

ACADEMIC PROGRAM PROPOSAL
MATERIALS AND GUIDELINES

A. Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Community College of Baltimore County ("CCBC" or "College") is a public college that anticipates and responds to the educational, training, and employment needs of the community by offering a broad array of General Education, transfer, and career programs, student support services, and economic and community development activities. The college serves its diverse community as a center for lifelong learning to improve the quality of life in Baltimore County and the region in a time of rapid societal and technological change. The Community College of Baltimore County commits to the optimal use of available resources in a responsive and responsible manner.

The Associate of Arts in Teaching (A.A.T.) Secondary Education: English degree is a 60-credit degree that complies with Maryland SB 740, College and Career Readiness and College Completion Act of 2013.

The AAT Secondary Education: English degree is intended to provide those students seeking employment as English teacher, the opportunity to meet the college's mission of "allowing students to make progress toward the completion of their educational goals through degree attainment." The AAT Secondary Education: English is transferable to all four-year institutions of higher learning in the State of Maryland.

Furthermore, the AAT Secondary Education: English degree will provide interested students the opportunity to complete content-specific coursework prior to transferring to their four-year institution to complete their required coursework. The AAT Secondary Education: English degree will also provide more students the opportunity to meet the CCBC completion agenda, because the incentive to obtain a content-specific AAT will provide more opportunity for transfer success.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The Community College of Baltimore County's (CCBC) mission states that CCBC provides accessible, affordable, and high quality education that prepares students for transfer and career success, strengthens the regional work force, and enriches our community. The primary goal of the AAT Secondary Education: English degree is to provide a pathway for students to enter into the field of teaching English at the secondary level. The proposed program includes all required coursework for

students to successfully articulate into an appropriate program at a four-year institution.

If approved, this program would directly support CCBC's strategic goal of Teaching and Learning Excellence and one of its tenets: to encourage students to value lifelong learning, personal development, active citizenship, and educational and professional advancement. The proposed program aligns with the College's Comprehensive Academic Plan by supporting development of academic programs that would attract better-prepared students.

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

3. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

**Associate of Arts in Teaching (A.A.T.)
Secondary Education: English**

General Education Requirements:

CMNS 101	Fundamentals of Communication	3 credits
ENGL 101	College Composition I	3 credits
ENGL 102	College Composition II	3 credits
FAPA 101	Introduction to Fine and Performing Arts	3 credits
HIST 111	History of the United States I	3 credits
PSYC 101	Introduction to Psychology	3 credits
BIOL 108	Investigating the Living World	4 credits
ENVS 101	Introduction to Environmental Science	3 credits
ENVS 102	Introduction to Environmental Science Lab	1 credit
MATH 153	Introduction to Statistical Methods	4 credits

TOTAL GENERAL EDUCATION REQUIREMENTS 30 credits

Program Requirements:

ENGL 106	English Grammar and Usage	3 credits
ENGL/EDTR 115	Children's Literature	3 credits
ENGL 201	British Literature I	3 credits or
ENGL 202	British Literature II	3 credits
ENGL 203	American Literature I	3 credits or
ENGL 204	American Literature II	3 credits
ENGL 205**	World Literature I	3 credits or
ENGL 206**	World Literature II	3 credits
EDTR 101	Foundations of Education	3 credits
EDTR/PSYC 107*	Introduction to Special Education	3 credits
EDTR/PSYC 215	Educational Psychology	3 credits
PSYC 219	Adolescent Psychology	3 credits
EDTR 273C	Field-Based Experience (Secondary)	3 credits

TOTAL PROGRAM REQUIREMENTS 30 credits

TOTAL CREDITS REQUIRED FOR DEGREE***

60 credits

NOTE: Minimum GPA 2.75

Required passing score on SAT, ACT or GRE. See Your Campus Coordinator.

* The Introduction to Special Education (EDTR 107) course required at CCBC is a necessary requirement of the College's A.A.T. in Secondary Education-English degree but is not sufficient to meet all special education or inclusion course requirements for four-year education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

** Denotes General Education Diversity Courses

*** If you are a credit student who is new to college (meaning you have not successfully completed transferable college credit(s) at another institution(s)), you are required to take ACDV 101 during your first semester at CCBC, thereby increasing the number of credits required for the degree by 1 credit. Students are required to provide an official transcript(s) to document successful completion of college coursework at another institution(s) in order for this requirement to be waived.

No course substitutions or course waivers are given in the A.A.T. degree.

ENGL 106 – 3 Credits English Grammar and Usage

Explores how grammar in the English language works; examines the underlying structures of sentences, which leads to an understanding of why commonly made errors occur. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: To enroll in ENGL 106, students must be eligible to enroll in ENGL 101 and have successfully completed, if necessary, ENGL 052 or ESOL 052 and RDNG 052 or ESOL 054; or ACLT 052

EDTR/ENGL 115 – 3 Credits Children's Literature

Provides a survey of children's literature from its beginning to the present day; highlights the cultural and historical influences and shows the evolution of the particular art form that melds story and picture. NOTE: Same as EDTR 115. Credit can be earned for one course only. NOTE: Courses offered once a year (fall or spring).

Prerequisite: ENGL 101 with a C or better or permission of the instructor

ENGL 201 – 3 Credits British Literature I

Examines British literature, beginning with Anglo Saxon works and continuing

through the eighteenth century (Neoclassical literature); highlights the cultural, historical, and literary influences on each work. NOTE: Courses offered once a year (fall or spring).

Prerequisite: Grade of "C" or higher in ENGL 101

ENGL 202 – 3 Credits British Literature II

Surveys British literature, beginning with the Romantic period (late eighteenth century) and continuing through the Modern period; highlights the cultural, historical, and literary influences on each work. NOTE: Courses offered once a year (fall or spring).

Prerequisite: Grade of "C" or higher in ENGL 101

ENGL 203 – 3 Credits American Literature I

Examines American literature from its beginnings to the Civil War; highlights the cultural, geographic, and literary influences of each work. NOTE: Courses offered once a year (fall or spring).

Prerequisite: Grade of "C" or higher in ENGL 101

ENGL 204 – 3 Credits American Literature II

Examines American literature from the Civil War to the present day; highlights the cultural, geographic, and literary influences of each work. NOTE: Courses offered once a year (fall or spring).

Prerequisite: Grade of "C" or higher in ENGL 101

ENGL 205 – 3 Credits World Literature I-GL

Studies representative literary works from both Western and Eastern civilizations, from the invention of writing through the European Renaissance. In addition to works of Classical Greece and Rome and Medieval Europe, contemporaneous selections from China, India, Japan, the Middle East, and Africa will be studied. The readings are chosen to acquaint students with the attitudes and ideals characteristic of each culture and to illustrate the universality of themes fundamental to the human experience. This course is a globally intensive course that promotes intercultural competency and global awareness. Successful completion of this course contributes toward the 15 credits of globally intensive curriculum needed to earn the certificate of Global Distinction. NOTE: Courses offered once a year (fall or spring).

Prerequisite: Grade of "C" or higher in ENGL 101

ENGL 206 – 3 Credits World Literature II-GL

Presents representative writers of both Western and non-Western cultures since the European Renaissance. Readings reflect views of humans as heroes and anti-heroes; alternative ways of representing reality; and responses to philosophical, scientific, and social developments. This course is a globally intensive course that promotes intercultural competency and global awareness. Successful completion of this course contributes toward the 15 credits of globally intensive curriculum needed to earn the certificate of Global Distinction. NOTE: Courses offered once a year (fall or spring).

Prerequisite: Grade of "C" or higher in ENGL 101

Pre-Professional Requirements – 15 credits

EDTR 101 – 3 Credits Foundations of Education

Surveys the concepts essential to the development of the prospective teacher. Topics to be examined include the profile of the teaching profession, historical foundations and perspectives impacting contemporary education and education reform, diversity, equity, learning differences, research-based instructional practice, professionalism and ethical responsibility, legal perspectives on education, and becoming a teacher in a challenging world. Through course assignments students are involved actively in developing the oral, written and technological skills required in the profession. Additionally, students develop the necessary attitudes and dispositions of successful educators.

Prerequisites: (ENGL 052 and RDNG 052) or ACLT 052

EDTR/PSYC 107 – 3 Credits Introduction to Special Education

Presents applications of modern psychological research and principles pertaining to the education of special needs populations. The course includes historical foundations of special education, gifted and talented, intellectual disabilities, as well as sensorimotor, learning, and behavioral challenges and the implications these conditions have for educational programming. Cultural perspectives, uses of appropriate educational and environmental modifications, as well as federal and state regulations for special needs populations are discussed. The course is designed primarily for pre-service teachers or others interested in the educational process. NOTE: EDTR 107 and PSYC 107 are the same course. Credit earned for 1 only.

Prerequisite: PSYC 101; Co-requisite: ENGL 101

EDTR/PSYC 215 – 3 Credits Educational Psychology

Presents applications of modern psychological research and principles to educational theory and practice. Course topics include: aspects of human development, theories of learning and instruction, creating positive learning environments, teaching for learning, assessment and grading, learner differences, motivation, and the impact of culture and community. The course is designed

primarily for pre-service teachers or others interested in the educational process. NOTE: Same as PSYC 215. Credit earned for one only. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisite: PSYC 101

PSYC 219 – 3 Credits Adolescent Psychology

Focuses on the scientific study of the biological, psychological, cognitive, emotional, personality, and social changes that occur during adolescence; includes the effects of heredity and culture, major theories, moral development, gender-role issues, sexuality, and family relationship issues. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisite: PSYC 101

EDTR 273 – 3 Credits Field-Based Experience

Field-Based Experience: provides students with a supervised field-based experience in an approved child care setting or elementary education setting or secondary education setting or special education setting where the student spends six hours per week during the semester. Students demonstrate their understanding of the course work in early childhood program or elementary education program or secondary education program or special education program by producing an application chapter as part of their portfolio. NOTE: Requires permission of Teacher Education Campus Coordinator before registering, successful completion of 45 credits, and minimum cumulative GPA of 2.5. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: Vary depending on EDTR 273 experience needed, i.e., EDTR 101 or EDTR 121 or EDTR107 or PSYC 107. Lab Fee: \$125.00

General Education Requirements – 30 credits

CMNS 101 – 3 Credits Fundamentals of Communication

Introduces the study of communication; develops an understanding of and applied theoretical principles of verbal and non-verbal interaction. The course covers a variety of communication patterns, including intrapersonal, interpersonal, cross-cultural, group, and the development of public speaking skills. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: ENGL 052 or ESOL 052 and RDNG 052 or ESOL 054; or ACLT 052

ENGL 101 – 3 Credits College Composition I

Provides instruction that focuses on writing skills, evaluating and explaining ideas,

conducting library and Internet research, developing a research paper, and documenting research. Placement is based on assessment and/or successful completion of ENGL 052 or ESOL 052 and RDNG 052 or ESOL 054; or ACLT 052. NOTE: Course offered fall, spring and may be offered during additional sessions.

ENGL 102 – 3 Credits College Composition II

Increases the writing and thinking skills developed in ENGL 101 ; covers applying critical thinking and writing skills to a variety of academic assignments, including analyzing complex texts. Course offered fall, spring, and may be offered during additional sessions.

Prerequisite(s): Grade of C or better in ENGL 101; and RDNG 052 or ACLT 052

FAPA 101 – 3 Credits Introduction to Fine and Performing Arts

Provides students with the broad appreciation for all of the creative arts through the exposure to the arts provided in this unique interdisciplinary course. This course introduces students to the areas of dance, music, theatre, and visual arts through an exploration and study of representative works in each art genre. Students will learn to appreciate, critique, and create works of art. They will attend live performances and art exhibits in addition to classroom work. NOTE: This course satisfies the Arts and Humanities General Education Requirement as well as the requirement for those pursuing the Associate of Arts in Teaching (A.A.T.) degree for Elementary Education. This course was ARTS 100 prior to spring, 2009. Earn credit for one course only. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: ENGL 052 or ESOL 052 and RDNG 052 or ESOL 054; or ACLT 052

HIST 111 – 3 Credits History of the United States I

Surveys America's early clash of cultures, European and African background, settlement, Revolution, new government, expansion, and sectionalism through the Civil War; an in-depth analysis of selected issues, periods, personalities or institutions in an effort to understand the youthful nation's changing, often clashing, attitudes and values. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: RDNG 052 or ESOL 054 and ENGL 052 or ESOL 052; or ACLT 052. Need not be taken in sequence with HIST 112

PSYC 101 – 3 Credits Introduction to Psychology

Surveys the science of psychology; addresses research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, memory,

motivation and emotion, language, lifespan development, intelligence, stress and health, social behavior, personality, and abnormal behavior and treatment; applications of psychology in a culturally diverse world. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: RDNG 052 or ESOL 054 and ENGL 052 or ESOL 052; or ACLT 052; and MATH 081

BIOL 108 – 4 Credits Investigating the Living World

Provides a general overview of the basic principles of biology, an introduction to scientific thought, and methodology and necessary skills for science literacy. Topics include human biology, cell structure and function, evolution, genetics and ecology. This course transfers to Maryland public colleges and universities as a lower level General Education science course and is recommended for education and non-science and non-allied health majors. It is not a prerequisite for any other science course at CCBC. NOTE: Students may receive General Education credit for only one of the following courses: BIOL 100, BIOL 108, or BIOL 110. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: RDNG 052 or ESOL 054 and ENGL 052 or ESOL 052; or ACLT 052; and MATH 081 Lab Fee \$40.00

ENVS 101 – 3 Credits Introduction to Environmental Science

Explores Earth's natural systems, as well as how human activity affects the environment; students will apply the scientific method to investigate natural flows of chemicals, water and energy in terrestrial, aquatic, and atmospheric systems, and how humans impact these natural flows and systems. ENVS 101 and ENVS 102 satisfy the 4-credit General Education science requirement. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: ENGL 052 or ESOL 052 and RDNG 052 or ESOL 054; or ACLT 052; and MATH 082

ENVS 102 – 1 Credit Introduction to Environmental Science Laboratory

Provides students with hands-on laboratory experiences, field trips, and special assignments to demonstrate the principles, processes, techniques, and technologies of natural environmental systems and solutions. ENVS 101 and ENVS 102 satisfy the 4-credit General Education science requirement. Course offered fall, spring, and may be offered during additional sessions.

Prerequisite: ENGL 052 or ESOL 052 and RDNG 052 or ESOL 054; or ACLT 052; and MATH 082

MATH 153 – 4 Credits Introduction to Statistical Methods

Develops an understanding of statistical methodology and use of critical judgment in analyzing data sets; covers descriptive statistics, introduction to probability, normal and binomial distributions, hypothesis testing, confidence intervals, regression and correlation, chi-square distribution, and introduction to ANOVA. A statistical computer package, e.g. Minitab, is introduced as a computational tool. NOTE: Course offered every fall, spring and may be offered during additional sessions.

Prerequisites: Algebra I and II and a satisfactory score on the MATH placement test or satisfactory completion of MATH 073 or MATH 083 and ENGL 052 or ESOL 052 and RDNG 052 or ESOL 054; or ACLT 052

4. Describe the educational objectives and intended student learning outcomes.

The A.A.T. Secondary Education: English degree program is designed for students who desire to teach English at the secondary level in Maryland schools. The English content and pre-professional course outcomes were determined by two-year and four-year college faculty. The remainder of the curriculum meets General Education and college requirements and, in conjunction with the English content and pre-professional course outcomes, is based upon what constitutes the first two years of training in teaching English at the secondary level.

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

- demonstrate understanding of how children learn and develop by analyzing instructional practices and student behaviors during an observation in an authentic setting;
- provide learning opportunities that support a child's intellectual, social, and personal development by creating instructional activities that are developmentally appropriate;
- understand diversity and its connection to learning by analyzing hypothetical scenarios;
- use an understanding of individual and group motivation and behavior that encourages positive social interaction, active engagement in learning, and self-motivation by analyzing instructional practices and student behaviors during an observation in an authentic setting;
- understand how to foster active inquiry, collaboration, and supportive interaction in the classroom using verbal, non-verbal, and technological communication techniques by creating a lesson plan using the Maryland Common Core State Curriculum;

- be reflective and continually evaluate the effects of his or her choices and actions on self and others by completion of their Individual Development Plan; and,
- understand the importance of fostering relationships with colleagues, families, and the larger community by utilizing technology to identify school-and community-based resources that support parents and families.

5. Discuss how General Education requirements will be met, if applicable.

General Education requirements will be met for this program as explained in the program requirements. (See Sec B. 3, page 4)

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

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

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

There are no current institutional contracts per se, however, per COMAR, AAT degrees are to provide a seamless transfer to all public four-year institutions in the State of Maryland.

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

8. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

1. The need for the advancement and evolution of knowledge;
2. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;

This program will attract more highly qualified students who are interested in pursuing careers as teachers in the field of secondary education, specializing in the teaching of English. These students can take the necessary coursework in the fields of teacher education and English skills that will provide them with the opportunity to transfer to a four-year college and/or university to complete their teaching degree. In accordance with the Maryland State Plan for Postsecondary Education, college completion was identified as one of the significant issues in the Plan and a primary focal point of postsecondary education in Maryland. Goal 2 of the Plan promotes and supports access and completion. This degree will provide an affordable

means for students to continue their education in the field of secondary English and provide a pathway to completion of their educational requirements at a four-year institution.

9. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

In the *2013-2017 Maryland State Plan for Postsecondary Education* (“Plan”) of the six keys areas addressed by the goals, this A.A.T. degree directly addresses five of them and may impact the sixth.

1. **Quality and Effectiveness.** Enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state, and the nation.

The A.A.T. Secondary Education: English degree contains outcomes that were developed by a state-wide team of two-and four-year institution English instructors. The outcomes meet standards outlined by the National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (InTASC) as well as standards of the relevant professional organization, National Council of Teachers of English. Students earning the A.A.T. Secondary Education: English degree must achieve a minimum 2.75 Grade Point Average, and earn passing scores on PRAXIS Core or relative scores on the SAT, ACT or GRE.

2. **Access, Affordability and Completion.** Achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

The affordable tuition at the community college enables students pursuing a career in teaching to complete the first two years of preparation at a reasonable tuition cost. The Community College of Baltimore County (“CCBC”) Foundation, the Delegate and Senatorial scholarships, and state and federal need-based grants also improve access for students who qualify.

3. **Diversity.** Ensure equitable opportunity for academic success and cultural competency for Maryland’s population.

As stated in the *2013-2017 Maryland State Plan for Postsecondary Education*, “[a]s Maryland and the nation become more diverse, teachers with the capacity to respect, understand, and instruct individuals from diverse backgrounds will be needed to properly educate the workforce of tomorrow.” CCBC is committed to being an organization that supports and values “inclusiveness” of all persons. In Fall 2014, 39% of students at CCBC were African American, 6% were Asian, and 5% were Hispanic. Baltimore County Public Schools are in need of qualified minority teachers to reflect the increasingly diverse P-12 population.

4. **Innovation.** Seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement and improve learning outcomes and completion rates.

The A.A.T. Secondary Education: English degree provides CCBC students with the opportunity to seamlessly transfer to all public four-year and many private colleges and universities in the state of Maryland. The A.A.T. Secondary English degree will allow students to fulfill their General Education requirements, participate in field experiences, and complete foundational education coursework appropriate for the first two years of teacher preparation. The A.A.T. Secondary Education: English degree also will eliminate the need for students to determine the particular transfer pattern for a Teacher Education Associate’s degree of interest because the A.A.T. is an outcomes-based degree which transfers in its entirety.

5. **Economic Growth and Vitality.** Stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

The Plan sets forth that the workforce in Maryland needs workers with “recognized credentials.” Upon completion of the A.A.T. Secondary Education: English degree, graduates will have completed a degree that rigorously infuses the International Society for Technology in Education (ISTE), National Educational Technology Standards (NETS-T) endorsed by MSDE, into its coursework. The

NETS-T standards specifically focus on pre-service teachers and “define the fundamental concepts, knowledge, skills and attitudes for applying technology in educational settings.” A.A.T. Secondary English graduates will be able to integrate technology into their lessons as well as in their own learning.

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

The Maryland State Department of Education, in its 2014-2016 Staffing Report (“Report”), named Baltimore County one of twenty-three counties in Maryland as a “geographic area of projected shortage of certified teachers.” In addition, the Report indicated that the State will experience a shortage of male teachers as well as teachers of minority groups. The impact of these shortages will have a profound effect on Baltimore County (“County”) as it is the third largest P-12 system in the state of Maryland with an enrollment of 108,191 students in 2014. The County anticipated resignations and/or retirements of at least 721 teachers at the end of the 2013-2014 school year.

10. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

According to the Maryland Teacher Staffing Report 2014-2016 (Maryland State Department of Education, October 2014), 23 of the 24 Maryland jurisdictions are declared as geographic areas of projected shortage of certified teachers. It is also noted that in the area of secondary English teachers, 7.7% of the classes were taught by teachers who are not highly qualified. Once our students complete their program at the four year transfer institute, they will be highly qualified. Additionally, the report designates which certification areas are considered a critical shortage area, a balanced area (the number of graduates is roughly equivalent to the need each year), and an area in which there are a surplus of graduates. English is in the balanced category. That is, there are enough graduates for the open positions. This suggests that there will indeed be jobs available for our students once they graduate as certified teachers.

11. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to the Bureau of Labor Statistics of the U.S. Department of Labor’s Occupational Outlook Handbook 2016-17 for High School Teachers, “Employment of high

school teachers is expected to grow 6% from 2014-2024, about as fast as the average for all occupations... In addition, the average classroom size is expected to increase... and a significant number of older teachers will reach retirement age” (retrieved 4/23/16 from <http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6>). They go on to state that many schools have difficulty filling high school positions, and that the majority of opportunities will be found in more urban areas, such as those to which our students are most likely to apply. With regard to specific numbers in the area of high school teachers, the U.S. Department of labor’s Occupational Outlook Handbook 2016-17 notes that employment was 961,600 for 2014 and they project that number to be 1,017,500 in 2024.

What is most noteworthy in those statements is the increase in classroom size and retirement of older teachers. With the passage of the Every Student Succeeds Act (ESSA) in 2015 comes funding that will allow for the reduction of class size under Title II of that Act. This reduction in class size will subsequently require more teachers, as will the projected retirement of a significant number of teachers.

12. Data showing the current and projected supply of prospective graduates.

In fall 2014, 740 students indicated that they were transfer program majors in the Teacher Education Department. Currently, there is no formal way to determine how many were interested in secondary English education. Through advisement within the Teacher Education Department’s gateway course, 10 students have indicated a desire to pursue an A.A.T. degree in English. For students aspiring to teach secondary English, there is no clear Teacher Education pathway. With targeted recruitment and comprehensive advisement, enrollment is expected to increase by 10-20% each year.

Estimated Enrollment - A.A.T. Secondary Education: English

Fall Enrollment	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Full-Time	10	12	14	16	18
Part-Time	2	3	4	5	6

Estimated Number of A.A.T. Secondary English Graduates

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
A.A.T. Degrees	0	0	6	8	10

E. Reasonableness of program duplication:

13. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

A similar certificate or program is offered at Anne Arundel, Howard and Hagerstown Community Colleges.

More information about Anne Arundel Community College's program can be found here:

http://catalog.aacc.edu/preview_program.php?catoid=2&poid=420&returnto=127

More information about Howard Community College's program can be found here:
http://www.howardcc.edu/academics/program_information/catalog/web/programs/SocialSciences/SecondaryEducationEnglish.html

More information about Hagerstown Community College's program can be found here:

http://catalog.hagerstowncc.edu/preview_program.php?catoid=3&poid=322&returnto=121

14. Provide justification for the proposed program.

F. Relevance to Historically Black Institutions (HBIs)

15. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

CCBC is actively engaged in a comprehensive *Achieving the Dream* initiative across all three campuses. Over one-third (36%) of teacher education students at CCBC are African-American, many coming to CCBC from high schools and communities that are largely African-American. Outreach, to these communities and high schools, is a top priority not only for admissions staff, but also for faculty. The Teacher Education Department always sends a representative to local high

school open houses and career days and is actively involved in CCBC college and career fairs.

CCBC provides, through all segments of its institution, an organizational culture, a responsive methodology of instruction, and an array of student services that address the needs of all learners, with particular attention to those students who have been historically disenfranchised in the American educational system. CCBC actively promotes a responsive and diverse organizational culture by attracting, retaining, and supporting a faculty, staff, and student community that reflect the diversity of the region it serves. CCBC further responds in its various learning environments by providing students with learning experiences that embrace the cultural backgrounds of all students. CCBC maintains high expectations of all learners and assists them with an array of academic and personal support services such as developmental education, tutoring, mentoring, and advising to ensure success. CCBC also works actively with P-12 schools to promote academic readiness of high school students. Finally, in keeping with its role as a learning college, CCBC is outcomes driven in all efforts to address the unique challenges of at-risk populations, offering targeted strategies and interventions that promote persistence and academic success.

Upon completion of this degree program, students from CCBC will be able to transfer to HBI's such as Morgan State University and Coppin State University to complete their course of study.

16. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

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

N/A

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

A. *Provide a list of current faculty (and areas of expertise) who will teach in the program.*

The A.A.T. Secondary Education: English degree will be part of the Teacher Education curriculum, under the direction of Linda Gronberg-Quinn, CCBC Chair and Director of Teacher Education Department. Professor Gronberg-Quinn has a Master's degree in School Psychology and a Certificate of Advanced Study (30 credits beyond the Master's) in School Psychology. She is a Board Member of the National Association of Community College Teacher Education Programs. Professor Gronberg-Quinn has worked in the field of education for 30 years. This has included classroom experience in public and private schools, classroom and

administrative in child care, and work with children ranging in age from birth-21 years in all ranges of ability in the field of special education. Current research involves examining the obstacles faced and strategies utilized to overcome these obstacles by teacher education majors.

Dr. Phyllis Baytop joined the CCBC Teacher Education Department in 2001. She received her B.S. from the University of Baltimore and her M.Ed. and Ph.D. in Educational Policy, Planning and Administration from the University of Maryland. Dr. Baytop teaches courses in foundations of education and educational assessment. Her teaching and research interests include educational planning and instructional technology.

Professor Danielle Holland teaches the state approved reading courses for pre-service teachers as well as teachers seeking certification or recertification. She also teaches the capstone field experience course for all Teacher Education degree program options. Professor Holland received her B.A. in Education from Goucher College and her M.Ed. in Reading from Loyola College.

Professor David Maylish joined the CCBC Teacher Education Department in 2012. He earned a B.A. in Communications Arts from Villanova University and a M.Ed. in Secondary Education from Temple University. Professor Maylish has taught AP Language and Composition and SAT Writing at the secondary level and college freshman composition at the post secondary level. Within the Teacher Education Department of CCBC, Professor Maylish teaches children's literature, educational psychology and adolescent psychology.

Professor Anne McLaughlin has 24 years of experience as an educator, two years with Johns Hopkins as a public health Special Education advocate and six years as a special educator with Baltimore County Public Schools. Professor McLaughlin completed here B.A. in Spanish Language and Literature from the University of Baltimore and a M.Ed. in Early Childhood Education at Towson University.

Theresa Robinson is an Assistant Professor in the Teacher Education Department. She earned a B.A. from Goucher College in Special Education and a M.Ed. from Loyola College in Early Childhood Special Education. Professor Robinson teaches early childhood and special education courses as well as the Teacher Education capstone field placement course.

Paul Taylor is an Assistant Professor in the Teacher Education Department at The Community College of Baltimore County, Catonsville Campus after teaching English at the high school level for Baltimore County Public Schools. He is completing his third year as full-time faculty. Professor Taylor has been an adjunct professor of Developmental Reading and Writing at Stevenson University and in the English Department of CCBC. Professor Taylor teaches courses in human growth and development, reading in the content area, methods of teaching, developmental English, English composition, and technical writing. Professor

Taylor earned an M.A.T. from Notre Dame of Maryland University and a B.S. from Towson University.

Full-time and part-time faculty at CCBC will teach the remaining General Education portion of the program.

The English Department at The Community College of Baltimore County runs close to 600 sections of its composition classes each year: ENGL 101/102 (a two-semester sequence). Also, 6-10 sophomore-level literature courses run each semester, in addition to sections of eight (8) creative writing courses, four (4) children's literature courses, and eight (8) professional writing courses. These classes are taught by 50 full-time English faculty, a fifth of who have a Ph.D. in their discipline, and by approximately 150 part-time faculty, several of whom also have an earned doctorate. Half of the part-time English faculty has taught at the college for at least five years. The department is chaired by Dr. Monica Walker, a 17-year college veteran, who earned her B.S. from James Madison University, a Master's degree from the University of Baltimore and her Doctorate from Morgan State University.

Other full-time English professors include:

Adams, Peter: Professor Emeritus, B.S., United States Military Academy, Engineering (1963); M.A., University of Massachusetts-Boston, English (1971)

Balkan, Evan: Professor/Coordinator, B.S., Towson University, Political Science (1994); M.A., George Mason University, English (1997); M.A., Johns Hopkins University, Writing (2005)

Barnhardt, Sarah: Assistant Professor, M.A., George Washington University, Russian Language Literature (1992)

Bowser, Osen: Instructor, B.S., North Carolina Agriculture & Technical State University, Secondary Education (2003); M.A., North Carolina Agriculture & Technical State University, English (2007)

Bognanni, Brooke: Professor/Coordinator, B.A., Loyola College, Psychology/Writing (1995); M.M.S., Loyola College, Modern Studies (1997)

Brathwaite, Rudolph: Assistant Professor, B.S., Howard University, English (1968); M.A., Howard University, English (1970); Ph.D., Catholic University of America, English (1978)

Briggs, Stephanie: Assistant Professor, B.A., New School for Social Research, Liberal Arts (1992); M.A., New York University, Individualized Study (1996)

Campbell, Gregory: Instructor, B.A., University of Delaware, English (2005); M.A., DePaul University, English Language and Literature (2010)

Chiarini, Annmarie: Assistant Professor, B.A., North Carolina Agricultural & Technological State University, Psychology (1994); B.S., Towson University, English (1999); M.S., Towson University, Professional Writing (2001)

Cole-Leonard, Natasha: Assistant Professor, B.A., Louisiana State University and A&M College, English (1991); M.A., Howard University, English (1998); Ph.D., Howard University, English (2004)

Crawford, Barbara: Assistant Professor, B.S., Coppin State College, English (1992); M.S., Towson University, Professional Writing (1998)

Darden-Obi, Josette: Assistant Professor, M.A.T., Johns Hopkins University, Secondary English (1998)

De La Ysla, Linda: Assistant Professor, B.A., University of California, Psychology (1970); M.S., Bank Street College of Education, Education (1978); Ph.D., University of Maryland, College Park, Education (2007)

Donnelly, Ryan: Instructor, B.A., Virginia Poly Technical Institute and State University, English Language and Literature (2007); M.A., University of Rochester, English (2009)

Dunstan, Fawcett: Assistant Professor, B.A., Andrews University, English & French (1992); M.A., Teachers College, Columbia University, Teaching of English (1994)

Gabriel, Susan: Associate Professor, B.A., Bowling Green State University, Speech and English (1972); B.S.Ed., Bowling Green State University, Speech and English (1972); M.A., Southern Illinois University, Edwardsville, Speech (1986)

Gallagher, Jamey: Assistant Professor, B.A., New Hampshire College, English Language and Literature (2002); M.A., Saint Joseph's University, Writing Studies (2005); Ph.D., Lehigh University, English (2011)

Garcia-Brown, Mary: Assistant Professor, B.A., Our Lady of the Lake University, English (1994); M.A., Our Lady of the Lake University, English (2005)

Grady, Sandra: Associate Professor, B.A., University of Virginia, Charlottesville English (1974); M.S., University of Tennessee, Knoxville, English Education (1976)

Gray, Christine: Professor, A.A., Caldwell Community College & Technical Institute, Liberal Arts (1973); B.A., George Washington University, English Literature (1983); M.A., University of Maryland, College Park, English Language and Literature (1987); Ph.D., University of Maryland, College Park, English Language and Literature (1995)

Hewitt, David: Instructor, B.A., Wittenberg University, East Asian Studies (1992); M.F.A., University of Southern Maine, Creative Writing (2009)

Jensen, Kim: Associate Professor, B.A., University of California, San Diego, General Literature (1989); M.A., San Diego State University, English (1994)

Joseph, Carol: Professor, B.S.Ed., West Chester University of Pennsylvania, Secondary Education (1970); M.S.Ed., SUNY: Buffalo, English Education (1974); Ph.D., University of Maryland, College Park, Curriculum & Instruction (1996)

Keambiroiro, Jadi: Assistant Professor, B.A., University of Maryland, Baltimore County, English (1979); M.A., University of Baltimore, Publication Design (2005)

Kizzier, Carr: Assistant Professor, B.A., University of Colorado, Boulder, Philosophy (1992); M.F.A., Louisiana State University, New Orleans, Drama & Communications (1998)

McCampbell, Margaret: Professor, A.A., Community College of Baltimore County, Teacher Education (1970); B.A., University of Maryland, Baltimore County English (1973); M.A., Morgan State University, English (1977); M.L.A., Johns Hopkins University, Liberal Arts (1998)

Miller, Robert: Assistant Professor, B.A., SUNY: Stony Brook, Sociology (1974); M.A., Northern Arizona University, TESOL (1987)

Miller, Stacie: Associate Professor/Coordinator, B.A., Goucher College, English & Sociology (1991); M.A., New York University, International Education (1995); M.A., University of New Hampshire, English Literature (2006)

Rarey, Luana: Assistant Professor, B.A., University of West Florida, English Education (1972); M.A., Morgan State University, English (1977)

Rennie, Patricia: Assistant Professor, B.S., Brigham Young University, Zoology (1979); M.S., Towson University, Professional Writing (2005)

Roberts, Anne: Assistant Professor, B.A., University of Cincinnati, Main Campus, Classics (1988); M.A., University of North Carolina, Chapel Hill, Classics (1994); M.A., Middlebury College, English (2005)

Rogers, Anna: Associate Professor, B.A., University of North Carolina, Greensboro English (1995); M.A., Georgia State University, English (1977); Ph.D., Georgia State University, English (2005)

Rosenthal, Rae: Professor, B.A., American University Literature & History (1979); M.A., American University, Literature (1980); Ph.D., University of Maryland, College Park, English Language & Literature (1987)

Rusnak Jr, Andrew: Assistant Professor, B.S., Towson University, English/Secondary Education (1982); M.L.A., Johns Hopkins University, Liberal Arts (1991); M.M.S., Loyola College, Modern Studies (1993); M.A., Johns Hopkins University, Writing (1996)

Schutte, Megan: Assistant Professor, B.A., St. Bonaventure University, English (1999); M.A., Salisbury University, English (2002)

Scott, Cheryl: Assistant Professor, B.A., Gwynedd, Mercy College, English (1991); M.A., Beaver College, English (1995)

Scott, Jacqueline: Assistant Professor, B.A., Providence College, English (1987); M.Ed., University of Hartford, Secondary English (1997)

Trucker, Jeremy: Associate Professor, B.A., Ursinis College, English (2002); M.A., University of Delaware, English (2005); Ph.D., University of Maryland, Baltimore County, Language (2014)

Truscello, David: Professor/Coordinator, B.A., Kent State University, Main Campus English (1973); M.A., Kent State University, Main Campus, English (1985); Ph.D., University of Maryland, Baltimore County, Language (2004)

Weinhouse, Linda: Professor, B.A., CUNY: Brooklyn College, English (1972); M.A., CUNY: Hunter College, English (1975); Ph.D., Hebrew University of Jerusalem Humanities (1986)

Wilson, Amy: Assistant Professor, B.A., Goucher College, English (2000); M.A., Georgetown University, English (2003)

Adjunct faculty with the requisite qualifications will also be used to teach courses in this proposed program of study in accordance with CCBC policy.

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

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

The current library resources are sufficient for the proposed program. The textbooks for the courses will be on reserve in the campus libraries.

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

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

Existing classrooms, studios, and computer labs will be used to hold classes. No new physical facilities will be needed to support this program. Infrastructure currently exists to support all courses in the program.

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

17. Complete Table 1: Resources (pdf) and Table 2: Expenditure (pdf). Finance data (pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
18. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

FINANCE DATA

Finance data for the first five years of program implementation should be entered in Table 1 – Resources and Table 2 – Expenditures. Figures should be presented for five years and then totaled by category for each year. As an attachment, narrative explanation should accompany each table. Below is the format for both tables as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: RESOURCES

1. Reallocated Funds

Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

There are no funds that will be reallocated from existing campus resources or discontinued academic programs.

2. Tuition and Fee Revenue

Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

Narrative: The following breakdown of costs is based on in-county tuition rates and having one student complete 30 credits total per year during the fall, spring and summer semesters.

Tuition	\$2,712.00	(\$113 per credit)
General Services Fee	\$360.00	(\$12 per billable hour)
Registration Fee	\$150.00	(\$50 per semester for 3 semesters)
Capital Fee	\$30.00	(\$10 per semester for 3 semesters)
Technology Fee	\$300.00	(\$10 per credit hour)
Activity Fee	\$90.00	(3 per credit hour)
Program fee	\$50.00	
Total	\$3,692.00	

3. Grants and Contracts—N/A

4. Other Sources—N/A

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

TABLE I: Resources Explanation

The AAT – Secondary Education: English degree is 60 credits. For Each Spring/Fall semester students will take 30 credits each year. Tuition for Baltimore County residents is \$113.00 per billable credit hour (as of Fall 2014). Each

Fall/Spring semester fees total \$862.00, not including field placement and science lab fees. The projected cost to the student to complete the degree is \$8,504.00 or \$4,252.00, not including field placement and science lab fees, for each of the two years it would take the student to complete the degree attending full time (five courses per fall and spring semester).

5. Total Year

Data: Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$45,910	\$56,109	\$66,308	\$76,507	\$86,706
a. # F.T. Students	10	12	14	16	18
b. Annual Tuition/ Fee Rate	\$4,252	\$4,252	\$4,252	\$4,252	\$4,252
c. Annual Full Time Revenue (a x b)	\$42,520	\$51,024	\$59,528	\$68,032	\$76,536
d. # Part Time Students	2	3	4	5	6
e. Credit Hour Rate	\$113	\$113	\$113	\$113	\$113
f. Annual Credit Hours (6cr fall/spg; 3cr summer)	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$3390	\$5085	\$6780	\$8475	\$10,170
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$45,910	\$56,109	\$66,308	\$76,507	\$86,706

TABLE 2: EXPENDITURES

1. **Faculty (# FTE, Salary, and Benefits):** *Enter (a) the cumulative number of new full-time equivalent faculty needed to implement the program each year, (2) the related salary expenditures, and (3) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)*

No new full time faculty are needed for this program. Existing faculty are available to teach all coursework until year 3. One additional part time faculty person will be needed during year 3 to teach additional sections of the coursework as the enrollment grows for the program.

2. **Administrative Staff (# FTE, Salary, and Benefits):** *Enter the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (2) the related salary expenditures, and (3) the related fringe benefit expenditures.*

There is no new full-time administrative staff needed to implement the degree program. Current staff in the School of Wellness, Education, Behavioral and Social Sciences as well as current staff in the School of Liberal Arts will support the implementation of this new degree program.

3. **Support Staff (# FTE, Salary, and Benefits):** *Enter the cumulative number of new full-time equivalent support staff needed to implement the program each year, (2) the related salary expenditures, and (3) the related fringe benefits expenditures.*

No new full-time equivalent support staff needed to implement the program each year, (2) the related salary expenditures, and (3) the related fringe benefits expenditures.

4. **Equipment:** *Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.*

No anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.

5. **Library:** *Enter the anticipated expenditures for library materials directly attributable to the new program each year*

There are no anticipated expenditures for library materials directly attributable to the new program each year

6. **New and/or Renovated Space:** *Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new*

program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.

No new facilities will be needed for this new program.

7. **Other Expenses:** Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

No other expenditures are required for the new program

8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
2. Faculty (b+c below)					
a. #PTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b+c below)					
a. # PTE					
b. Total Salary					
c. Total Benefits					
4. Equipment Hardware & Software					
5. Library					

6a. Renovate Mass Comm Area (equipment and space)					
6b. Professional Television Studio Update					
7. Other Expenses (Office Supplies & Faculty Training)					
7. Library					
11. TOTAL (Add 1 – 8)					

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

Discuss procedures for evaluating courses, faculty, and student learning outcomes.

An advisory board consisting of CCBC and outside faculty, administration, and local leaders in the field of education will be evaluating the success of the program yearly to ensure student success. The Learning Outcomes Assessments Advisory Board, The Curriculum and Instruction Committee, and the Program Review Committee will review and revise as the program grows.

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

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

CCBC does not discriminate on the basis of race, sex, age, religion, national origin, marital status, sexual orientation, or disabilities.

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

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

N/A

