



March 13, 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, please find Chesapeake College's Academic Program Proposal to offer a new Spanish Associate of Arts degree in Teaching. This program builds upon the college's existing A.A.T. in Elementary Education, which includes concentrations in Chemistry, Mathematics, and Physics. The proposed degree articulates with high school Teacher-education Academy of Maryland programs, and will benefit from robust Spanish instruction in service-area high schools. Program students are supported by a dedicated TRiO advisor and by full-time faculty with relevant Master's and Doctorate-level credentials. Chesapeake College's A.A.T. programs are designed for transfer to four-year programs in the state, a process enhanced by articulation agreements.

Chesapeake College is pleased to offer this program using current faculty expertise and institutional resources. A check in the amount of \$850 will be mailed to your office.

If you have any questions or require additional information, please contact Marci Leach, Director of Program Development, at mleach@chesapeake.edu or 410-827-5824.

Sincerely,

David Harper, Jr.
Interim Vice President for Workforce and Academic Programs



Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

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

<ul style="list-style-type: none"> <input checked="" type="radio"/> New Academic Program New Area of Concentration New Degree Level Approval New Stand-Alone Certificate Off Campus Program 	<ul style="list-style-type: none"> Substantial Change to a Degree Program Substantial Change to an Area of Concentration Substantial Change to a Certificate Program Cooperative Degree Program Offer Program at Regional Higher Education Center
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Payment Submitted:	Yes No	Payment Type:	R*STARS Check#	Payment Amount: \$ 850	Date Submitted:
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Department Proposing Program	Liberal Arts and Sciences		
Degree Level and Degree Type	Associates of Arts in Teaching		
Title of Proposed Program	Spanish Associates of Arts Degree in Teaching		
Total Number of Credits	60		
Suggested Codes	HEGIS: 1105.01	CIP: 13.1330	
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: http://ecatalog.chesapeake.edu		

Preferred Contact for this Proposal	Name: Marci L.S. Leach
	Title: Director of Program Development
	Phone: 410-827-5824
	Email: mleach@chesapeake.edu

President/Chief Executive	Type Name: David A. Harper, Jr.
	Signature: Date: 2/26/19
	Date of Approval/Endorsement by Governing Board:

Revised 11/2018

MARYLAND HIGHER EDUCATION COMMISSION
NEW ACADEMIC PROGRAM
SPANISH ASSOCIATES OF ARTS IN TEACHING

A. Centrality to institutional mission statement and planning priorities:

The Chesapeake College Spanish Associates of Arts Degree in Teaching is designed to prepare students to transfer to a four-year institution to continue preparation for a career in secondary Spanish education. This program provides the core curriculum for the first two years of a four-year Bachelor's degree and teacher certification program in Spanish.

The program is comprised of foundation-level pedagogical coursework, field experience, and general education which meets academic content, outcomes, and requirements of the first two years in a teacher education program allowing students a seamless transfer into a teacher education program at any Maryland college or university.

The Chesapeake College 2014-2018 Strategic Plan explicitly calls for "strengthening the regional economy" notably by promoting regional economic development. Secondary Spanish instruction has been identified in the Maryland Teaching Staff Report, 2016-2018, as a critical shortage area. In addition, the five counties served by Chesapeake College, have been identified as projected areas of shortage of certified teachers. The development and support of statewide articulation agreements has promoted the core strategic goal of "improving student goal attainment", specifically for those moving into the teaching professions.

Students from all high school TAM (Teacher Education Academy of Maryland) programs in our five-county participate in the Career and Technology Career Pathways Articulation agreement whereas students receive college credit for coursework completed during high school. School systems strongly support the "grow your own" initiative designed to keep local students in the region and Chesapeake College supports this initiative as well by providing the first two years of the teacher education program. In addition to the new Spanish A.A.T. degree, Chesapeake College has embraced the teacher education programs to support the local school initiative by offering all of the A.A.T. pathways as recommended by MSDE including Early Childhood Education/Early Childhood Special Education, Elementary Education/Elementary Special Education and Secondary Education (Chemistry, English, Math, and Physics).

High schools within the five county region offer rigorous Spanish programs providing area students with a strong foundation within the subject area. This positions students well for success within the Spanish A.A.T. pathway.

The program will be implemented with existing administrative staff and campus resources. Campus resources are funded through the College's general operating budget each year. The dedicated faculty member, Deanna Reinard, is currently utilizing 100% of her time teaching education courses. Jeremy Crowe, English faculty member and Spanish instructor, utilizes approximately 25% of his time for the language instruction component of the program. All other program requirements utilize existing general education faculty members.

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

The Maryland Teacher Staffing Report for 2016-2018 has identified World Language areas (PreK-12) in French and Spanish, as an area of critical shortage¹. In addition, the five counties served by Chesapeake College, Caroline, Dorchester, Kent, Queen Anne's and Talbot, have been declared by the Maryland State Board of Education as geographic areas of projected shortage of certified teachers².

Recommendation 2: The Maryland State Board of Education declares the following twenty-four (24) Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

- | | |
|------------------------|----------------------------|
| 1. Allegany County | 13. Harford County |
| 2. Anne Arundel County | 14. Howard County |
| 3. Baltimore City | 15. Kent County |
| 4. Baltimore County | 16. Montgomery County |
| 5. Calvert County | 17. Prince George's County |
| 6. Caroline County | 18. Queen Anne's County |
| 7. Carroll County | 19. St. Mary's County |
| 8. Cecil County | 20. Somerset County |
| 9. Charles County | 21. Talbot County |
| 10. Dorchester County | 22. Washington County |
| 11. Frederick County | 23. Wicomico County |
| 12. Garrett County | 24. Worcester County |

Recommendation 1: The Maryland State Board of Education declares the following content areas as critical shortage areas:

¹ Maryland Teacher Staffing Report 2016-2018, MD State Department of Education, September 2016-2018.

² Maryland Teacher Staffing Report 2016-2018, MD State Department of Education, September 2016-2018.

Extent of Staffing Need September 2016

Category	Shortage	Critical Shortage	Balanced	Surplus
Certification Area				
The Arts				
Art (PreK-12)		X		
Dance (Pre-K-12)		X		
Music (PreK-12)	X			
Theatre (PreK-12)	X			
Career/Technology Education (7-12)				
Agriculture			X	
Business Education	X			
Family and Consumer Sciences		X		
Technology Education		X		
Computer Science (7-12)		X		
Early Childhood (PreK-3)	X			
Elementary Education (1-6)	X			
English		X		
ESOL (PreK-12)		X		
Foreign Language (7-12)				
Arabic	X			
Chinese				X
French		X		
German	X			
Italian	X			
Latin	X			
Japanese	X			
Russian	X			
Spanish		X		
Health/Physical Education (PreK-12)			X	
Mathematics		X		
Science (7-12)				
Biology		X		
Chemistry		X		
Earth/Space Science		X		
Physical Science		X		
Physics		X		
Social Studies (7-12)				X
Special Education				
Generic: Infant/primary (Birth-grade 3)		X		
Generic: Elementary/Middle (1-8)		X		
Generic: Secondary/Adult (6-adult)		X		
Hearing Impaired		X		
Severely and Profoundly Disabled			X	
Visually Impaired		X		

Revised 9/1/2016

The Spanish Associates of Arts in Teaching program proposed is a transfer degree which prepares our graduates to move into a baccalaureate level of while allowing them to take advantage of the cost savings afforded by completing the first two years of the degree at Chesapeake College. The chart below compares tuition at neighboring four-year institutions with the cost of attending Chesapeake College.

Institution	Cost/credit/ 2018-19 ³	Cost/year/FT ⁴	Cost/60 credits	Savings over 2 years
Chesapeake College	\$157	\$4,710	\$9,420	—
University of MD – Eastern Shore	\$276	\$8,302	\$16,604	\$7,184
University of MD – College Park	\$353	\$10,595	\$21,190	\$11,770

The newly released 2017-2021 Maryland State Plan for Post-Secondary Education has identified several key strategies. The Spanish Associates of Arts Degree in Teaching supports the following strategies:

1. **Strategy 1:** “Continue to improve college readiness among K-12 students, particularly high school students”, “Early Access to College”. Chesapeake College has aligned the Spanish A.A.T. transfer curricula with that of the Teacher Academy of Maryland (TAM) from the five counties’ that are served through the college, Caroline, Dorchester, Kent, Queen Anne’s and Talbot. Students who successfully complete the core high school courses, earning a grade of “B” or higher, can earn college credits for this work upon the completion of the next sequential step at Chesapeake College.
2. **Strategy 4:** “Continue to ensure equal educational opportunities for all Marylanders by supporting postsecondary institutions”, “Practices that Improve Completion: Structured Schedules”. The Spanish A.A.T. transfer program is designed for a four semester (two year) completion with coursework aligned to accommodate pre-requisite courses within a sequence. The course alignment allows for a seamless process through the program to increase the chance for student success and to reduce the overall cost of attaining the credential. The A.A.T. articulates with all Maryland transfer programs in teaching Spanish at the secondary level. This agreement enables students to fulfill their General Education requirements, participate in the necessary field work, and complete their professional education curricula.
3. **Strategy 6:** “Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements”, “Maximizing Statewide Transfer”. Education remains consistently among the areas of strong projected job growth within the state. The Maryland Department of Labor, Licensing, and Regulation

³ Cost/credit/2018 assumes In-State and In-County Tuitions & Fees.

⁴ Cost/year/FT assumes 15 credit semester/ 30 credit year – Tuition & Fees

projects that the need for secondary education teachers will grow by an average of 5% per year through the year 2024⁵. The proposed transfer pathway directly addresses this need; secondary teachers require a bachelor's degree, and we propose to prepare students for transfer to baccalaureate programs. The proposed Spanish A.A.T. Degree explicitly addresses the need for transfer among institutions. Students beginning study at Chesapeake College can use this pathway, and the courses therein, to prepare for transfer to baccalaureate institutions. Articulation agreements also help guarantee that transfer students' community-college credits are fully accepted by the receiving institution, and help guide graduates' placement into appropriate 3rd- and 4th-year courses.

4. **Strategy 7:** Enhance career advising and planning services and integrate them explicitly into academic advising and planning”, “Improving Career Advising”. Chesapeake College has invested significant internal resources to improve the student advising experience. Career Coach is an innovative program designed to help students align their career vision with an educational pathway. Through this interactive software, students assess their strengths and interests and explore the various careers that others, with their similar preferences, have participated in. The site includes salary data, required educational level and the career pathways within the college. In addition, students majoring in education who are in the TRiO Student Support Services program have access to a TRiO advisor who has been trained to provide comprehensive advising for the A.A.T. program and help prepare students for the Praxis Core Exam. Faculty members, are “Expanding and Promoting Internships”- The proposed Spanish A.A.T. Degree includes a 45-hour internship in addition to the coursework required for the degree. The students are placed with Maryland Certified Teachers in the five-county area for observational hours. This provides our students with early and important opportunities to explore the teaching career as well as gain valuable insight into how theory comes to life inside a classroom.

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

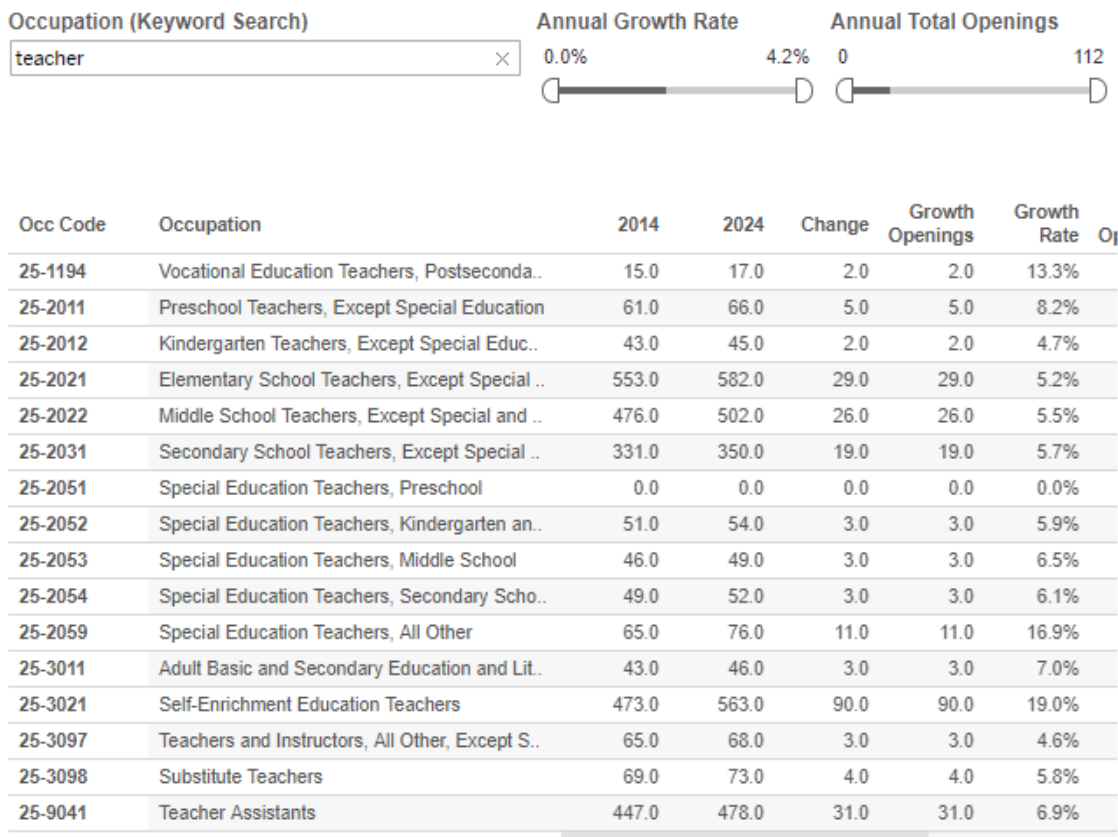
The Spanish Associates of Arts Degree in Teaching enhances Chesapeake College's support for multiple types of careers in education. Chesapeake's existing A.A.T. pathways in Early Childhood Education/Early Childhood Special Education, Elementary Education/Elementary Special Education and Secondary Education (Chemistry, English,

⁵ <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>

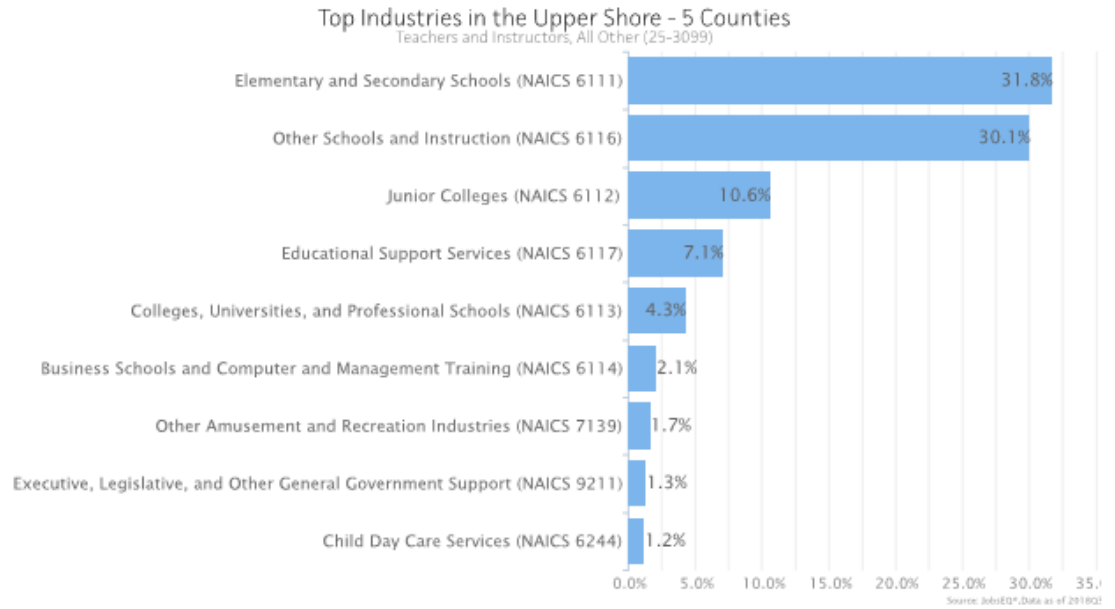
Math, and Physics) prepare students to transfer fluidly into Maryland’s state and university four year programs.

Careers in education are in demand within the Upper Shore Region. Long term projections, 2014-2024, have indicated strong growth for all areas of education.⁶ It is also one of the top industries in the Upper Shore Region.

Upper Shore Workforce Region Long Term (2014 - 2024) Occupational Projections

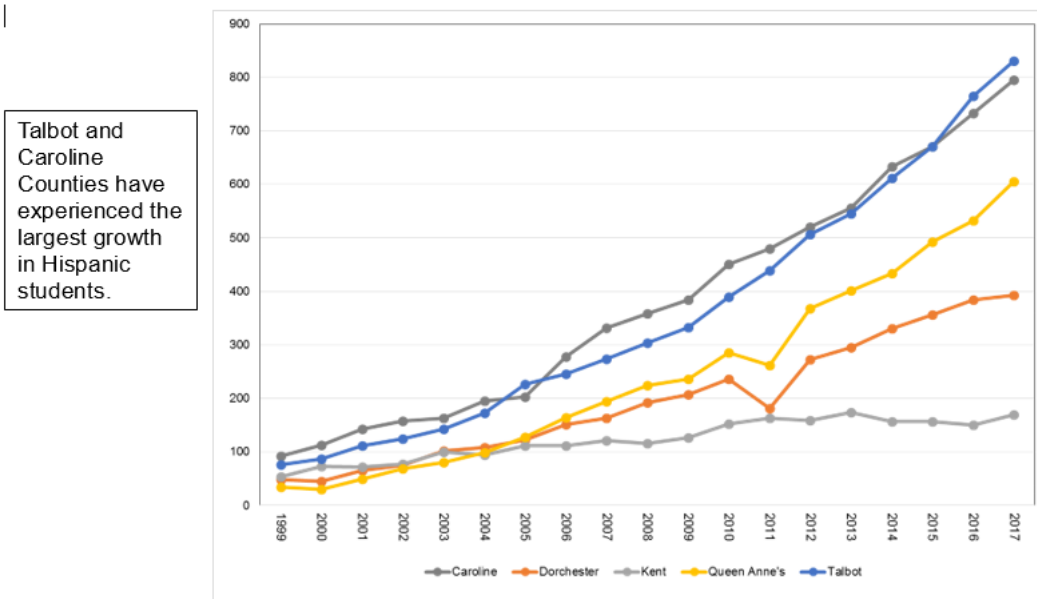


⁶ Department of Labor, Licensing & Regulation: <http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>



Coupled with the strong demand for certified teaching professionals, there is a growing demographic of Hispanic populations in the Upper Shore Region with Talbot and Caroline counties experiencing the highest rate of growth. This will intensify the need for teachers trained in World Language instruction.

Hispanic Public School Students by County



D. Reasonableness of program duplication:

The Maryland Higher Education Commission⁷ lists eight community colleges in Maryland that currently offer a degree path in Secondary Education – Spanish (A.A.T.). This includes Anne Arundel, Carroll, Baltimore County, Frederick, Harford, Howard, Montgomery and Prince George’s Community Colleges. Each college works closely with the school systems within their counties to provide training at the most reasonable cost structure.

1. Provide justification for the proposed program.

Chesapeake College works closely with local school systems to provide support for programming through dual enrollment and articulation agreements. The Spanish Associates of Arts Degree in Teaching meets the increasing demand for certified teachers and addresses the critical shortage for World Language instructors identified within the college’s service region.

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

The Spanish A.A.T. Pathway should only support education programs the Maryland HBI’s as the A.A.T. is designed to transfer seamlessly into all four year colleges.

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

The University of Maryland, Eastern Shore is the nearest historically black institution to Chesapeake College. Articulation agreements currently exist with UMES and college representatives collaborate on a regular basis to ensure updated content.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

The Spanish Associate of Arts Degree in Teaching was developed in accordance to Chesapeake College’s Curriculum Guide⁸ and included a thorough review by the College’s Academic Planning Council.⁹ In addition, the program was approved by Chesapeake College’s Board of Trustees.

This program follows the standard General Education requirements for all A.A. degrees at the college, thus it demands 31 credits of General Education.

⁷ http://www.mhec.state.md.us/institutions_training/Pages/searchmajor.aspx

⁸ Chesapeake College. *Chesapeake College Curriculum Development Guide*. 2016.

⁹ Chesapeake College’s Academic Planning Council is responsible for developing and maintaining quality academic programs by providing institutional oversight of the curricula. They ensure that curriculum meet State guidelines, reflect the vision and mission of Chesapeake College, and are developed and implemented in a manner that meets the needs of the institution’s service region and student body.

General Education Coursework as outlined in COMAR 13B.06.01.03C is as follows:

- (1) One course in each of two disciplines of arts and humanities;
- (2) One course in each of two disciplines in social behavioral science;
- (3) Two science courses, at least one of which shall be a laboratory course;
- (4) One course in mathematics at or above the level of college algebra; and
- (5) One course in English composition.

Courses that fulfill General Education requirements are noted below by number.

Program Requirements – (Courses Appear in Recommended Sequence)

Fall Semester I

- ENG 101+ - Composition - 3 credits (5)
- EDU 101+ - Foundations of Education- 3 credits
- MAT - Mathematics (G.Ed.) 3 credits (*list of electives on page 11*) (4)
- COM 101 - Fundamentals of Oral and Organizational Communication - 3 credits (1)
- SPA 121 - Elementary Spanish I - 3 credits
- FSC 101 – Freshman Seminar Course – 1 credit

Spring Semester I

- NAT SCI - BIO/Natural Sciences (G.Ed.) - 4 credits (*list of electives on page 10*) (3)
- ENG 241+ - Grammar and Linguistics - 3 credits
- PSC 150 - General Psychology - 3 credits (2)
- EDU 210 - Introduction to Special Education - 3 credits
- SPA 122+ - Elementary Spanish II - 3 credits

Fall Semester II

- PSC 250+ - Human Growth and Development - 3 credits
- PED 103 - Wellness for Life - 3 credits **OR**
- PED 105 - Integrated Health and Physical Education - 3 credits
- NAT SCI - BIO/Natural Sciences (G.Ed.)- 4 credits (*list of electives on page 10*) (3)
- SPA 201+ - Intermediate Spanish I - 3 credits

Spring Semester II

- PSC 220+ - Educational Psychology- 3 credits
- SOC SCI - Social/Behavioral Science (G.Ed.)- 3 credits (*list of electives on page 11*) (2)
- IDC 201+ - The Nature of Knowledge - 3 credits
- SPA 202+ - Intermediate Spanish II - 3 credits
- HUM 110 - Integrated Arts - 3 credits (1)

MINIMUM REQUIRED CREDITS: 60

List any courses meeting discipline or program electives:

Arts and Humanities (G.Ed.) Electives:

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- ART 101 - Introduction to Art 3 credits
- COM 101 - Fundamentals of Oral and Organizational Communication 3 credits
- ENG 102+ - Introduction to Literature 3 credits
- FLM 240 - The Art of Film 3 credits
- HUM 110 - Integrated Arts 3 credits
- LARC 160 - Introduction to Landscape Architecture 3 credits
- MUS 101 - Introduction to Music 3 credits
- MUS 152 - Music Fundamentals 3 credits
- THE 172 - Introduction to Theatre 3 credits
- THE 250 - Western Theatre 3 credits
- THE 271 - Introduction to Acting 3 credits

BIO/Natural Sciences (G.Ed.) Electives:

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- BIO 101 - Fundamentals of Biology 4 credits
- BIO 105 - Introduction to Horticulture 4 credits
- BIO 111+ - Principles of Biology I 4 credits

- BIO 113+ - Principles of Biology II 4 credits
- CHM 121+ - General Chemistry I 4 credits
- GEO 143 - Physical Geography 4 credits
- PHY 205+ - College Physics I 4 credits
- PHY 215+ - Physics I 4 credits
- SCI 110 - Introduction to Astronomy 4 credits
- SCI 111 - Physical Geology 4 credits
- SCI 141 - Physical Science 4 credits
- SCI 142 - Earth Science 4 credits
- SCI 151 - Environmental Science 4 credits

Mathematics (G.Ed.) Electives:

Can be satisfied by any of the following courses (not otherwise included as a program requirement):

- MAT 107+ - Foundations of Mathematics 3 credits
- MAT 113+ - College Algebra 3 credits
- MAT 115+ - Precalculus 5 credits
- MAT 140+ - Calculus and Analytic Geometry I 4 credits
- MAT 204+ - Introduction to Statistics 3 credits

Social/Behavioral Science Electives:

- ANT 142 - Cultural Anthropology 3 credits
- ECN 171 - Principles of Macroeconomics 3 credits
- ECN 172+ - Principles of Microeconomics 3 credits
- HIS 101 - United States History I 3 credits
- HIS 102 - United States History II 3 credits
- HIS 131 - World Civilization I 3 credits
- HIS 132 - World Civilization II 3 credits
- LARC 163 - History of Landscape Architecture 3 credits
- POL 180 - U.S. Federal Government 3 credits
- PSC 150 - General Psychology 3 credits
- SOC 161 - Sociology 3 credits
- SOC 162 - Social Problems 3 credits
- SOS 170 - Introduction to Social Studies 3 credits

Course Descriptions

COM 101 - Fundamentals of Oral and Organizational Communication [G.Ed.] 3 credits

Foundations of communication theory and practice relevant to individual, small group, and business and professional settings.

Major units include theories of communication, interpersonal communication, group discussion (teamwork), organizational culture, diversity, listening, conflict management, interviewing, public speaking and visual aids. Three hours lecture per week. [FALL/SPRING].

EDU 101+ - Foundations of Education 3 credits

An introduction to the teaching profession and the World of education. This course examines the historical, philosophical, psychological, and sociological foundations of American education. The purposes, structure, and impact of schools, as well as teaching methodology, curriculum, and the teaching profession are discussed in relation to students, parents, and society. Career opportunities, latest ideas, methods, and legal interpretations in the field of education are also investigated. [FALL/SPRING] Three hours of lecture per week and a minimum of 15 hours of field experience are required.

Prerequisite(s): Take ENG 094+ as a prerequisite, or appropriate placement scores, or a current Teaching Certificate.

EDU 210 - Introduction to Special Education

3 credits

An introduction to federal and state regulations governing special education in a

general educational setting. Emphasis is upon understanding learning and physical differences as identified by the federal government, as well as models used for the delivery of services. The identification process, support systems, modification techniques and parental roles are accentuated. [FALL/SPRING] Three hours lecture per week and a minimum of 15 hours of field experience are required.

Prerequisite(s): Complete ENG 094+ and MAT 023 as prerequisites, or appropriate placement scores.

ENG 101 - Composition [G.Ed.] 3 Credits

Instruction in the writing process using published essays as models of effective writing. Students will learn to write clearly organized essays using the basic patterns of expression. The English language, logic, library use, and the form and organization of research papers are studied. A research paper must be completed to satisfy course requirements. Three hours lecture per week. [F/S] PREREQUISITE: Appropriate score on placement test.

ENG 241+ - Grammar and Linguistics 3 credits

Advanced study of English grammar, with attention to the language history, cultural implications, and linguistics. The course emphasizes grammatical forms and concepts, sentence structure, punctuation, and syntax. Applications of grammatical theory to the teaching of composition, literature, and ESOL will be covered as well. [SPRING] Three hours lecture per week.

Prerequisite(s): ENG 101+.

FSC 101♦ - Freshman Seminar Course

1 credit

A course engaging students in key skill areas designed to increase success in college. This course asks students to: practice effective written and oral communication, both individually and in a collaborative presentation; examine and discuss strategies related to academic success; explore opportunities and services available at Chesapeake College; develop a basic understanding of policies affecting students; and to demonstrate and utilize basic technological competencies. FSC 101 must be taken within the first 12 load hours if required in the program of study. [FALL/SPRING] One-hour lecture per week.

HUM 110 - Integrated Arts

3 credits | Meets a General Education requirement.

An introduction to theater, dance, music, and the visual arts. Overview of the arts during major historical periods and an in-depth analysis of one historical period through the arts will be examined. The course will focus on a study of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, and insight. This experience will enhance self-expression and will provide a better understanding of the human experience. This course meets the integrated arts requirement of the approved Maryland Associate of Arts in Teaching degree. [FALL/SPRING] Three hours' lecture.

IDC 201+ - The Nature of Knowledge

3 credits | Meets a General Education requirement.

The way knowledge is acquired in different disciplines, cultures, and times. The course compares the acquisition of knowledge in the social sciences, the humanities, and the

natural sciences. Emphasis is on understanding, analyzing, discussing, and evaluating methods of learning used by prominent writers in various disciplines and on applying such methods to one's own experience. [FALL/SPRING] Three hours per week.

Prereq/Corequisite:

Completion of at least one of the eligible courses from each category of the General Education Limited Distribution Core and ENG 102+.

PED 103 - Wellness for Life

3 credits | Meets a General Education requirement.

The introduction of basic concepts and behavioral choices to become fit and promote wellness for life. All aspects of the total person will be covered, with emphasis on achievement of full potential in the physical, mental, emotional, social, environmental, and spiritual aspects of wellness for life. Assessment activities and program design will be emphasized. [FALL/SPRING] Three hours lecture per week.

PED 105 - Integrated Health and Physical Education

3 credits

A course providing insight into healthy living, including the structure and function of the human body, its systems, and the importance of physical fitness and sound nutrition. In addition, human movement and physical activity are viewed as central elements to foster active, healthy lifestyles and enhance the quality of life for future students of various educational levels. [SPRING] Three hours per week.

Note: This course meets General Education Program requirements in the Teacher Education A.A.T. degree only.

PSC 150 - General Psychology

3 credits | Meets a General Education requirement.

An introduction to the scientific study of psychology with emphasis on learning, cognition, motivation and emotion, individual differences, and adjustment patterns. [FALL/SPRING] Three hours per week.

PSC 220+ - Educational Psychology

3 credits

A study of psychological research and theory related to the educational process. This course focuses on the learning process and related concepts, including individual differences, measurement and evaluation, adjustment, motivation and human development. Attention is given to various instructional models and objectives, theories of learning, and the application of modern psychological principles as they apply to educational theory and process.

[FALL/SPRING] Three hours per week and a minimum of 15 hours of field experience are required.

Prerequisite(s): PSC 150.

PSC 250+ - Human Growth and Development

3 credits

A study of the physical, intellectual, emotional, and social development of the human organism. Emphasis is given to the various stages of the life-span, and the developmental influence of social class, the family, the school, and the group.

[FALL/SPRING] Three hours per week.

Prerequisite(s): PSC 150.

SPA 121 - Elementary Spanish I

3 credits

An introduction to the Spanish language. Skills in speaking and listening are developed through conversational practice. Elementary reading and writing skills are combined with the study of grammar. [AS NEEDED] Three hours lecture per week.

SPA 122+ - Elementary Spanish II

3 credits

A study of the basic structures of Spanish with emphasis on speaking skills and listening comprehension. Speaking and writing skills are developed. Spanish culture is studied. [AS NEEDED] Three hours lecture per week.

Prerequisite(s): SPA 121.

SPA 201+ - Intermediate Spanish I

3 credits

A course designed to review, strengthen, and apply the elementary skills covered in SPA 121 and 122. Continued study of Spanish grammar to include the present, past, and future tenses and the present subjunctive and conditional moods. There is an increased emphasis on the development of Spanish reading and writing skills as they are applied to literary and cultural topics. Speaking and listening skills are also developed through participation in a variety of interactive small and large group activities reflecting the normal use of Spanish in various situations. Students will be continually challenged in this course to communicate better in Spanish. [AS NEEDED] Three hours lecture per week. Prerequisite(s): Complete ENG 094+ as a prerequisite, or appropriate placement score.

SPA 202+ - Intermediate Spanish II

3 credits

A review of Spanish grammar and an introduction to Spanish-language literature and film. Increased emphasis on speaking, reading, and writing. [AS NEEDED] Three hours lecture per week.

Prerequisite(s): Complete ENG 094+ as a prerequisite, or appropriate placement score. SPA 201+ or equivalent.

The program will:

- Facilitate proficiency in content knowledge and skills for the College's general education competencies.
- Provide a core of professional course work, academic content, field experience, and general education appropriate for the first two years of secondary teacher preparation in Spanish.
- Prepare students to transfer to a Spanish secondary education program at a four-year institution in the State of Maryland.

Educational objectives and intended student learning outcomes.

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

1. Perform a range of interpersonal and presentational writing tasks in a manner largely comprehensible to natives or near-natives not used to the writing of non-natives, even if the text contains errors.

2. Speak Spanish at a level comprehensible to a native or near-native speaker who is not used to dealing with non-native speakers despite errors and pauses.

3. Understand and interpret a range of authentic and pedagogically prepared texts for which they have been prepared through pre-reading activities.

4. Understand and interpret native or near-native speakers of Spanish in uncomplicated and controlled contexts for which they have been prepared through pre-listening activities.

5. Demonstrate a basic knowledge of culture and cultural values as these relate to Spanish-speaking societies, and should be able to appreciate and convey cultural differences as these might manifest themselves within Spanish-speaking societies.

6. Know, understand, and use the major concepts, principles, theories, and research related to development of adolescents to construct learning opportunities that support individual student development, acquisition of knowledge, and motivation.

7. Know, understand, and use the central concepts, tools of inquiry, structures of content for students across the secondary grades and can create meaningful learning experiences that develop students' competence in subject matter for various developmental levels.

8. Know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate adolescent students, build understanding, and encourage the application of knowledge, skills, tools and ideas to real world issues.
9. Understand how adolescents differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
10. Understand and use a variety of teaching strategies that encourage secondary student' development of critical thinking, problem solving, and performance skills.
11. Apply knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
12. Understand and apply practices and behaviors that are characters of developing career teachers.
13. Be aware of and reflect on their practices in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.
14. Know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

H. Adequacy of articulation

The Spanish Associates of Arts Degree in Teaching program was designed to transfer seamlessly to Maryland baccalaureate programs. When selecting courses to serve as program requirements beyond General Education courses, care was taken to ensure transfer students would complete necessary prerequisite courses to remove barriers to enrollment in courses typically completed in year three of these programs.

This curriculum prepares students to transfer to any secondary education Spanish program at a four-year college or university in the state of Maryland. The AAT articulates with all Maryland transfer programs in secondary Spanish education. Chesapeake College's AAT program enables students to fulfill their General Education requirements, participate in fieldwork experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation.

In addition, Chesapeake College's Career and Technology Articulation agreements with each of the five counties served by the college allows high school students the opportunity to earn college credit through the Teacher Academy of Maryland (TAM). For example, if a high school TAM student completes all four of the required courses in high school, earns a B or higher and successfully completes their field placements, Chesapeake College offers three credits for the foundational course, EDU 101 - Foundations of Education.

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

Dr. Deanna Reinard, Professor of Teacher Education, holds an Ed.D. in Educational Leadership and Innovation from Wilmington University along with a Masters in Education and a Bachelor's of Science degree. She serves as the Program Coordinator for the Elementary / Secondary Education division, is a Chesapeake College Diversity Committee member and is affiliated with the American Association of Women at Community Colleges. Dr Reinard serves on the A.A.T. Oversight Committee where she meets with MHEC and other college representatives to discuss A.A.T. issues, legislation, new program development, curriculum, and more. In addition, she is a part of the MADTECC, Maryland Association of Directors of Teacher Education at Community Colleges and MACTE, Maryland Association of Colleges of Teacher Education.

Jeremy Crowe, Associate Professor of English, holds a Master of Arts in Romance Languages and Literature, a Bachelor of Arts in English and Foreign Language, and an Associates of Arts in English. In addition, he is a Certified TESL/Applied Linguistics. General Education coursework affiliated with the program is taught by equally qualified instructors.

Faculty member	Degree	Full-time or part-time	Course(s) taught
Dr. Deanna L. Reinard	Ed.D. - Educational Leadership and Innovation, Wilmington University, Delaware. M.Ed. - Reading Specialist, Clarion University of Pennsylvania. B.S. - Early Childhood Education / Elementary Education, Clarion University of Pennsylvania.	Full-time	EDU 101 EDU 210 EDU 214 EDU 219 EDC 201 PSC 220
Jeremy Crowe	M.A. - Romance Languages and Literature, Certification in TESL/Applied Linguistics, University of Memphis. B.A.- English and Foreign Language, Lambuth University. A.A. - English, Jackson State Community College	Full-time	SPA 121 SPA 122 SPA 201 SPA 202

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

The library of Chesapeake College provides students, faculty and community members with various resources to meet their informational and research needs and supports the programs that make up the current curriculum offerings. The library has a collection of 30,000 print titles, more than 300,000 e-books, 1,500 audiovisual materials, 50 print serial subscriptions, and over 100,000 electronic print serials. The library subscribes to over 50 databases providing full-text material, bibliographic citations, images, audio, and films, dedicated to the scholarly disciplines in the sciences, social sciences, education, law, and medicine.

The library is a member of the Upper Eastern Shore Library Consortium which provides for resource sharing among the college and local public libraries. This program allows our patrons to borrow from public and academic libraries throughout the State of Maryland. Information about the college's library resources is found at <http://info.chesapeake.edu/lrc/library>. The President has affirmed that the program can be implemented within existing library resources.

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

Students have the opportunity to utilize all the College's resources including the library, tutoring center, computer labs, small group conference areas, and student dining/lounge area. Existing classrooms on Chesapeake College's campus and the Eastern Shore Higher Education Center will be used to hold all classes. The President has affirmed that the program can be implemented within existing institutional resources.

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

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

1. Reallocated Funds

This program will utilize existing faculty resources and administrative staff.

2. Tuition and Fee Revenue

We are projecting no more than a 2% tuition increase each year.

3. Grants and Contracts

This program will be supported through the College's general fund.

4. Other Sources

Other sources of revenue include Consolidated Fees, \$35 per credit hour, this fee helps cover the cost of the academic support center, student activities, technology and the general expenses of the college; Capitol Improvement Fees, \$15 per registration transaction, this fee supplements county funds for facility improvements and equipment upgrades for projects that do not meet the threshold for state funding; and Registration Fees, \$10 per registration transaction, this fee defrays cost of clerical support and supplies for registration processing.

5. Total 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)	\$0	\$7,936	\$12,924	\$18,108	\$21,922
a. Number of F/T Students ¹⁰	0	2	3	4	5
b. Annual Tuition/Fee Rate	0	\$3,224	\$3,300	\$3,366	\$3,434
c. Total F/T Revenue (a x b)	\$0	\$6,448	\$9,900	\$13,464	\$17,170
d. Number of P/T Students ¹¹	0	1	2	3	3
e. Credit Hour Rate	\$122	\$124	\$126	\$129	\$132
f. Annualized Credit Hour Rate	\$0	\$1,488	\$1,512	\$1,548	\$1,584
g. Total P/T Revenue (d x ex f)	\$0	\$1,488	\$3024	\$4,644	\$4,782
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$150	\$250	\$350	\$400
TOTAL (Add 1 – 4)	\$0	\$8,086	\$13,174	\$18,458	\$22,322

In Fall 2018, 30% of Chesapeake College’s students are full-time and 70% are part-time. On average, full-time students take 13 credits and part-time students take 6 credits per semester. Our projected enrollment has been forecasted based on these ratios.

We are projecting a tuition increase of no more than 2% per year. Other sources of revenue include Consolidated Fees of \$35/credit hour; Registration Fees of \$10 per registration transaction; and Capital Improvement Fees of \$15 per registration transaction.

¹⁰ In Fall 2018, Chesapeake College students with full-time status took an average of 13 credits/semester.

¹¹ In Fall 2018, Chesapeake College students with part-time status took an average of 6 credits/semester.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$0	\$2,593	\$4,322	\$6,051	\$6,916
a. Number of FTE	0	0.03	0.05	0.07	0.08
b. Total Salary	\$0	\$2,100	\$3,500	\$4,900	\$5,600
c. Total Benefits	\$0	\$493	\$822	\$1,151	\$1,316
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of 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. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and 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)	\$0	\$2,593	\$4,322	\$6,051	\$6,916

There are no additional expenses required to support this specific program as the faculty and internal resources are already in place.

The number of students expected to pursue a high school Spanish teaching degree is relatively small. The percentage of the instructional costs have been allocated based on the total number of full and part time students pursuing an education degree (approximately 100) each year divided by the number of students enrolled in the Spanish A.A.T. program. The required classes within the program will be implemented predominantly with existing administrative staff and campus resources and thus there is no need to hire additional faculty or staff. Campus resources are funded through the College's general operating budget each year.

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

The college uses a five-year internal program review process for all courses and programs. Additionally, all courses are reviewed annually with student opinion surveys. Courses and programs will implement faculty developed and approved assessment plans to monitor student mastery of all identified course and program goals and student learning outcomes.

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).

Chesapeake College will use its ongoing outreach strategies to feeder high schools and to communities with high concentrations of minority populations. The College has a strong dual enrollment program which will be used to encourage early decisions about career goals and career exploration. Also the college, working in cooperation with the local county schools, has initiatives such as grow your own programs, community mentors, and new financial incentives, to recruit and retain more minority students. The college has an aggressive “early alert” system as part of its student retention initiatives.

Chesapeake College’s federally funded TRIO Student Support Services program works closely with students including first-generation, low income or have a disability. Each year, more than 300 students enroll in the TRIO program where they are supported through one-on-one weekly tutoring sessions, academic advising, transfer/career planning, registration assistance, study coaching and cultural opportunities. Through these efforts, 80 percent of Chesapeake College’s TRIO students remain in good standing and 70 percent stay in school the following year, graduate and/or transfer to four-year institution.

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

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

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

Chesapeake College follows C-RAC guidelines for distance education.