



Division of Academic Programs

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February 15, 2019

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 Applied Sciences program:

**AAS Physical Therapist Assistant
HEGIS Code 5219.01; CIP Code 51.0806**

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,

Christy Dryer, DNP
Vice President, Academic Programs



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.

- | | |
|---|---|
| <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:
Department Proposing Program	Physical Therapist Assistant	
Degree Level and Degree Type	AAS	
Title of Proposed Program	Physical Therapist Assistant	
Total Number of Credits	70	
Suggested Codes	HEGIS: 521901	CIP: 510806
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 type="radio"/> Fall <input type="radio"/> Spring <input checked="" 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>1/31/19</i>
	Date of Approval/Endorsement by Governing Board: 01/31/2019	

Revised 6/13/18

**CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
AAS PHYSICAL THERAPIST ASSISTANT
HEGIS 5219.01 CIP 51.0806**

A. Centrality to institutional mission statement and planning priorities:

The Physical Therapist Assistant program provides a foundation for graduates to become highly skilled in providing patient services using physical therapy techniques under the supervision and direction of a licensed physical therapist in clinics, hospitals, and many other health care settings. Upon completion of the curriculum, the graduate will receive the AAS and will be eligible to take the National Licensing Exam for Physical Therapist Assistants. The Physical Therapist Assistant Program at Cecil College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

These proposed changes to the Physical Therapist Assistant program have been designed to bring the curriculum into alignment with current CAPTE curricular expectations, to align content with currency in clinical practice and evidence-based practice, to improve student retention and application of course content, to reduce redundancy and misalignment of therapeutic intervention content, and to provide sufficient lab time for skill mastery.

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.

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 Physical Therapist Assistant program includes requirements for a supervised application of newly learned skills and reinforcement for previously learned skills in a selected physical therapy setting.

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

The AAS Physical Therapist Assistant program provides two options for students: an affordable two-year degree in a high-demand field for students who wish enter the workforce or preparation for further study in a Physical Therapist program. 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 pre-physical therapy programs 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 (Success) 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	-
Frostburg State University	In-state	\$267	\$16,020	\$8,880
Towson University	In-state	\$288	\$17,280	\$10,140
University of Maryland Baltimore County	In-state	\$356	\$21,360	\$14,220

The Physical Therapist Assistant program also includes a clinical 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 Physical Therapist Assistant degree prepares students to enter the workforce as a Physical Therapist Assistant. 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

Field	2016-2026 Percent Change in openings in Maryland
Physical Therapist Assistants	+26.8%

Cecil College has enrolled approximately 30 students per year in the currently existing Physical Therapist Assistant degree. Based on our accreditation stipulations and capacity, we anticipate that this enrollment will remain constant 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 nine similar programs in the state.

Institution	Program Name	Degree Offered
Allegany College of Maryland	Physical Therapist Assistant	AAS
Anne Arundel Community College	Physical Therapist Assistant	AAS
Baltimore City Community College	Physical Therapist Assistant	AAS
Carroll Community College	Physical Therapist Assistant	AAS
Chesapeake College	Physical Therapist Assistant	AAS
College of Southern Maryland	Physical Therapy Assistant	AAS
Howard Community College	Physical Therapist Assistant	AAS

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

Montgomery College	Physical Therapy Assistant	AAS
Wor-Wic Community College	Physical Therapy Assistant	AAS

Because the closest Physical Therapist Assistant Program is located at Community College of Baltimore County (50 miles from North East, MD), this degree at Cecil College will allow students in Cecil County a more accessible and affordable option to be a physical therapist assistant nearby their residence.

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

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

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

Through the transfer agreement in place in Maryland, Cecil College Physical Therapist Assistant graduates could continue their studies in the D.P.T. program at the University of Maryland Eastern Shore.

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 AAS Physical Therapist Assistant Program Requirements
(changes are italicized)

OLD Program Requirements	Credits	NEW Program Requirements	Credits
<i>PTA 102 Clinical Kinesiology and Biomechanics</i>	3	<i>PTA 102 Clinical Kinesiology and Biomechanics</i>	4
PTA 103 Clinical Skills for the PTA	3	PTA 103 Clinical Skills for the PTA	3
PTA 104 Fundamentals of PT Practice I	2	PTA 104 Fundamentals of PT Practice I	2
<i>PTA 204 Therapeutic Modalities</i>	3		
		<i>PTA 205 Therapeutic Interventions</i>	5
<i>PTA 206 Therapeutic Exercise</i>	3		
PTA 211 Fundamentals of PT Practice II	2	PTA 211 Fundamentals of PT Practice II	2
PTA 212 Fundamentals of PT Practice III	2	PTA 212 Fundamentals of PT Practice III	2

PTA 220 Clinical Orthopedics	4	PTA 220 Clinical Orthopedics	4
PTA 222 Clinical Neurosciences	3	PTA 222 Clinical Neurosciences	3
PTA 224 Clinical Cardiopulmonary and Integumentary Issues	3	PTA 224 Clinical Cardiopulmonary and Integumentary Issues	3
PTA 228 Special Topics in Physical Therapy	3	PTA 228 Special Topics in Physical Therapy	3
PTA 230 Clinical Practice I	3	PTA 230 Clinical Practice I	3
PTA 232 Clinical Practice II	6	PTA 232 Clinical Practice II	6
PTA 233 Clinical Practice III	6	PTA 233 Clinical Practice III	6
Total OLD Program Requirements	46	Total NEW Program Requirements	46

The proposed AAS program for Physical Therapist Assistants requires the following courses in the program:

Course Code	Courses (46 Credits)	Credits
PTA 102	Clinical Kinesiology and Biomechanics	4
PTA 103	Clinical Skills for the PTA	3
PTA 104	Fundamentals of PT Practice I	2
PTA 205	Therapeutic Interventions	5
PTA 211	Fundamentals of PT Practice II	2
PTA 212	Fundamentals of PT Practice III	2
PTA 220	Clinical Orthopedics	4
PTA 222	Clinical Neurosciences	3
PTA 224	Clinical Cardiopulmonary and Integumentary Issues	3
PTA 228	Special Topics in Physical Therapy	3
PTA 230	PTA Clinical Practice I	3
PTA 232	PTA Clinical Practice II	6
PTA 234	PTA Clinical Practice III	6

Total Credits: 46

COURSE DESCRIPTIONS

PTA102 Clinical Kinesiology and Biomechanics will present advanced anatomy of the musculoskeletal system with emphasis on joint mechanics, and identification of anatomical landmarks and measurement of joint ranges of motion throughout the body. The student will learn the principles of typical and atypical human movement patterns, posture and gait. In lab, students will practice the identification, palpation, and measurement of musculoskeletal structures and identify their related function. Credits: 3
Prerequisites: BIO208, BIO218 Corequisites: PTA103, PTA104

PTA103 Clinical Skills for the PTA is an introduction to the technical and professional skills needed to care for patients in varied settings. This course introduces documentation and examination of physiological measures, range of motion, strength, and balance. In addition, it covers positioning and draping, body mechanics, and functional activity training. Common diseases and conditions encountered

in the field of physical therapy are introduced. In lab, students will practice goniometry, manual muscle testing, vital sign measurement, posture, balance and exertion scales, pain scales, functional mobility training, and documentation. Credits: 3 Prerequisites: BIO208, BIO218 Corequisites: PTA102, PTA104

PTA104 Fundamentals of PT Practice I provides an introduction and orientation to the field of physical therapy. Course includes historical background, scope of the Physical Therapist Assistant (PTA) practice, medical-professional ethics and conduct, the role of the Physical Therapist Assistant as part of the health care team, Physical Therapist/Physical Therapist Assistant (PT/PTA) collaboration, documentation, and orientation to psychological and social needs of the ill and disabled. Credits: 2 Prerequisites: BIO208, BIO218, EGL101 Corequisites: PTA102, PTA103

PTA205 Therapeutic Interventions provides instruction in the theory, indications, precautions, contraindications, application, and documentation of the therapeutic interventions used by physical therapist assistants including therapeutic exercise, modalities, and manual therapy techniques. The course will also include appropriate data gathering, tests, and measures necessary to ensure the safe application of each intervention.

PTA211 Fundamentals of PT Practice II is the second of three seminar courses addressing the themes of professional issues, core values, and the development of an entry-level professional candidate. The seminar courses will challenge the student to apply professional thematic content during patient scenarios as introduced through a variety of case studies. Fundamentals of PT Practice II will focus on interpersonal and professional communication, duty, and the integrity (ethical, legal, and safe clinical practice), cultural competence, and the professional and legal standards for clinical documentation. Credits: 2 Prerequisites: PTA102, PTA103, PTA104 Corequisites: PTA204, PTA206

PTA213 Fundamentals of PT Practice III is the final of three seminars addressing the themes of professional issues, core values, and the development of an entry level professional candidate. Fundamentals of PT Practice III is in the terminal spring semester and will challenge students to apply professional theme content during patient scenarios as introduced through a variety of case studies. This seminar will cover career development, communication, and continuing professional competence. Activities will include national board exam review preparation, job search strategies, resume development, and professional interview skills. Credits: 2 Prerequisites: PTA211, PTA230, PTA232 Corequisites: PTA234

PTA220 Clinical Orthopedics entails the study of structural anatomy, orthopedic conditions and their underlying pathologies. The student will learn to assess the musculoskeletal and nervous systems as they relate to the orthopedic clinical setting. Course content will focus on common cervical spine, thoracolumbar spine, upper extremity and lower extremity non-operative diagnoses and post-operative conditions, physical therapy interventions, post-operative and injury care protocols and treatment techniques. Credits: 4 Prerequisites: PTA204, PTA206 Corequisites: PTA222, PTA224, PTA228, PTA230

PTA222 Clinical Neurosciences focuses on the study of neurological physiology, anatomy, and pathology and an introduction to motor control and motor learning throughout the lifespan. Course content will focus on developing foundational knowledge to work with the neurological pathologies most commonly encountered in the practice of physical therapy. Credits: 3 Prerequisites: PTA204, PTA206 Corequisites: PTA220, PTA224, PTA228

PTA224 Clinical Cardiopulmonary and Integumentary Issues covers the pathologies associated with peripheral vascular disease, cardiovascular disease, pulmonary disease and integumentary disorders.

Wound care treatments and techniques will be covered in lab. Credits: 3 Prerequisites: PTA204, PTA206 Corequisites: PTA220, PTA222, PTA228

PTA228 Special Topics in Physical Therapy will be presented in three distinct units covering the physical therapy interventions and strategies for the following special populations: amputees; geriatrics and multisystem disorders; and pediatrics. Specific course content and grades can be found on Blackboard®.

Credits: 3 Prerequisites: PTA204, PTA206 Corequisites: PTA220, PTA222, PTA224

PTA230 Clinical Practice I provides students with the first of three clinical experiences in a selected physical therapy setting involving supervised application of novice skills. Clinical skills reinforced in the clinical facility during this course include application of range of motion and strength tests and measures, neurologic screening, performance of patient transfers, gait training, balance testing and training, implementation of therapeutic exercise, application of various therapeutic modalities, documentation of patient treatment sessions, and patient/caregiver education. A journal will be required communicating the course experience and demonstrating clinical documentation skills. The clinical site may require travel away from the local region, including out of state. Specific course content and grades can be found on Blackboard®. Credits: 3 Prerequisites: PTA204, PTA206, PTA211 Corequisites: PTA220, PTA222, PTA224, PTA228

PTA232 Clinical Practice II provides students with the second of three clinical experiences in a selected physical therapy setting, involving supervised reinforcement of previously learned clinical skills and application of newly learned clinical skills. Students will continue to utilize the skills learned and applied during PTA 230 (Clinical Practicum I), while employing additional clinical skills including special orthopedic tests and measures, advanced orthopedic treatment interventions, neurologic testing and treatment interventions, cardiopulmonary testing and treatment, and specialty treatment interventions of various patient populations along the lifespan where applicable to the clinical setting. Students will provide the clinical staff of the host facility with a physical therapy-related presentation as approved by the clinical instructor and ACCE. Credits: 6 Prerequisites: PTA220, PTA222, PTA224, PTA228, PTA230 Corequisites: PTA213, PTA234

PTA234 Clinical Practice III provides students with the third of three clinical experiences in a selected physical therapy setting, involving supervised reinforcement of previously learned clinical skills and application of newly learned clinical skills. Students will continue to utilize the skills learned and applied during PTA 230 (Clinical Practice I) and PTA 232 (Clinical Practice II), while employing additional clinical skills that approach and achieve entry-level PTA performance. This course will also emphasize skills beyond clinical treatment activities, including professional development, billing and reimbursement considerations, community health and wellness promotion, and global management of patient cases in partnership with and under the direction and supervision of the physical therapist. A presentation will be presented to the staff of the host facility as approved by the clinical instructor and ACCE. Credits: 6 Prerequisites: PTA220, PTA222, PTA224, PTA228, PTA230. Corequisites: PTA213, PTA232

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

- Demonstrate the entry level knowledge, clinical skills and professional abilities of a physical therapist assistant in the delivery of interventions, in all communications, during education activities, and during resource management activities
- Provide competent patient care under the direction and supervision of a licensed physical therapist, in an ethical, legal, safe and effective manner in a variety of healthcare settings
- Integrate the behavioral expectation of altruism, caring and compassion, cultural competence, duty, integrity, PT/PTA collaboration and social responsibility into professional practice

- Manage an effective transition from the educational program to a career as a licensed physical therapist assistant, including a plan for continuous professional competence and lifelong learning

In addition, all Physical Therapist Assistant students take the following General Education requirements

General Education Requirements (24 credits)		General Education Code	Credits
BIO 208	Human Anatomy and Physiology I	S	3
BIO 218	Human Anatomy and Physiology I Lab		1
BIO 209	Human Anatomy and Physiology II	S	3
BIO 219	Human Anatomy and Physiology II Lab		1
EGL 101	Freshman Composition	E	3
SPH 141	Public Speaking	H	3
MAT 127	Introduction to Statistics ²	M	4
PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3

BIO208 Human Anatomy and Physiology I (S) studies the structural and functional organization of the human organism with initial emphasis on the concepts of homeostasis and levels of organization. This is followed by a brief survey of histology and then the study of four organ systems: integumentary, skeletal, muscular and nervous. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course. Credits: 3 Prerequisite: MAT093 or MAT097 Corequisites: BIO218, EGL101

BIO209 Human Anatomy and Physiology II (S) completes the sequence of study of the human body by studying the following organ systems: endocrine, cardiovascular, respiratory, digestive, urinary and reproductive. Relevant topics of metabolism, electrolyte balance and human genetics and development are included. Credits: 3 Prerequisites: BIO208, BIO218, MAT093 or MAT097 Corequisite: BIO219

BIO218 Human Anatomy and Physiology I Lab reinforces the topics covered in the lecture course BIO208 with hands-on activities. Students will use models, wall charts, microscopes, dissections and experimental observations. Students will study basic histology as well as the structure and function of the skin, skeletal, muscular, and nervous systems. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course. Credits: 1 Corequisite: BIO208

BIO219 Human Anatomy and Physiology II Lab uses models, microscopes, dissections and experimental observations to reinforce topics in the endocrine, cardiovascular, digestive, respiratory, urinary and reproductive systems. Credits: 1 Prerequisite: BIO218 Corequisite: BIO209

EGL101 College 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

² Any 4 credit General Education Mathematics will be accepted.

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.

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.

PSY201 Human Growth and Development (SS) studies the developing person through the lifespan, from conception to death. Current research and theories are studied in order to describe and explain physical, cognitive, social, emotional, and personality development in infancy, childhood, adolescence, young adulthood, middle age, and late adulthood. The importance of specific environmental contexts in development, and applications of research and theory are emphasized. Credits: 3 Prerequisite: PSY101

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.

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 Physical Therapist Assistant graduates who wish to pursue a bachelor's degree:

- Arcadia University (in Pennsylvania)

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

Faculty Member	Credentials	Status	Courses Taught
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 Freshman Composition
Meredith Lutz Stehl, Professor of Psychology	Ph.D. Drexel University (Clinical Psychology)	Full-time	PSY 101 Introduction to Psychology PSY 201 Human Growth and Development
Kim Sheppard, Professor of Mathematics	M.S. Clemson University (Mathematics)	Full-time	MAT 127 Introduction to Statistics
Deanna Smith, Academic Coordinator of Clinical Education	M.P.T. University of Maryland (Physical Therapy)	Full-time	PTA 103 Clinical Skills for the PTA PTA 224 Clinical Cardiopulmonary and Integumentary Issues PTA 230 Clinical Practice I PTA 232 Clinical Practice II PTA 234 Clinical Practice III
Melody Stanhope, PTA Program Director	D.P.T. Simmons College (Physical Therapy)	Full-time	PTA 104 Fundamentals of PT Practice I PTA 211 Fundamentals of PT Practice II PTA 212 Fundamentals of PT Practice III PTA 228 Special Topics in Physical Therapy
Nancy Vinton, Professor of Biology	M.D. Yale School of Medicine (Medicine)	Full-time	BIO 208 Human Anatomy & Physiology I BIO 218 Human Anatomy & Physiology I Lab BIO 209 Human Anatomy & Physiology II BIO 219 Human Anatomy & Physiology II Lab
Kimberly Durant	D.P.T. Gannon University (Physical Therapy)	Part-time	PTA 102 Clinical Kinesiology and Biomechanics
Caitlin Gardner	M.P.T. Philadelphia College of Pharmacy and Science (Physical Therapy)	Part-time	PTA 222 Clinical Neurosciences
Vicki L. Goldberg	M.P.T. University of Pittsburgh (Physical Therapy)	Part-time	PTA 220 Clinical Orthopedics PTA 205 Therapeutic Interventions
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 January 2019, Cecil College hosted the annual conference of the Association of Faculties to Advance Community College Teaching (AFACCT); more than 35 full-time and adjunct faculty attended. 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 Library is a member of Maryland Digital Library (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries within the state of Maryland. CCVM Library also subscribes to Inter-Library Loan, where students and faculty can request physical books, eBooks, and scholarly articles from institutions in other states.

Students enrolled in the PTA program meet with our instructional librarian in class to learn how to perform research for scholarly articles and cite in AMA (American Medical Association) format. PTA students can also make an appointment to meet on-on-one or in groups with the instructional librarian for assistance navigating library databases, the online catalog, research, and citations throughout the program.

The library has a library guide dedicated to the PTA program that provides information, links for the following PTA topics: professional associations and websites, regulations and state boards, relevant databases and journals, links to books and textbooks in the stacks and on reserve, and an AMA citation style guide for writing assistance.

The library subscribes to the follow online databases relevant to the PTA curriculum: CINAHL with Full Text, MEDLINE with Full Text, MEDLINE Plus, OVID, Nursing & Allied Health, Proquest Science, Proquest Central, Proquest Research Library, Proquest Biology, Academic Search Complete, Opposing Views in Context, CQ Researcher, Encyclopedia Britannica, and CREDO Reference. The library also has an exam preparation database called PrepStep for Colleges that has a downloadable e-book study guide for the Physical Therapist Assistant Exam, as well as a practice exam complete with feedback on incorrect answers.

The library assists the PTA program by providing an annual subscription to the *Guide to Physical Therapist Practice* through the American Physical Therapy Association (APTA). The *Guide to Physical Therapist Practice* is the description of physical therapist practice, for use by physical therapist and physical therapist assistant educators, students and clinicians.

CCVM Library also subscribes to two EBSCO eBook collections. Content within the collections cover topics across all concentrations and areas of study within the PTA curriculum.

In addition to eBooks, the library currently has 14 of the required PTA textbooks on reserve for student use. CCVM Library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support their instruction throughout the academic year.

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.




The approximately 700 square foot Physical Therapist Assistant classroom on the second floor of the Physical Education Complex is equipped with desks, chairs, locked storage areas, a sink, counter top, whiteboard and computer projector system for PowerPoint®, Blackboard and Internet access. The approximately 1,200 square foot laboratory space is equipped with secure storage areas, clinic stairs, parallel bars, treatment tables, traction systems, low mat tables and sufficient modalities and mobility equipment and supplies chosen to meet the program's goals and objectives. In addition, Physical Therapist Assistant students have access to the campus Fitness and Wellness Center (FWC) for instruction and practice on an extensive assortment of cardiovascular and strength training equipment. The FWC includes locker rooms with showers, bathrooms and lockers. Additionally, students have access to two other classroom spaces in the Physical Education Complex, a 1,700 square foot group Exercise Room and an Athletic Training room, which are equipped with treatment tables, scales, whirlpools, thermal modalities, mobility and exercise equipment.

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 smart 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)

1. 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.

Following current enrollment patterns in our Physical Therapist Assistant program, the revenue projections below assume half of our students are Cecil County residents (Table 1A), and the other half pay out-of-county tuition (Table 1B). A summary table includes grand totals (Table 1C).

TABLE 1A: RESOURCES FROM CECIL COUNTY RESIDENT STUDENTS

	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)	\$62,475	\$63,525	\$64,575	\$65,625	\$67,200
a.	Number of F/T students	15	15	15	15	15
b.	Annualized Tuition/Fee Rate ³	\$4,165	\$4,235	\$4,305	\$4,375	\$4,480
c.	Total F/T Revenue (a x b)	\$62,475	\$63,525	\$64,575	\$65,625	\$67,200
d.	Number of P/T students	0	0	0	0	0
e.	Credit Hour Rate	\$119	\$123	\$126	\$130	\$134
f.	Annualized Credit Hour Rate ⁴	\$2,380	\$2,460	\$2,520	\$2,600	\$2,680
g.	Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$6,210	\$6,255	\$6,300	\$6,345	\$6,885
	Total (add 1-4)	\$68,685	\$69,780	\$70,875	\$71,970	\$74,085

TABLE 1B: RESOURCES FROM OTHER MARYLAND RESIDENT STUDENTS

	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)	\$118,650	\$120,750	\$123,375	\$126,000	\$128,625
a.	Number of F/T students	15	15	15	15	15
b.	Annualized Tuition/Fee Rate ⁵	\$4,165	\$4,235	\$4,305	\$4,375	\$4,480
c.	Total F/T Revenue (a x b)	\$118,650	\$120,750	\$123,375	\$126,000	\$128,625
d.	Number of P/T students	0	0	0	0	0
e.	Credit Hour Rate	\$119	\$123	\$126	\$130	\$134
f.	Annualized Credit Hour Rate ⁶	\$2,380	\$2,460	\$2,520	\$2,600	\$2,680
g.	Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$6,210	\$6,255	\$6,300	\$6,345	\$6,885
	Total (add 1-4)	\$124,860	\$127,005	\$159,675	\$132,345	\$135,510

³ Assumes Cecil County resident taking 35 credits per year.

⁴ Assumes Cecil County resident taking 20 credits per year.

⁵ Assumes Other Maryland resident taking 35 credits per year.

⁶ Assumes Other Maryland resident taking 20 credits per year.

TABLE 1C: TOTAL RESOURCES ALL STUDENTS

	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)	\$181,125	\$184,275	\$187,950	\$191,625	\$195,825
a.	Number of F/T students	30	30	30	30	30
b.	Annualized Tuition/Fee Rate ⁷	\$4,165	\$4,235	\$4,305	\$4,375	\$4,480
c.	Total F/T Revenue (a x b)	\$181,125	\$184,275	\$187,950	\$191,625	\$195,825
d.	Number of P/T students	0	0	0	0	0
e.	Credit Hour Rate	\$119	\$123	\$126	\$130	\$134
f.	Annualized Credit Hour Rate ⁸	\$2,380	\$2,460	\$2,520	\$2,600	\$2,680
g.	Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$12,420	\$12,510	\$12,600	\$12,690	\$13,770
	Total (add 1-4)	\$193,545	\$196,785	\$200,550	\$204,315	\$209,595

Given current enrollments in the Physical Therapist Assistant program, we anticipate that we will enroll about 30 students in year 1; because of limitations placed on us by the program accreditor, we anticipate this number will remain constant. All of the Physical Therapist Assistant program students attend full-time.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time Cecil students in the Physical Therapist Assistant program take 35 credits per year.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$138,063	\$140,143	\$142,302	\$144,494	\$146,721
a.	# FTE	2.0	2.0	2.0	2.0	2.0
b.	Total Salary	\$107,600	\$109,214	\$110,852	\$112,515	\$114,203
c.	Total Benefits	\$30,463	\$30,929	\$31,450	\$31,979	\$32,519
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

⁷ Assumes students are taking 35 credits per year.

⁸ Assumes students are taking 20 credits per year.

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)	\$138,063	\$140,143	\$142,302	\$144,494	\$146,721

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is based on the two full-time faculty members for the Physical Therapist Assistant program.

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).

The Physical Therapist Assistant program at Cecil College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: (703) 706-3245; email: accreditation@apta.org; website: www.capteonline.org. Cecil College received its initial accreditation in May 2016, and will next be reviewed in 2021.

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.