



Division of Academic Programs

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December 20, 2018

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Attached is a proposal for a substantial revision to an Associate of Arts program:

AA Secondary Education
HEGIS Code 4960.02; CIP Code 13.1205

If there are any questions about this request, please contact Colleen Flewelling, Associate Dean of Academic Assessment and Development, at cflewelling@cecil.edu or 443-674-1948.

Sincerely,

A handwritten signature in blue ink that reads 'Christy Dryer'.

Christy Dryer, DNP
Vice President, Academic Programs


MHEC
 Creating a state of achievement

Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Cecil College
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Each action below requires a separate proposal and cover sheet.

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|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted:
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Department Proposing Program	Education	
Degree Level and Degree Type	AA	
Title of Proposed Program	Secondary Education	
Total Number of Credits	60	
Suggested Codes	HEGIS: 496002	CIP: 131205
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: https://www.cecil.edu/catalog	
Preferred Contact for this Proposal	Name: Colleen Flewelling	
	Title: Associate Dean of Academic Assessment and Development	
	Phone: (443) 674-1948	
	Email: cflewelling@cecil.edu	
President/Chief Executive	Type Name: Mary W. Bolt	
	Signature: <i>Mary W Bolt</i>	Date: <i>12/10/18</i>
	Date of Approval/Endorsement by Governing Board: 12/06/2018	

Revised 6/13/18

**CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
AA SECONDARY EDUCATION
HEGIS 4960.02 CIP 13.1205**

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 AA\ 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, because this program prepares students for transfer, it 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 AA 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 1 (Access) 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
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The Secondary Education program also includes a fieldwork requirement for all graduates, supporting goal 2 (Success) 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 students 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 2016-2026 in the number of openings for these types of positions.¹ These increases include:

Field	2016-2026 Percent Change in openings in Maryland
Secondary School Teachers, Except Special and Career/Technical Education	+7.5%

Cecil College has enrolled approximately 30 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. According to the Program Inventory, none of these programs offer a secondary education program the student designs based on their preferred transfer institution and subject area.

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

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

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
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:

The following information on degree requirements, learning outcomes and course descriptions will be made available to students in the college catalog, which is available on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College’s Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry form, internal recruitment products, and other marketing materials.

Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee with comprised primarily of faculty, for approval.

Changes Made to AA Secondary Education Program Requirements

OLD Program Requirements	Credits	NEW Program Requirements	Credits
EDU 101 Foundations of Education	3	EDU 101 Foundations of Education	3
EDU 102 Foundations of Education – Field Experience	1	EDU 102 Foundations of Education – Field Experience	1
EDU 207 Educational Psychology – Field Experience	1		
EDU 251 Introduction to Exceptional Children and Youth	3	EDU 251 Introduction to Exceptional Children and Youth	3
EDU 253 Introduction to Exceptional Children and Youth – Field Experience	1		
EDU 263 Teaching Reading in the Secondary Content Area, Part 1	3		
ELECT – Discipline Electives	12	ELECT – Discipline Electives	12
		ELECT – Electives	8
PSY 203 Child Growth and Development	3		
PSY 207 Educational Psychology	3	PSY 207 Educational Psychology	3
Total OLD Program Requirements	30	Total NEW Program Requirements	30

The proposed AA in Secondary Education requires the following courses in the program:

Course Code	Education Courses (30 Credits)	Credits
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
ELECT	Discipline Electives*	12
ELECT	Electives**	8

Total Credits: 30

*Students should meet with an advisor to select electives that relate to their intended area of concentration as a secondary level teacher.

**Students should meet with an advisor to select courses designated for transfer.

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.

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 students' learning and development
6. Identify and explain the Interstate Teacher Assessment and Support Consortium (InTASC) Standards
7. Develop excellent written, verbal, critical thinking, and problem solving skills
8. Identify and explain the Maryland Technology Standards

In addition, all Secondary Education students take the following General Education requirements

General Education Requirements (30 credits)		General Education Code	Credits
AST, CHM or ENV	Science Elective	S	4
BIO 101	General Biology	S	3
BIO 111	General Biology Lab		1
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
HST 101 OR HST 201	Western Civilization I or History of the United States I	H	3

MAT 127	Introduction to Statistics	M	4
PSY 101	Introduction to Psychology	SS	3
SOC SCI ELECTIVE	Social Science Elective*	SS	3
SPH 141	Public Speaking	H	3

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

BIO101 GENERAL BIOLOGY introduces the student to the basic biological principles common to all living things, with emphasis on evolution, molecular biology, diversity, ecology, physiology and genetics. Credits: 3 Prerequisite: MAT092 or MAT097. Corequisites: BIO111, EGL101

BIO111 GENERAL BIOLOGY LAB is a laboratory course designed to actively involve the student in the process of science. The student will perform experimental activities in the field or lab that study ecology, molecular biology, and genetics using team work and scientific instrumentation. Credits: 1 Prerequisite: MAT092 or MAT097 Corequisite: BIO101

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 18th century. Topics include Ancient Near East, Minoan Civilization, Greek Civilization, Rome, the Middle Ages, the Renaissance, the Reformation, and the Scientific Revolution. 3 credits Co-requisite: EGL 101.

HST 201 UNITED STATES HISTORY I (H) addresses the history of the United States from the Age of Discovery through the Civil War era. Topics include Old World Background, Colonial America, the War for Independence, the Early Nation, Jeffersonian Democracy, the Jacksonian Age, Ante Bellum South, Manifest Destiny, and the Civil War. Credits: 3 Corequisite: EGL101

MAT127 INTRODUCTION TO STATISTICS (M) introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research.

The use of technology and statistical software is integrated throughout the course. Credits: 4
 Prerequisites: EGL093, MAT093 or MAT095 or MAT097, a Grade of C or better in MAT093 or MAT095.

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 AA 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, Professor of Education	Ph.D. Temple University (Psychological Studies in Education)	Full-time	EDU 102 Foundations of Education - Field Experience PSY 207 Educational Psychology
Meredith Lutz Stehl, Professor of Psychology	Ph.D. Drexel University (Clinical Psychology)	Full-time	PSY 101 Introduction to Psychology

Faculty Member	Credentials	Status	Courses Taught
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 Freshman Composition
Kim Sheppard, Professor of Mathematics	M.S. Clemson University (Mathematics)	Full-time	MAT 127 Introduction to Statistics
Amrutha Kuraguntla, Professor of Biology	Ph.D. University of Minnesota (Biology)	Full-time	BIO 101 General Biology BIO 111 General Biology Lab
John Kelleher, Assistant Professor of History	M.A. Indiana University (Russian History)	Full-time	HST 101 Western Civilization I HST 201 United States History I
Clarence Orsi, Associate Professor of English	Ph.D. University of Nebraska- Lincoln (English)	Full-time	EGL 102 Composition and Literature
Nikole MacDowell	M.Ed. Wilmington University (School Leadership and Administration)	Part-time	EDU 101 Foundations of Education
Nicholas Krayger	M.Ed. Holy Family College (Elementary/Special Education)	Part-time	EDU 251 Introduction to Exceptional Children and Youth
Patricia D. Richardson, Instructor of Communication, Speech and Theater	B.A. Michigan State University; Graduate Studies Michigan State University (Theatre Education/Dance)	Part-time	SPH 141 Public Speaking

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's Instructional Technologist offers regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester she offers the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics. In 2019, Cecil College will host the annual conference of the Association of Faculties to Advance Community College Teaching (AFACCT); all full-time and adjunct faculty have been encouraged to attend. In 2018-19, Cecil College also piloted the Faculty Guild professional development program with selected full-time and part-time faculty.

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.

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

	Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Reallocated funds	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$80,682	\$88,314	\$99,666	\$108,030	\$121,136
a.	Number of F/T students	6	6	7	7	8
b.	Annualized Tuition/Fee Rate ²	\$3,927	\$4,059	\$4,158	\$4,290	\$4,422
c.	Total F/T Revenue (a x b)	\$23,562	\$24,354	\$29,106	\$30,030	\$35,376
d.	Number of P/T students	24	26	28	30	32
e.	Credit Hour Rate	\$119	\$123	\$126	\$130	\$134
f.	Annualized Credit Hour Rate ³	\$2,380	\$2,460	\$2,520	\$2,600	\$2,680
g.	Total P/T Revenue (d x e x f)	\$57,120	\$63,960	\$70,560	\$78,000	\$85,760
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$9,924	\$10,544	\$11,578	\$12,198	\$13,232
	Total (add 1-4)	\$90,606	\$98,858	\$111,244	\$120,228	\$134,368

Given current enrollments in the separate Secondary Education AA programs, we anticipate that we will enroll about 30 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

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$17,604	\$17,894	\$18,191	\$18,482	\$18,798
a.	# FTE	.16	.16	.16	.16	.16

² Assumes Cecil County resident taking 33 credits per year.

³ Assumes Cecil County resident taking 20 credits per year.

b.	Total Salary	\$12,864	\$13,057	\$13,253	\$13,452	\$13,653
c.	Total Benefits	\$4,740	\$4,837	\$4,938	\$5,040	\$5,145
2.	Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	#FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
3.	Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	# FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
4.	Equipment	\$0	\$0	\$0	\$0	\$0
5.	Library	\$0	\$0	\$0	\$0	\$0
6.	New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7.	Other Expenses	\$0	\$0	\$0	\$0	\$0
	Total (Add 1-7)	\$17,604	\$17,894	\$18,191	\$18,482	\$18,798

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: .16 FTE for our one full-time Education faculty member, based on secondary education enrollment as a percent of total education program enrollment.

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).

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. Student course evaluations are an important component in the College's process of monitoring student satisfaction.

All faculty members are contractually obligated to complete an annual report that includes assessment results. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years.

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, opportunities, and cost effectiveness every eight years.


Student retention rates are regularly monitored by the division dean.

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 “Graduates will illustrate knowledge of ...the Diversity of Human Cultures” as one of the institution’s six General Education learning goals.

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

This program is not related to low productivity programs identified by the Commission.

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

Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.