

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

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

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

Cecil College  
Institutional Submitting Proposal

August 2018  
Projected Implementation Date

AAT Secondary Education with Concentrations in Chemistry,  
English, Mathematics, and Physics  
Award to be Offered Title of Proposed Program

0803.00 13.1205  
Suggested HEGIS Code Suggested CIP Code

Education Jennifer Scott-Greenfield  
Department of Proposed Program Name of Department Head

Colleen Flewelling cflewelling@cecil.edu 443-674-1948  
Contact Name Contact E-mail Address Contact Phone Number

Mary Wray Bolt President/Chief Executive Officer  
Signature and Date

December 7, 2017 Date Endorsed/Approved by Governing Board  
Date

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

Cecil College’s Secondary Education degree provides the first two years of college for students preparing to become Secondary Education Teachers. It is designed for students desiring to transfer to a four-year college or university to earn a bachelor’s degree in Secondary Teacher Education. To earn the AAT degree, students must graduate with a 2.75 GPA and pass the Praxis Core Skills for Educators (CORE) test.

Thus, this program directly supports Cecil College’s mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce. In addition, as this program prepares students for transfer, the program supports the College’s mission to support access to higher education programs. Given the high cost of attending a four-year university, the proposed program can save students a significant amount by giving them the opportunity to complete the first two years of study at a community college.

Cecil College’s strategic plan includes the goals of (a) developing an immersive field experience in collaboration with area employers for career majors (goal 2.1), and (b) developing strategic partnerships that lead to student internships (goal 3.4). The curriculum for the Secondary Education program includes a requirement for a field experience with a classroom teacher.

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

The AAT in Secondary Education provides an option for students who wish to transfer to a four-year program in secondary education. Students’ expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which offer four-year degrees in secondary education with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Access, Affordability and Completion) of the Maryland State Plan for Education.

| Institution                          | Rate      | Cost per credit 2018-19 | Cost for 60 credits | Savings over 2 years |
|--------------------------------------|-----------|-------------------------|---------------------|----------------------|
| Cecil College                        | In-county | \$119                   | \$7,140             | -                    |
| University of Maryland Eastern Shore | In-State  | \$216                   | \$12,960            | \$5,820              |
| Frostburg State University           | In-state  | \$267                   | \$16,020            | \$8,880              |
| Towson University                    | In-state  | \$288                   | \$17,280            | \$10,140             |
| University of Maryland College Park  | In-state  | \$353                   | \$21,180            | \$14,040             |

The Secondary Education program also includes a fieldwork requirement for all graduates, supporting goal 5 (Economic Growth and Vitality) of the Maryland State Plan for Education.

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

A degree in Secondary Education prepares a student to transfer to a four-year program through which they would earn a bachelor’s degree in secondary education with an eventual career as a secondary school teacher. Maryland’s Department of Labor, Licensing and Regulation projects an increase from 2014-2024 in the number of openings for these types of positions.<sup>1</sup> These increases include:

| Field  | 2014-2024 Percent Change in openings in Maryland |
|--|--|
| Secondary School Teachers, Except Special and Career/Technical Education | +22.2%   |

Cecil College has enrolled approximately 60 students per year in the currently existing Secondary Education degrees. We anticipate that this enrollment will continue to grow modestly over the next five years.

**D. Reasonableness of program duplication:**

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals that there are eight somewhat similar programs in the state.

| Institution                           | Program Name  | Degree Offered |
|---------------------------------------|---|----------------|
| Anne Arundel Community College        | Secondary Education (Chemistry, Mathematics, Physics, Spanish, English) | AAT            |
| Carroll Community College             | Secondary Education (Chemistry, English, Mathematics, Spanish)          | AAT            |
| Chesapeake College                    | Secondary Education (Chemistry, English, Mathematics, Physics)          | AAT            |
| Community College of Baltimore County | Secondary Education (Chemistry, Mathematics, Physics, Spanish)          | AAT            |
| Frederick Community College           | Secondary Education (English, Mathematics, Spanish)                     | AAT            |
| Hagerstown Community College          | Secondary Education (English)   | AAT            |
| Harford Community College             | Secondary Education (Chemistry, Mathematics, Physics, Spanish, English) | AAT            |

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

|                                   |   |     |
|-----------------------------------|---|-----|
| Howard Community College          | Secondary Education (Chemistry, Mathematics, Physics, English, Spanish) | AAT |
| Montgomery College                | Secondary Education (Chemistry, Spanish, English, Mathematics, Physics) | AAT |
| Prince George's Community College | Secondary Education (Chemistry, Mathematics, Physics, Spanish, English) | AAT |
| Wor-Wic Community College         | Secondary Education Transfer  | AA  |

The closest secondary education degree program is located at Harford Community College (25 miles from North East, MD). Nonetheless, past enrollment patterns in the College's separate secondary education degree programs suggest that our programs are meeting a need in Cecil County.

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

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

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

Cecil College maintains an articulation agreement for education programs with the University of Maryland Eastern Shore. Therefore, Cecil's program has the potential to send students to this program.

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

Each concentration includes the following credit distribution, for a total of 60 credits in each concentration:

- Core Education Courses (10 credits, identical for each concentration)
- Concentration-Specific Courses (32 credits, specific for each concentration; General Education requirements for Science and Math are included in this section because they vary by concentration)
- General Education Courses (18 credits, identical for each concentration; Science and Math requirements for General Education are included in the Concentration-Specific courses)

The tables below enumerate the specific courses required in each of these three areas.

All Secondary Education concentrations require the following Core Education Courses:

| <b>Course Code</b> | <b>Core Education Courses<br/>(10 Credits)</b> | <b>Credits</b> |
|--------------------|--|----------------|
| EDU 101            | Foundations of Education                       | 3              |
| EDU 102            | Foundations of Education – Field Experience    | 1              |
| EDU 251            | Introduction to Exceptional Children and Youth | 3              |
| PSY 207            | Educational Psychology                         | 3              |

In addition, the following Concentration-Specific Courses are required:

|                  | <b><i>No Concentration<br/>General Education &amp; Program Requirements<br/>(32 Credits)</i></b> | <b><i>General<br/>Education Code</i></b> | <b><i>Credits</i></b> |
|------------------|--|--|-----------------------|
| ARTS             | Arts Elective  |  | 3                     |
| BIO 101          | General Biology  | S  | 3                     |
| BIO 111          | General Biology Lab  | SL                                       | 1                     |
| Science Elective | AST, CHM or ENV course   | S  | 3                     |
| ELECT            | Discipline Electives*  |  | 12                    |
| HUM              | Humanities Electives   |  | 6                     |
| MAT              | Math Elective <sup>^</sup>   | M  | 4                     |

\*Students should select electives that relate to their intended area of concentration as a secondary level teacher.

<sup>^</sup>MAT127 Introduction to Statistics is recommended.

|         | <b><i>Chemistry Concentration<br/>General Education &amp; Program Requirements<br/>(32 Credits)</i></b> | <b><i>General<br/>Education Code</i></b> | <b><i>Credits</i></b> |
|---------|---|--|-----------------------|
| CHM 103 | General Chemistry I   | S  | 3                     |
| CHM 104 | General Chemistry II  |  | 3                     |
| CHM 113 | General Chemistry I Lab   |  | 1                     |
| CHM 114 | General Chemistry II Lab  |  | 1                     |
| CHM 203 | Organic Chemistry I with Lab  |  | 4                     |
| CHM 204 | Organic Chemistry II with Lab   |  | 4                     |
| MAT 201 | Calculus I with Analytic Geometry   | M  | 4                     |
| MAT 202 | Calculus II with Analytic Geometry  |  | 4                     |
| PHY 217 | General Calculus Physics I with Lab   | SL                                       | 4                     |
| PHY 218 | General Calculus Physics II with Lab  |  | 4                     |

|                              | <b><i>English Concentration<br/>General Education &amp; Program Requirements<br/>(32 Credits)</i></b>              | <b><i>General<br/>Education Code</i></b> | <b><i>Credits</i></b> |
|------------------------------|--|--|-----------------------|
| ARTS                         | Arts Elective  |  | 3                     |
| BIO 101                      | General Biology  | S  | 3                     |
| BIO 111                      | General Biology Lab  | SL                                       | 1                     |
| Science Elective             | AST, CHM or ENV course   | S  | 3                     |
| EGL 203 <i>or</i><br>EGL 204 | British Literature to 18 <sup>th</sup> Century <i>or</i><br>British Literature 18 <sup>th</sup> Century to Present |  | 3                     |
| EGL 205                      | American Literature to 1865  |  | 3                     |
| EGL 206                      | American Literature 1865 to Present  |  | 3                     |
| EGL                          | English Elective <sup>^</sup>  |  | 3                     |
| ELECT                        | Discipline Electives <sup>*</sup>  |  | 3                     |
| HUM                          | Humanities Elective <sup>**</sup>  |  | 3                     |
| MAT                          | Math Elective  | M  | 4                     |

<sup>^</sup>Students should select one English electives from the following: EGL209, EGL210, EGL213, EGL214, EGL215, EGL260.

<sup>\*</sup>Students should select electives that relate to their intended area of concentration as a secondary level teacher.

<sup>\*\*</sup>Humanities Elective must be a course designation other than EGL.

|                   | <b><i>Mathematics Concentration<br/>General Education &amp; Program Requirements<br/>(32 Credits)</i></b> | <b><i>General<br/>Education Code</i></b> | <b><i>Credits</i></b> |
|-------------------|---|--|-----------------------|
| BIO <i>or</i> CHM | Biology or Chemistry Elective with Lab  | S/SL                                     | 4                     |
| MAT 121           | Precalculus <sup>8</sup>  | M  | 4                     |
| MAT 201           | Calculus I with Analytic Geometry   |  | 4                     |
| MAT 202           | Calculus II with Analytic Geometry  |  | 4                     |
| MAT 203           | Multivariable Calculus  |  | 4                     |
| MAT 240           | Introduction to Linear Algebra  |  | 4                     |
| PHY 217           | General Calculus Physics I with Lab   | SL                                       | 4                     |
| PHY 218           | General Calculus Physics II with Lab  |  | 4                     |

|         | <b><i>Physics Concentration<br/>General Education &amp; Program Requirements<br/>(32 Credits)</i></b> | <b><i>General<br/>Education Code</i></b> | <b><i>Credits</i></b> |
|---------|---|--|-----------------------|
| CHM 103 | General Chemistry I   | S  | 3                     |

|         |                                       |    |   |
|---------|---------------------------------------|----|---|
| CHM 113 | General Chemistry I Lab               |    | 1 |
| MAT 121 | Precalculus*                          | M  | 4 |
| MAT 201 | Calculus I with Analytic Geometry     |    | 4 |
| MAT 202 | Calculus II with Analytic Geometry    |    | 4 |
| MAT 203 | Multivariable Calculus                |    | 4 |
| PHY 217 | General Calculus Physics I with Lab   | SL | 4 |
| PHY 218 | General Calculus Physics II with Lab  |    | 4 |
| PHY 219 | General Calculus Physics III with Lab |    | 4 |

\* Students placed in MAT201 or higher Math may replace MAT 121 with MAT, PHY, PHE, CSC or CHM elective(s) – student must satisfy the four credit requirement.

## COURSE DESCRIPTIONS

**EDU 101 FOUNDATIONS OF EDUCATION** is a survey course designed to introduce students to the American educational system. Students will examine the history of education, educational philosophies, student diversity, learning styles, school organization, school law, and current issues in education. 3 credits. Co-requisites: EDU 102, EGL 101.

**EDU 102 FOUNDATION OF EDUCATION – FIELD EXPERIENCE** is the school-based companion course to Foundations of Education. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students, and schools. 1 credit. Co-requisite: EDU 101.

**EDU 251 INTRODUCTION TO EXCEPTIONAL CHILDREN AND YOUTH** is an introductory survey of the field of special education in which the psychological, sociological, behavioral, and physical characteristics of exceptional children and youth are explored. Emphasis is placed on characteristics, issues, laws, and educational approaches to teaching the exceptional child. 3 credits. Pre-requisite: EDU 101.

**PSY 207 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: PSY 101.

**CHM 103 GENERAL CHEMISTRY I** studies the fundamental principles of chemistry including measurement, atomic structure, stoichiometry, energy relationships, chemical bonding, molecular structure, and gases. 3 credits. Pre-requisites: MAT093, CHM 113. Co-requisites: CHM 114, MAT 121

**CHM 104 GENERAL CHEMISTRY II** is a continuation of General Chemistry I. Topics include solutions, chemical kinetics, chemical equilibrium, acids and bases, equilibria in aqueous solution, chemical thermodynamics, electrochemistry, nuclear chemistry, and coordination chemistry. 3 credits. Pre-requisites: CHM 103, CHM 113. Co-requisites: CHM 114, MAT 121

**CHM 113 GENERAL CHEMISTRY I LAB** will expose students to basic chemistry laboratory techniques and procedures such as sample preparation, data collection, gravimetric analysis and titration.

Because this course is designed to complement the General Chemistry I lecture course, conceptual topics include physical properties, determination of molecular weights, stoichiometry, energy, and gas laws. 1 credit. Co-requisite: CHM 103.

**CHM 114 GENERAL CHEMISTRY II LAB** will build upon the basic chemistry laboratory techniques and procedures learned in Chemistry 103. This course covers conceptual topics including qualitative analysis, chemical reaction in aqueous solution, acid-base reaction, reaction rates, chemical equilibrium, electrochemistry, and oxidation-reduction reactions. 1 credit. Pre-requisites: CHM 103, CHM 113. Co-requisite: CHM 104.

**CHM 203 ORGANIC CHEMISTRY I WITH LAB** studies the structure, properties, major reactions, and nomenclature of organic compounds. Also included in the course are stereochemistry and spectroscopic methods of analysis. Major classes of organic compounds discussed are aliphatic hydrocarbons, alkyl halides, aromatic hydrocarbons, and alcohols. The laboratory portion of CHM 203 includes essential organic chemistry laboratory techniques and experiments designed to reinforce concepts discussed in lecture. 4 credits Pre-requisites: CHM 104, CHM 114.

**CHM 204 ORGANIC CHEMISTRY II WITH LAB** is the continuation of CHM 203. Topics include organometallic compounds, carbonyl compounds, carboxylic acids and their derivatives, condensation reactions, amines, aryl halides, and phenols. Special topics include carbohydrates, proteins, and nucleic acids. The laboratory portion is designed to reinforce concepts discussed in lecture and to teach organic chemistry laboratory techniques. 4 credits. Pre-requisites: CHM 203.

**EGL 203 BRITISH LITERATURE TO 18<sup>TH</sup> CENTURY** covers the development of English literature from the Anglo-Saxon period to the 18<sup>th</sup> century. Through readings, class discussions, and lectures, the student should develop a critical awareness of and an appreciation for English literature and will be given at least one opportunity to express that knowledge in a brief research paper. 3 credits. Pre-requisite: satisfactory completion of EGL 102.

**EGL 204 BRITISH LITERATURE 18<sup>TH</sup> CENTURY TO PRESENT** covers the development of British literature from the 18<sup>th</sup> century to the present. Through readings, class discussions, and lectures, the student should develop a critical awareness of and an appreciation for English literature and will be given at least one opportunity to express that knowledge in a brief research paper. 3 credits. Pre-requisite: Satisfactory completion of EGL 102.

**EGL 205 AMERICAN LITERATURE TO 1865** surveys American literature from its beginnings to the Civil War. Through readings, class discussions, and lectures, the student should discover the ways in which writers projected their sense of the meaning of the developing American experience. Social and intellectual background will receive special emphasis. 3 credits. Pre-requisite: Satisfactory completion of EGL 102.

**EGL 206 AMERICAN LITERATURE 1865 TO PRESENT** covers the development of American literature from the Civil War through the present. Through readings, class discussions, and lectures, the student should discover the ways in which writers projected their sense of the meaning of the developing American experience. Social and intellectual background will receive special emphasis. 3 credits. Pre-requisite: Satisfactory completion of EGL 102.

**MAT 121 PRECALCULUS** prepares students for the study of calculus, discrete mathematics, and other mathematics intensive disciplines through the study of algebraic, exponential, logarithmic, and trigonometric functions. Topics include functions, laws of logarithms, trigonometric and reverse



trigonometric functions, trigonometric identities, solutions of trigonometric equations, the Laws of Sines and Cosines, and vectors. A problem solving approach utilizes applications and a graphing calculator throughout the course. 4 credits. Pre-requisites: Grade of C or better in MAT 093 or MAT 098, EGL 093.

**MAT 201 CALCULUS I WITH ANALYTIC GEOMETRY** introduces students to the mathematical techniques for limits (including L'Hôpital's Rule), differentiation, and integration of algebraic, trigonometric, inverse trigonometric, logarithmic, exponential, hyperbolic, and inverse hyperbolic functions. Applications of differentiation and integration are studied. 4 credits. Pre-requisites: EGL 093 and a grade of C or better in MAT 121.

**MAT 202 CALCULUS II WITH ANALYTIC GEOMETRY** introduces integration techniques, improper integrals, sequences, infinite series, conic sections and polar coordinates. Students will solve applied problems related to limits, differentiation, integration, and infinite series. A computer algebra system, such as Maple, is introduced and used. 4 credits. Pre-requisite: Grade of C or better in MAT 201.

**MAT 203 MULTIVARIABLE CALCULUS** provides the student with a study of three-dimensional space, introduction to hyperspace, partial differentiation, multiple integration, vectors in a plane, and topics in vector calculus to include Green's Theorem, Stokes' Theorem, and the divergence theorem. Knowledge of a computer algebra system, MAPLE is expanded. 4 credits. Pre-requisite MAT 202. Capstone project: there will be a capstone project required in this course. The capstone project will give students the opportunity to choose from a list of projects or one that a student suggests with the approval of the instructor. The project must include elements of all previous math classes, especially Calculus II, Multivariable Calculus, and Introductory Statistics.

**MAT 240 INTRODUCTION TO LINEAR ALGEBRA** introduces the basic concepts of linear algebra: vector spaces, applications to line and plane geometry, linear equations and matrices, similar matrices, linear transformations, eigenvalues, determinants, and quadratic forms. A computer algebra system will be used. Pre-requisite: Grade of C or better in MAT 202 or permission of the Math Department Chair.

**PHY 217 GENERAL CALCULUS PHYSICS I WITH LAB** is the first course of a three semester calculus-based general physics course sequence. This course provides a comprehensive introduction for students interested in physics and engineering. Topics related to mechanics include linear and rotational kinematics and dynamics, energy and momentum conservation, collisions, equilibrium of rigid bodies, and oscillations. Problem-solving and laboratory skills will be emphasized in this course. Previous exposure to physics principles and strong mathematics skills are highly recommended. 4 credits. Pre-requisite: MAT 121. Co-requisite: MAT 201.

**PHY 218 GENERAL CALCULUS PHYSICS II WITH LAB** is the second course of a three-semester calculus-based general physics course sequence. This course provides a comprehensive introduction to students interested in physics and engineering. Topics include: thermodynamics, electricity, magnetism, and radioactivity. Problem-solving and laboratory skills will be emphasized in this course. 4 credits. Pre-requisite: PHY 217 with a C or better. Co-requisite: MAT 202.

**PHY 219 GENERAL CALCULUS PHYSICS III WITH LAB** is the third course of a three-semester calculus-based general physics sequence. Topics from modern physics that will be emphasized: vibrations, waves, sound, geometrical and physical optics, special relativity, black body radiation, the photoelectric effect, Compton scattering, the Bohr model and atomic structure, quantum mechanics, nuclear structure and semiconductors. Problem-solving and laboratory skills will be emphasized in this course. 4 credits. Pre-requisite: PHY 218 with a grade of C or better. Co-requisite: MAT 203.

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

1. Identify the policies, issues, trends, and historical events in the field of education
2. Describe the theories and principles of child development and learning and apply the theories and principles to their classroom teaching
3. Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children and adolescents, with specific consideration to students with disabilities
4. Identify the current and inclusive philosophies for differentiating instruction to analyze, improve, and facilitate instruction for diverse learners
5. Demonstrate understanding of subject area and apply developmentally appropriate approaches to enhance student's learning and development
6. Demonstrate progress toward mastering the Interstate Teacher Assessment and Support Consortium (InTASC) Standards
7. Develop excellent written, verbal, critical thinking, and problem solving skills
8. Demonstrate progress toward mastery of the Maryland Technology Standards
9. Discuss how general education requirements will be met, if applicable.

For each concentration, some General Education requirements are met through concentration requirements; these courses are listed above. In addition, all Secondary Education students take the following General Education requirements

| General Education Requirements<br>(18 credits) |  | General Education Code | Credits |
|--|--|------------------------|---------|
| EGL 101  | Freshman Composition   | E                      | 3       |
| EGL 102  | Composition and Literature                                     |                        | 3       |
| HST 101<br>OR<br>HST 201                       | Western Civilization I<br>or<br>History of the United States I | H                      | 3       |
| PSY 101  | Introduction to Psychology                                     | SS                     | 3       |
| SPH 141  | Public Speaking  | H                      | 3       |
| SOC SCI<br>ELECTIVE                            | Social Science Elective*                                       | SS                     | 3       |

\*Social Science Elective must be a course designation other than PSY.

**EGL101 FRESHMAN COMPOSITION (E)** teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

**EGL 102 COMPOSITION AND LITERATURE (H)** Composition and Literature introduces students to the genres of fiction, poetry and drama. Focused on these literary forms, the writing assignments further the skills of close reading, critical analysis, source-based inquiry, research, and synthesis. 3 credits. Prerequisite: Grade of C or higher in EGL 101.

**HST 101 WESTERN CIVILIZATION I** Western Civilization I (to 1715) is an overview of western civilization from prehistory to the early 18<sup>th</sup> century. Topics include Ancient Near East, Minoan Civilization, Greek Civilization, Rome, the Middle Ages, the Renaissance, the Reformation, and the Scientific Revolution. 3 credits Co-requisite: EGL 101.

**HST 202 United States History II (H)** 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.

**PSY 101 Introduction to Psychology (SS)** is both the scientific and philosophical study of behavior and thought. Topics covered include methods used to study behavior, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. 3 credits. Pre-requisite: EGL093.

**SPH 141 Public Speaking (H)** is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. 3 credits  
Co-requisite: EGL093.

To earn the AAT degree, students must graduate with a 2.75 GPA and pass the Praxis Core Academic Skills for Educators (CORE) test.

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

#### **H. Adequacy of articulation**

Cecil College has the following articulation and transfer agreements for secondary education majors who wish to pursue a bachelor's degree:

- Goucher College
- Morgan State University
- Towson University
- University of Maryland, Baltimore County
- University of Maryland, College Park
- Wilmington University (in Delaware)

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

| Faculty Member  | Credentials  | Status    | Courses Taught   |
|---|--|-----------|--|
| Jennifer Scott-Greenfield,<br>Professor of<br>Education                   | Ph.D. Temple<br>University                             | Full-time | EDU 102 Foundations of Education - Field<br>Experience<br>PSY 207 Educational Psychology   |
| Brandie Biddy,<br>Assistant Professor<br>of Mathematics                   | M.S. Johns Hopkins<br>University                       | Full-time | MAT 202 Calculus II with Analytic Geometry   |
| Jack D. Cohen,<br>Assistant Professor,<br>Social Sciences                 | M.Div. Palmer<br>Theological Seminary                  | Full-time | PSY 101 Introduction to Psychology   |
| Alan Drach,<br>Assistant Professor<br>of Mathematics                      | M.A. Villanova<br>University                           | Full-time | MAT 121 Precalculus<br>MAT 201 Calculus I with Analytic Geometry   |
| Anne E. Edlin,<br>Professor of<br>Mathematics                             | Ph.D. Temple<br>University                             | Full-time | MAT 203 Multivariable Calculus   |
| Christopher<br>Gaspare, Assistant<br>Professor of<br>English              | M.A. Washington<br>College                             | Full-time | EGL 101 Freshman Composition   |
| Joseph Kupresanin,<br>Professor of<br>Mathematics                         | M.A.S. The Ohio<br>State University                    | Full-time | MAT 240 Introduction to Linear Algebra   |
| John Kelleher,<br>Assistant Professor<br>of History                       | M.A. Indiana<br>University                             | Full-time | HST 101 Western Civilization I<br>HST 201 United States History I  |
| Jennifer Levi,<br>Professor of<br>English                                 | Ph.D. University of<br>Delaware                        | Full-time | EGL 205 American Literature to 1865<br>EGL 206 American Literature 1865 to Present   |
| Ebony Roper,<br>Assistant Professor<br>of Chemistry                       | Ph.D. Howard<br>University                             | Full-time | CHM 103 General Chemistry I<br>CHM 104 General Chemistry II<br>CHM 113 General Chemistry I Lab<br>CHM 114 General Chemistry II Lab |
| Allison Symonds,<br>Professor of<br>English                               | M.A. University of<br>Delaware                         | Full-time | EGL 203 British Literature to 18 <sup>th</sup> Century<br>EGL 204 British Literature 18 <sup>th</sup> Century to Present           |
| Nathanael R. Tagg,<br>Associate Professor<br>of English                   | M.F.A. Rutgers<br>University                           | Full-time | EGL 102 Composition and Literature   |
| Gail Wyant,<br>Professor of<br>Physics,<br>Engineering and<br>Geosciences | M.S. State University<br>of New York at Stony<br>Brook | Full-time | PHY 217 General Physics I with Lab<br>PHY 218 General Physics II with Lab<br>PHY 219 General Physics III with Lab                  |
| Stacey Rominsky   | M.Ed. McDaniel<br>College                              | Part-time | EDU 101 Foundations of Education   |

| Faculty Member  | Credentials  | Status    | Courses Taught  |
|---|--|-----------|---|
| Norman Ellerton   | Ph.D. Leeds University   | Part-time | CHM 203 Organic Chemistry I with Lab<br>CHM 204 Organic Chemistry II with Lab |
| Nicholas Krayger  | M.Ed. Holy Family College  | Part-time | EDU 251 Introduction to Exceptional Children and Youth                        |
| Patricia D. Richardson,<br>Instructor of Communication,<br>Speech and Theater | B.A. Michigan State University; Graduate Studies Michigan State University | Part-time | SPH 141 Public Speaking   |

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

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

The Instructional Librarian will develop a LibGuide specifically for the program with links to relevant databases, websites, citation information, and eBooks, and post on MyCecil's Library portlet. Students enrolled in Secondary Education will receive a subject specific library orientation upon faculty request or students can make an appointment to meet with the Instructional Librarian for assistance. During the orientation or one-on-one students will learn how to obtain a CCVM library card, how to access and navigate the online catalog for print and Ebsco's eBook Academic Collection with nearly 170,000 titles, access the databases, including but not limited to Ebsco's Academic core products, ProQuest Central journals, JSTOR, Education Research Complete, ERIC, Testing & Education Reference Center for PRAXIS practice, LibGuides using MyCecil and how to submit inter-library loan requests.

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

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

All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building, Physical Education Complex, and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center. Criminal Justice faculty will use the Cecil College Physical Education facilities, including athletic fields and a state-of-the-art weight training and fitness center for fitness laboratory courses.

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

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

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

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

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

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

- Complete [Table 1: Resources \(pdf\)](#) and [Table 2: Expenditure\(pdf\)](#). [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

**TABLE 1: RESOURCES**

|    | <b>Resource Categories</b>                 | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    |
|----|--|------------------|------------------|------------------|------------------|------------------|
| 1. | Reallocated funds                          | \$0              | \$0              | \$0              | \$0              | \$0              |
| 2. | Tuition/Fee Revenue (c + g below)          | \$161,364        | \$175,767        | \$182,574        | \$197,860        | \$206,628        |
| a. | Number of F/T students                     | 12               | 13               | 13               | 14               | 14               |
| b. | Annualized Tuition/Fee Rate <sup>2</sup>   | \$3,927          | \$4,059          | \$4,158          | \$4,290          | \$4,422          |
| c. | Total F/T Revenue (a x b)                  | \$47,124         | \$52,767         | \$54,054         | \$60,060         | \$61,908         |
| d. | Number of P/T students                     | 48               | 50               | 51               | 53               | 54               |
| e. | Credit Hour Rate                           | \$119            | \$123            | \$126            | \$130            | \$134            |
| f. | Annualized Credit Hour Rate <sup>3</sup>   | \$2,380          | \$2,460          | \$2,520          | \$2,600          | \$2,680          |
| g. | Total P/T Revenue (d x e x f)              | \$114,240        | \$123,000        | \$128,520        | \$137,800        | \$144,720        |
| 3. | Grants, Contracts & other External Sources | \$0              | \$0              | \$0              | \$0              | \$0              |
| 4. | Other Sources                              | \$19,848         | \$20,882         | \$21,192         | \$22,226         | \$22,536         |
|    | <b>Total (add 1-4)</b>                     | <b>\$181,212</b> | <b>\$196,649</b> | <b>\$203,766</b> | <b>\$220,086</b> | <b>\$229,164</b> |

<sup>2</sup> Assumes Cecil County resident taking 33 credits per year.

<sup>3</sup> Assumes Cecil County resident taking 20 credits per year.

Given current enrollments in the separate Secondary Education AAT programs, we anticipate that we will enroll about 60 students in year 1, followed by modest growth in the program. Approximately 80 percent of Cecil’s students are part-time students and 20 percent are full-time students; our projected total enrollment has been allocated on this ratio.

We are projecting tuition increases of 3% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time Cecil students take 33 credits per year; part-time students average 20 credits per year.

**TABLE 2: EXPENDITURES**

|    | <b>Expenditure Categories</b> | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   |
|----|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. | Faculty (b + c below)         | \$52,618        | \$53,484        | \$54,364        | \$55,260        | \$56,171        |
| a. | # FTE                         | .5              | .5              | .5              | .5              | .5              |
| b. | Total Salary                  | \$38,810        | \$39,392        | \$39,983        | \$40,583        | \$41,192        |
| c. | Total Benefits                | \$13,808        | \$14,092        | \$14,381        | \$14,677        | \$14,980        |
| 2. | Admin. Staff (b + c below)    | \$0             | \$0             | \$0             | \$0             | \$0             |
| a. | #FTE                          | 0               | 0               | 0               | 0               | 0               |
| b. | Total Salary                  | \$0             | \$0             | \$0             | \$0             | \$0             |
| c. | Total Benefits                | \$0             | \$0             | \$0             | \$0             | \$0             |
| 3. | Support Staff (b + c below)   | \$0             | \$0             | \$0             | \$0             | \$0             |
| a. | # FTE                         | 0               | 0               | 0               | 0               | 0               |
| b. | Total Salary                  | \$0             | \$0             | \$0             | \$0             | \$0             |
| c. | Total Benefits                | \$0             | \$0             | \$0             | \$0             | \$0             |
| 4. | Equipment                     | \$0             | \$0             | \$0             | \$0             | \$0             |
| 5. | Library                       | \$0             | \$0             | \$0             | \$0             | \$0             |
| 6. | New or Renovated Space        | \$0             | \$0             | \$0             | \$0             | \$0             |
| 7. | Other Expenses                | \$0             | \$0             | \$0             | \$0             | \$0             |
|    | <b>Total (Add 1-7)</b>        | <b>\$52,618</b> | <b>\$53,484</b> | <b>\$54,364</b> | <b>\$55,260</b> | <b>\$56,171</b> |

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is calculated as follows: .30 FTE for our one full-time Education faculty member, based on secondary education enrollment as a percent of total education program enrollment; two mathematics faculty members @ .05 FTE each for enrollment of Secondary Education – Mathematics Concentration students in upper level courses; and two English faculty members @ .05 FTE each for enrollment of Secondary Education – English Concentration students in upper level courses.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecast to increase 2.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

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

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

Faculty members are evaluated every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses. In addition, faculty members are assessed in the classroom by the appropriate Dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter.

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

The College's Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths and opportunities every eight years.

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

Cecil College embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "college-level competency in awareness of ...cultural diversity..." as one of the institution's 7 General Education learning goals.

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

Not applicable.

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

Not applicable.