGL 101 | Freshman Composition [E] | 3 |
| EGL 102 | Composition and Literature [H] | 3 |
| EGL 209 | Introduction to African-American Literature [H] | 3 |
| GEO 102 | Cultural Geography [SS] | 3 |
| HST 201 or HST 202 | History of the United States (to reconstruction) [H] History of the United States II (reconstruction to the present) [H] | 3 |
| MAT 127 | Introduction to Statistics [M] | 4 |
| SPH 121 | Interpersonal Communications [H] | 3 |

Program Requirements

| Number | Title | Credits |
|-------------------------|---|---------|
| HEA 136 | Stress Management | 3 |
| PSY 101 | Introduction to Psychology [SS] | 3 |
| PSY 201 | Human Growth and Development [SS] | 3 |
| PSY 227 | Introduction to Abnormal Psychology | 3 |

Program Electives - Select 9 Credits

| Number | Title | Credits |
|-------------------------|--|---------|
| PSY 203 | Child Growth Development | 3 |
| PSY 207 | Educational Psychology | 3 |
| PSY 222 | Organizational Psychology | 3 |
| SOC 101 | Introduction to Sociology [SS] | 3 |
| SOC 102 | Social Problems [SS] | 3 |
| SOC 103 | Marriage and the Family [SS] | 3 |

¹ See transfer advisor.

Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at [MyCecil](#) or an academic advisor for individual degree planning.

Fall I (17-18 credits)

| | |
|---------|-----------------------------------|
| ACT | Activity Elective(s) |
| ANT 101 | Cultural Anthropology |
| CIS 101 | Introduction to Computer Concepts |
| EGL 101 | Freshman Composition |
| MAT 127 | Introduction to Statistics |

| | |
|---------|----------------------------|
| PSY 101 | Introduction to Psychology |
|---------|----------------------------|

Spring I (17 credits)

| | |
|--------------------|-------------------------|
| ACT | Activity |
| BIO 130 and | Principles of Biology I |

Fall I (17-18 credits)

| | |
|-------------------------------|--|
| BIO 131 | Principles of Biology I Lab |
| CHM 103 and CHM 113 | General Chemistry I General Chemistry I Lab |
| EGL 102 | Composition and Literature |
| HEA 136 | Stress Management |
| SPH 121 | Interpersonal Communications |

PSY 201 Human Growth and Development

Fall II (16 credits)

| | |
|-------------------------------|---|
| ART | Art General Education Elective |
| BIO 132 and BIO 133 | Principles of Biology II Principles of Biology II Lab |
| CHM 104 and CHM 114 | General Chemistry II General Chemistry II Lab |
| EGL 209 | Introduction to African American Literature |
| HST 201 or HST 202 | History of the United States (to reconstruction) History of the United States II (reconstruction to the present) |

PSY 227 Introduction to Abnormal Psychology

Spring II (12 credits)

| | |
|---------|--------------------|
| GEO 102 | Cultural Geography |
| ELECT | Program Elective |

Fall I (17-18 credits)

ELECT Program Elective

ELECT Program Elective

Career Opportunities

Social worker, human resources representatives, rehabilitation advisor, admissions recruiter in private corporations, social service agencies and education.

Arts and Sciences Transfer — Social Work Option

Award: Associate of Arts
Degree Code: ASWZ
Number of Credits: 70

Program Description

This program option 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. The partnership agreement with Salisbury University provides access and convenience for students to complete their baccalaureate degree in social work. A bachelor's degree in social work is the minimum educational requirement for an entry-level social worker. The computer literacy requirement has been met throughout the coursework in the degree program. Students who plan to enroll in Social Work Option must be college-ready at the time of admission. For accelerated studies, college-ready is defined as placing into [English 101 \(EGL 101\)](#) and [Intermediate Algebra \(MAT 093\)](#) on the skills assessments. Additional information on accelerated programs can be obtained from the Admissions Office (admissions@cecil.edu) or designated academic advisors.

Transfer Information

Cecil College has an articulation agreement with Salisbury University. Students satisfactorily completing the Associate of Arts – Social Work Option are guaranteed admission to Salisbury University's Social Work Program. All the courses that are needed to complete the Salisbury University Baccalaureate degree will be offered at the Cecil College's Elkton Station location. Contact your advisor for detailed information.

Required Courses

General Education and Program Requirements

| Number | Title | Credits |
|-----------------------------|--|---------|
| ACT | Activity Electives | 2 |
| ANT 101 | Cultural Anthropology [SS] | 3 |
| BIO 101 and | General Biology [S] | 3 |
| BIO 111 | General Biology Lab | 1 |

General Education and Program Requirements

| Number | Title | Credits |
|---|---|---------|
| BIO 123 or BIO 203 | Foundations of Nutrition [S] Nutrition | 3 |
| EGL 101 | Freshman Composition [E] | 3 |
| EGL 102 | Composition and Literature [H] | 3 |
| EGL 209 | Introduction to African-American Literature [H] | 3 |
| HEA 140 | Alcoholism and Drug Addiction | 3 |
| HST 101 | Western Civilization I [H] | 3 |
| HST 102 | Western Civilization II [H] | 3 |
| MAT 127 | Introduction to Statistics [M] | 4 |
| PHI 201 | Ethics - Contemporary Moral Problems [H] | 3 |
| PSY 101 | Introduction to Psychology [SS] | 3 |
| SCI | Lab Science Elective ¹ [SL] | 4 |
| SOC 101 | Introduction to Sociology [SS] | 3 |
| SOC 102 | Social Problems [SS] | 3 |
| SOC 103 | Family and Marriage [SS] | 3 |
| SPH 141 | 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 |

¹ Science elective must be a course designation other than [BIO](#).

Recommended Sequence

The following is a recommended sequence of courses for completing this program as a full-time student. Developmental and prerequisite course requirements, credit load, and/or course availability may affect a student's individual progress. Students should consult their degree audit at [MyCecil](#) or an academic advisor for individual degree planning.

Session I (9 credits)

Session I (9 credits)

EGL 101 Freshman Composition

PSY 101 Introduction to Psychology

SOC 101 Introduction to Sociology

Session II (9 credits)

SPH 141 Public Speaking

SWK 101 Introduction to Social Work

ANT 101 Cultural Anthropology

Session III (9 credits)

EGL 102 Composition and Literature

SOC 102 Social Problems

SWK 102 Basic Interviewing Skills

Session IV (10 credits)

EGL 209 Introduction to African-American Literature

MAT 127 Introduction to Statistics

HEA 140 Alcoholism and Drug Addiction

Session V (9 credits)

HST 101 Western Civilization I

Session I (9 credits)

SOC 103 Family and Marriage

Session VI (10 credits)

HST 102 Western Civilization II

BIO 101 **and** General Biology
BIO 111 General Biology Lab

Session VII (14 credits)

PHI 201 Ethics - Contemporary Moral Problems

SCI Lab Science Elective (designation other than BIO)

BIO 203 **or** Nutrition
BIO 123 Foundations of Nutrition

SWK 202 Elder Care Experiential Learning

ACT Activity Electives

Career Opportunities

Public welfare, criminal justice and corrections, school social work, child welfare, gerontology, health care, community agencies, research and education.