

# Cecil College Academic Program Review



Teacher Education

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# Cecil College Academic Program Review

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## Executive Summary

The Cecil College Teacher Education Program is a dynamic and productive program committed to preparing students for their final two years of study and for the challenges of the future classroom.

As stated in the Teacher Education Program Mission Statement:

**"The Mission of the Cecil College Teacher Education Program is to provide a quality experience for students during their first two years of the teacher preparation studies. The Teacher Education Program is developed to ensure student success as they transfer to a four year college or university and to prepare students to become highly qualified teachers."**

It is our goal that every student graduating from our program will be prepared for their future studies toward becoming a highly qualified teacher.

In order for the mission of the program to become a reality, the Cecil College Teacher Education Program was founded on three pillars. Those pillars are (1) a highly experienced and prepared faculty, (2) a commitment to clinical experiences, and (3) a standards-based program of study.

The faculty involved in teaching the 25 courses within the Teacher Education Program are all current or retired educational practitioners. The experiences of our faculty range from central office administration, to school-based leadership, to the classroom. Their academic preparation spans from the doctorate level to the master's level in education.

Through our early clinical program, students have the opportunity to work beside exceptional educators as early as their first semester of college. Students observe quality teaching and work with students in various capacities under the supervision of their mentor teacher. The Cecil College Teacher Education Program requires students to participate in a minimum of three field experiences prior to graduation, providing them with differing grade levels, teacher and subject experiences.

Finally, the program is founded on specific standards. The Interstate Teacher Assessment and Support Consortium (INTASC) standards provide the foundation for all our courses. The INTASC standards are national standards developed in recognition of the need for national standards to improve teacher preparation in America.

In addition to the INTASC standards, the program also incorporates the National Educational Technology Standards (NETS) required for future educators and, in our early childhood program, the National Association for the Education of Young Children (NAEYC) standards are incorporated.

As highlighted in this report, the Teacher Education Program contains ten degrees of study. A major change in our program occurred when the Associate of Arts in Teaching (AAT) was established at Cecil College in 2007. The AAT is the product of a team of educators from the community college and university education programs developed to provide a highly demanding seamless 2 + 2 program. The program ensures our graduates of meeting the admissions standards of every public and private college or university teacher education program in Maryland.

In addition to the development of the AAT, our program was substantially enhanced by the partnership established with Wilmington University in 2008: A program that has brought the final two years of teacher education to our Elkton Station Campus.

The information provided in this program review highlights the successes, challenges and the opportunities of our program. The faculty are committed to addressing the challenges and opportunities to ensure our students are highly prepared for the classroom of tomorrow.

## 1.0 Program Description

The Cecil College Teacher Education Program focuses on the first two years of undergraduate studies for individuals interested in becoming teachers. Areas of study range from Early Childhood Education to Outdoor Adventure Education. The specific degrees include Associate of Applied Science (AAS), Associate of Arts (AA), and the Associates of Arts in Teaching (AAT). The degree areas include:

- Early Childhood Education – AAS, AAT
- Elementary Education – AA, AAT
- Secondary Education – AA
- Secondary Education
  - Chemistry – AAT
  - English – AAT
  - Mathematics – AAT
  - Physics – AAT
- Art Education – AA
- Music Education – AA
- Outdoor Adventure Education – AA

In addition, students may earn a degree in General Studies with a concentration in Teacher Education.

The Teacher Education Program is also designed to provide career changers with courses necessary for teacher certification and for individuals pursuing employment in the childcare industry (90 Hour Certification requirement).



## 1.1 Program History

### 1.1.1 Provide brief history of the program.

Teacher Education at Cecil College has evolved greatly since the founding of the college in 1968. While students have always been able to pursue courses and degrees in teacher education, few did until this past decade when significant changes occurred in the program.

The significant changes over the past decade were in three areas – the establishment of a public school/community college partnership, the establishment of the Associate of Arts in Teaching (AAT) degree in Maryland, and the establishment of a four-year partnership with Wilmington University. These changes now provide Cecil County students with the opportunity to begin their teacher preparation at Cecil College, complete their bachelor's degrees at area four-year institutions and return home to teach in the schools of Cecil County. A real "Grow Your Own" Program!

#### Cecil College Mission Statement

"Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence."

*CC Strategic Plan 2010-15*

#### Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

Cecil College's Teacher Education program supports the mission of the College as well as the initiatives outlined in the Strategic Plan. This is accomplished by providing a wide range of courses in a variety of fields of education that fosters the development of knowledge, skills, and abilities that are

essential for students to transfer to a four-year college or university to complete their teacher education degree and to become highly qualified teachers in our future classrooms.

One aspect of the Strategic Plan that the Teacher Education Program led the college in developing was in increasing opportunities for students to earn a bachelor's degree at our Elkton Station campus. Our partnership with Wilmington University provides a 2 + 2 program in teacher education for students, thus helping to address Strategic Plan Initiative #2.

## 1.2 Faculty Profile

The faculty of the Teacher Education Program is composed of professional educators who have a vast background in K-12 education and college level instruction. The faculty includes two full-time and eight adjunct faculty.

One of the reasons for the quality of the program is due to the professionalism and commitment brought by all the faculty members. This includes the adjunct faculty. The adjunct faculty are current program supervisors, principals, assistant principals and teachers with the Cecil County Public School system. Their experiences and state-of-the-art knowledge of the teaching profession is essential as we prepare future educators for the classrooms of the 21<sup>st</sup> century.

Faculty Member	Highest Degree	Specialty	Responsibility	Full-Time College	Full-Time Program	Adjunct
David Rudolph	Ed.D.	Director: Field Exp. Supervisor Foundations	EDU 101, 102 EDU 102, 146 EDU 203, 207 EDU 253		X	
Jennifer Scott Greenfield	Ph.D.	Psychological Studies in Education	EDU 150, 210 PSY203, 207	X		
Jessica Kubek	Ed.D.	Reading	EDU 211, 260			X
Gretchen Brown	M.A.	Reading	EDU 210			X
Richard Ceresini	M.A.	Reading	EDU 264			X
Megan Frunzi	M.A.	Reading	EDU 263			X
Sandra Grulich	M.A.	Early Childhood	EDU 132			X

Faculty Member	Highest Degree	Specialty	Responsibility	Full-Time College	Full-Time Program	Adjunct
Jodi King	Ph.D.	Special Ed	EDU 251			X
Lisa Lowe	M.A.	Early Childhood	EDU 131			X
Randy Sheaffer	M.A.	Foundations	EDU 101			X

### 1.3 Program Curriculum

The following are the courses associated with the Teacher Education Program:

**EDU101 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: EDU102, EGL101.

**EDU102 Foundations 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: EDU101.

**EDU131 Principles of Early Childhood Education** is a foundations course, which examines early childhood education from a variety of perspectives including historical and developmental. Students will examine child development, learning theories, diversity, developmentally appropriate practice, teaching models, and critical issues related to teaching and child growth and development. This course is approved by the Maryland State Department of Education.

Co-requisite: EDU202.

**EDU132 Early Childhood Curriculum and Methods** introduces the student to the curriculum, materials, and methods that support the creation of developmentally appropriate environments, developing curriculum based on Early Childhood Standards (NAEYC, Headstart), and differentiated instruction to meet the needs of children birth to eight years of age. 3 credits

Pre-requisite: EDU131.

Co-requisite: EDU203.

**EDU145 Introduction to Outdoor Adventure Education** will provide students with the opportunity to explore the diversity of adventure/outdoor education. Students will be introduced to the historical, philosophical, psychological and social foundations of recreation and adventure. 3 credits

Pre-requisite: EDU101.

Co-requisite: EDU146.

#### **EDU146 Introduction to Outdoor Adventure Education Experiential**

**Learning** is a site-based course that guides students through the applied learning experience. Students will work with teachers and staff to develop an understanding of outdoor adventure education programs and the professions. 1 credit

Co-requisite: EDU145.

**EDU147 Outdoor Adventure Program Planning** will provide experience in designing wilderness-based, experiential learning activities. The primary focus will be outdoor adventure education planning, implementation, and evaluation. 3 credits

Pre-requisite: EDU145.

**EDU150 Classroom Management** is designed to assist future and current teachers in the development of systematic strategies and techniques for organizing and managing classroom activities and students. Research and practitioner-based models for classroom management will be introduced and explored. Emphasis will be based on real-world solutions for creating supportive and respectful environments that encourage all students to view themselves and learning in a positive light. 3 credits

**EDU180 Exploring Teaching as a Career** is for individuals who have at least a Bachelor's degree and are exploring the profession of teaching as a career choice. Topics presented include introductory information on teaching strategies, assessment, classroom management and school culture. This one-credit course includes seven and one half hours of classroom/online instruction and six full days in a K-12 school. Students will be required to complete six days in a field placement with a mentor teacher in a public school classroom. 1 credit

**EDU200 Introduction to Childcare Administration** provides an overview of the knowledge and skills necessary to develop and operate a child care facility. Topics of special consideration may include leadership, enrollment and public relations, staff management, facilities, regulations, parent relations, and program development.

Pre-requisite: EDU132. 3 credits.

**EDU202 Principles of Early Childhood – Field Experience** is the child care center/school-based companion course to Principles of Early Childhood I. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students, schools, and child care centers. 1 credit

Co-requisite: EDU131.

#### **EDU203 Early Childhood Curriculum and Methods – Field**

**Experience** is the childcare center/school-based companion course to Early Childhood Curriculum and Methods. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, students, schools, and childcare centers. 1 credit

Co-requisite: EDU132.

**EDU207 Educational Psychology – Field Experience** is the school-based companion course to Educational Psychology (PSY 207). 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: PSY207.

**EDU210 Processes and Acquisition of Reading** focuses on the concepts of how children learn to read, cognitive processing, and the development of language, including the structure of language and the cognitive precursors to reading acquisition. This course will also investigate the role of prior knowledge, motivation, reading difficulties, and personal significance to developing readers. 3 credits

Pre-requisite: EDU101 or permission of instructor.

**EDU211 Instruction of Reading** provides an introduction to the stages of reading development and the role of word recognition, vocabulary, and comprehension in literacy development. The course will also analyze a variety of approaches to teaching reading in order to meet the needs of a diverse student population. 3 credits

Pre-requisite: EDU210.

**EDU212 Assessment for Reading Instruction** presents important concepts for the development of a diagnostic reading and improvement program. Students will explore a variety of formal and informal assessment tools and techniques for use in the classroom. For each assessment tool, students will develop administrative procedures, explore strengths and limitations of the instruments and techniques, and develop instructional implications from the assessment results. 3 credits

Pre-requisite: EDU101.

**EDU245 Outdoor Adventure Education Leadership** will provide students with the knowledge and skills to plan, organize, and lead outdoor adventure programs in both the public and private sectors. Course material will focus on current theories and principles used in outdoor adventure programs, such as leadership theories, group dynamics, program planning and administration, environmental impact, and safety. 3 credits

Pre-requisite: EDU145.

**EDU246 Wilderness Encounters** will enable students to develop an understanding of our relationship to the natural world and wilderness, the role of wilderness in the American psyche, and effective techniques for facilitating wilderness experiences. Students will lead a wilderness experience as a part of this class. 3 credits

Pre-requisite: EDU145.

**EDU247 Wilderness First Response** will provide students with the knowledge to make critical medical and evacuation decisions. Students will develop competencies in responding to and treating medical emergencies in wilderness settings. Completion of this course may result in certification by either Stonehearth Open Learning Opportunities (SOLO) or the National Outdoor Leadership School (NOLS) as a Wilderness First Responder. 3 credits

Pre-requisite: EDU145.

**EDU248 Ropes and Initiatives Facilitation** will enable students to facilitate team building initiatives and ropes course experiences. Skills developed include group facilitation and the technical skills of rope work, belaying, and rescues. Skills are within industry standards established by the Association for Challenge Course Technology (ACCT) and Project Adventure and prepares the student for potential certification. 3 credits

Pre-requisite: EDU145.

**EDU251 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: EDU101.

Co-requisite: EDU253.

**EDU253 Introduction to Exceptional Children and Youth –**

**Field Experience** is the school-based companion course to Introduction to Exceptional Children and Youth. Students will work with classroom teachers (minimum of 15 hours) to develop an understanding of the teaching profession, exceptional students, and schools. 1 credit

Co-requisite: EDU251.

**EDU260 Children's Literature** provides opportunities to select, read, evaluate, and utilize a wide variety of children's literature from preschool through middle school. It is expected that students become familiar with various authors, poets, and illustrators of these books, as well as explore the role of children's literature across the curriculum. Resources that support the use of children's literature will also be explored. 3 credits

Pre-requisite: EGL102.

**EDU263 Teaching Reading in the Secondary Content Area I** is the first of two courses designed to meet the Maryland State Department of Education (MSDE) requirements for reading coursework for current and prospective teachers in the secondary content areas. The course introduces teachers to the

assessment of student reading, cognitive strategies in reading, incorporating reading skills through student-centered instruction, and intrinsic and extrinsic motivation for reading. 3 credits

**EDU264 Teaching Reading in the Secondary Content Area II** is the second of two courses designed to meet the Maryland State Department of Education (MSDE) requirements for reading coursework for current and prospective teachers in the secondary content areas. This second course expands on Part I, focusing on types of reading, skills in reading, and instruction. 3 credits

## 2.0 STATISTICAL DATA

### STUDENT ENROLLMENT

#### Cecil College

#### Early Childhood Education - AAS (Major ECEZ)

#### Student Enrollment and Profile (Headcount)

Fiscal Years 2010-2011 through 2012-2013

Fiscal Years	Student Enrollment (Headcount)	Gender				Ethnicity					
		Female	%	Male	%	African-American	%	White	%	Other	%
2008-2009	24	22	91.7%	2	8.3%	1	4.2%	21	87.5%	2	8.3%
2009-2010	37	34	91.9%	3	8.1%	3	8.1%	33	89.2%	1	2.7%
2010-2011	31	30	96.8%	1	3.2%	3	9.7%	27	87.1%	1	3.2%
2011-2012	18	18	100.0%	0	0.0%	2	11.1%	14	77.8%	2	11.1%
2012-2013	18	16	88.9%	2	11.1%	1	5.6%	16	88.9%	1	5.6%
<b>TOTAL</b>	<b>128</b>	<b>120</b>	<b>93.8%</b>	<b>8</b>	<b>6.3%</b>	<b>10</b>	<b>7.8%</b>	<b>111</b>	<b>86.7%</b>	<b>7</b>	<b>5.5%</b>



## Cecil College

### Early Childhood Education - AAT (Major ECAT)

### Student Enrollment and Profile (Headcount)

Fiscal Years 2010-2011 through 2012-2013

		Gender				Ethnicity					
Fiscal Years	Student Enrollment (Headcount)	Female	%	Male	%	African-American	%	White	%	Other	%
2008-2009	23	21	91.3%	2	8.7%	1	4.3%	21	91.3%	1	4.3%
2009-2010	33	31	93.9%	2	6.1%	0	0.0%	32	97.0%	1	3.0%
2010-2011	34	32	94.1%	2	5.9%	1	2.9%	32	94.1%	1	2.9%
2011-2012	38	36	94.7%	2	5.3%	1	2.6%	36	94.7%	1	2.6%
2012-2013	23	22	95.7%	1	4.3%	0	0.0%	22	95.7%	1	4.3%
TOTAL	151	142	94.0%	9	6.0%	3	2.0%	143	94.7%	5	3.3%

## Cecil College

Elementary Education - AA Degree (Teacher Education) - Major: EAD

### Student Enrollment and Profile (Headcount)

Fiscal Years 2010-2011 through 2012-2013

Fiscal Years	Student Enrollment (Headcount)	Gender				Ethnicity					
		Female	%	Male	%	African-American	%	White	%	Other	%
2008-2009	35	32	91.4%	3	8.6%	1	2.9%	32	91.4%	2	5.7%
2009-2010	47	41	87.2%	6	12.8%	0	0.0%	44	93.6%	3	6.4%
2010-2011	49	41	83.7%	8	16.3%	2	4.1%	43	87.8%	4	8.2%
2011-2012	50	43	86.0%	7	14.0%	2	4.0%	47	94.0%	1	2.0%
2012-2013	45	38	84.4%	7	15.6%	3	6.7%	39	86.7%	3	6.7%
<b>TOTAL</b>	<b>226</b>	<b>195</b>	<b>86.3%</b>	<b>31</b>	<b>13.7%</b>	<b>8</b>	<b>3.5%</b>	<b>205</b>	<b>90.7%</b>	<b>13</b>	<b>5.8%</b>

## Cecil College

Elementary Education - AAT Degree - Major: EEAT

### Student Enrollment and Profile (Headcount)

Fiscal Years 2010-2011 through 2012-2013

Fiscal Years	Student Enrollment (Headcount)	Gender			Ethnicity				
		Female	%	Male	%	African-American	%	White	%
2008-2009	61	52	85.2%	9	14.8%	4	6.6%	55	90.2%
2009-2010	90	76	84.4%	14	15.6%	6	6.7%	80	88.9%
2010-2011	83	68	81.9%	15	18.1%	5	6.0%	73	88.0%
2011-2012	87	73	83.9%	14	16.1%	7	8.0%	76	87.4%
2012-2013	73	63	86.3%	10	13.7%	8	11.0%	61	83.6%
<b>TOTAL</b>	<b>394</b>	<b>332</b>	<b>84.3%</b>	<b>62</b>	<b>15.7%</b>	<b>30</b>	<b>7.6%</b>	<b>345</b>	<b>87.6%</b>
								<b>19</b>	<b>4.8%</b>

## Cecil College

### Secondary Education - AA Degree (Teacher Education) - Major: ESAD

#### Student Enrollment and Profile (Headcount)

Fiscal Years 2010-2011 through 2012-2013

Fiscal Years	Student Enrollment (Headcount)	Gender				Ethnicity					
		Female	%	Male	%	African-American	%	White	%	Other	%
2008-2009	42	22	52.4%	20	47.6%	3	7.1%	35	83.3%	4	9.5%
2009-2010	61	32	52.5%	29	47.5%	3	4.9%	54	88.5%	4	6.6%
2010-2011	49	19	38.8%	30	61.2%	3	6.1%	43	87.8%	3	6.1%
2011-2012	41	20	48.8%	21	51.2%	4	9.8%	34	82.9%	3	7.3%
2012-2013	42	25	59.5%	17	40.5%	4	9.5%	37	88.1%	1	2.4%
<b>TOTAL</b>	<b>235</b>	<b>118</b>	<b>50.2%</b>	<b>117</b>	<b>49.8%</b>	<b>17</b>	<b>7.2%</b>	<b>203</b>	<b>86.4%</b>	<b>15</b>	<b>6.4%</b>

## Cecil College

### Secondary Education - Total AAT Degree (SCAT\*, SEAT, SMAT, SPAT)

#### Student Enrollment and Profile (Headcount)

Fiscal Years 2010-2011 through 2012-2013

			Gender				Ethnicity					
Fiscal Years	Student Enrollment (Headcount)	Female	%	Male	%	African-American	%	White	%	Other	%	
2008-2009	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	
2009-2010	3	2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%	
2010-2011	7	2	28.6%	5	71.4%	0	0.0%	7	100.0%	0	0.0%	
2011-2012	15	9	60.0%	6	40.0%	0	0.0%	14	93.3%	1	6.7%	
2012-2013	17	11	64.7%	6	35.3%	0	0.0%	17	100.0%	0	0.0%	
TOTAL	44	25	56.8%	19	43.2%	0	0.0%	43	97.7%	1	2.3%	

\*There are not SCAT major students (AAT Secondary Education - Chemistry Degree) enrolled in these fiscal years.

# Secondary Education - AAT English Degree (SEAT)

## Student Enrollment and Profile (Headcount)

Fiscal Years 2010-2011 through 2012-2013

Fiscal Years	Student Enrollment (Headcount)	Gender				Ethnicity					
		Female	%	Male	%	African-American	%	White	%	Other	%
2008-2009	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
2009-2010	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
2010-2011	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%
2011-2012	10	7	70.0%	3	30.0%	0	0.0%	8	80.0%	2	20.0%
2012-2013	9	5	55.6%	4	44.4%	0	0.0%	9	100.0%	0	0.0%
<b>TOTAL</b>	<b>24</b>	<b>15</b>	<b>62.5%</b>	<b>9</b>	<b>37.5%</b>	<b>0</b>	<b>0.0%</b>	<b>22</b>	<b>91.7%</b>	<b>2</b>	<b>8.3%</b>



Fiscal Years 2010-2011 through 2012-2013

Fiscal Years	Student Enrollment (Headcount)	Gender				Ethnicity					
		Female	%	Male	%	African-American	%	White	%	Other	%
2008-2009	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%
2009-2010	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2010-2011	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2011-2012	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%
2012-2013	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>



## Cecil College

### Outdoor Adventure Education - AA Degree (Teacher Education) - Major: EOAZ

#### Student Enrollment and Profile (Headcount)

Fiscal Years 2010-2011 through 2012-2013

Fiscal Years	Student Enrollment (Headcount)	Gender			Ethnicity						
		Female	%	Male	%	African-American	%	White	%	Other	%
2008-2009	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2009-2010	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2010-2011	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%
2011-2012	3	1	33.3%	2	66.7%	0	0.0%	2	66.7%	1	33.3%
2012-2013	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%
TOTAL	6	2	33.3%	4	66.7%	0	0.0%	5	83.3%	1	16.7%

# Cecil College

## Number of Education Degrees Awarded to Students on Pell Grants

Fiscal Years 2010-2011 through 2012-2013

Fiscal Years	Elementary Education (AA)- Degrees Awarded	Pell Grant Recipients	%	Elementary Education (AAT)- Degrees Awarded	Pell Grant Recipients	%	Early Childhood Education (AAS)- Degrees Awarded	Pell Grant Recipients	%	Early Childhood Education (AAT)- Degrees Awarded	Pell Grant Recipients	%
2008-2009	1	0	0.0%	4	1	25.0%	1	0	0.0%	0	0	0.0%
2009-2010	1	1	100.0%	6	3	50.0%	5	1	20.0%	2	1	50.0%
2010-2011	2	2	100.0%	6	2	33.3%	4	4	100.0%	3	2	66.7%
2011-2012	2	1	50.0%	12	3	25.0%	3	2	66.7%	2	1	50.0%
2012-2013	2	0	0.0%	8	4	50.0%	0	0	0.0%	0	0	0.0%
<b>TOTAL</b>	<b>8</b>	<b>4</b>	<b>50.0%</b>	<b>36</b>	<b>13</b>	<b>36.1%</b>	<b>13</b>	<b>7</b>	<b>53.8%</b>	<b>7</b>	<b>4</b>	<b>57.1%</b>

Fiscal Years	Secondary Education (AA)- Degrees Awarded	Pell Grant Recipients	%
2008-2009	2	0	0.0%
2009-2010	3	1	33.3%
2010-2011	2	1	50.0%
2011-2012	1	0	0.0%
2012-2013	0	0	#DIV/0!
<b>TOTAL</b>	<b>8</b>	<b>2</b>	<b>25.0%</b>

Note 1: No degrees have been awarded for Secondary Education (Chemistry, English, Mathematics, and Physics) between 2008-2009 and 2012-2013

Note 2: No degrees have been awarded for Outdoor Adventure Education between 2008-2009 and 2012-2013

**Cecil College**  
**Early Childhood Education - AAS (Major code: ECEZ)**  
**Students by Age**

	Total Enrollment	Less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	24	16	67%	1	4%	3	13%	3	13%	1	4%
FY 2009/2010	37	26	70%	2	5%	5	14%	3	8%	1	3%
FY 2010/2011	31	22	71%	2	6%	4	13%	1	3%	2	6%
FY 2011/2012	18	10	56%	3	17%	2	11%	1	6%	2	11%
FY 2012/2013	18	16	89%	1	6%	0	0%	1	6%	0	0%
<b>TOTAL</b>	<b>128</b>	<b>90</b>	<b>70%</b>	<b>9</b>	<b>7%</b>	<b>14</b>	<b>11%</b>	<b>9</b>	<b>7%</b>	<b>6</b>	<b>5%</b>

**Early Childhood Education - AAT (Major code: ECAT)**  
**Students by Age**

	Total Enrollment	Less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	23	19	83%	1	4%	2	9%	1	4%	0	0%
FY 2009/2010	33	26	79%	1	3%	3	9%	2	6%	1	3%
FY 2010/2011	34	24	71%	3	9%	2	6%	2	6%	3	9%
FY 2011/2012	38	25	66%	3	8%	4	11%	3	8%	3	8%
FY 2012/2013	23	18	78%	1	4%	0	0%	3	13%	1	4%
<b>TOTAL</b>	<b>151</b>	<b>112</b>	<b>74%</b>	<b>9</b>	<b>6%</b>	<b>11</b>	<b>7%</b>	<b>11</b>	<b>7%</b>	<b>8</b>	<b>5%</b>

Elementary Education - AA (Major code: EEAD)  
Students by Age

	Total Enrollment	less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	35	24	69%	3	9%	4	11%	3	9%	1	3%
FY 2009/2010	47	32	68%	2	4%	6	13%	6	13%	1	2%
FY 2010/2011	49	33	67%	5	10%	4	8%	6	12%	1	2%
FY 20011/2012	50	39	78%	5	10%	3	6%	3	6%	0	0%
FY 20012/2013	45	35	78%	4	9%	2	4%	4	9%	0	0%
TOTAL	226	163	72%	19	8%	19	8%	22	10%	3	1%

Elementary Education - AAT (Major code: EEAT)  
Students by Age

	Total Enrollment	less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	61	47	77%	0	0%	6	10%	8	13%	0	0%
FY 2009/2010	90	73	81%	3	3%	7	8%	7	8%	0	0%
FY 2010/2011	83	64	77%	5	6%	7	8%	6	7%	1	1%
FY 20011/2012	87	70	80%	2	2%	9	10%	5	6%	1	1%
FY 20012/2013	73	58	79%	4	5%	7	10%	3	4%	1	1%
TOTAL	394	312	79%	14	4%	36	9%	29	7%	3	1%

Secondary Education - AA (Major code: ESAD)  
Students by Age

	Total Enrollment	Less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	42	28	67%	2	5%	7	17%	4	10%	1	2%
FY 2009/2010	61	40	66%	2	3%	8	13%	10	16%	1	2%
FY 2010/2011	49	40	82%	2	4%	2	4%	3	6%	2	4%
FY 2011/2012	41	30	73%	1	2%	5	12%	4	10%	1	2%
FY 2012/2013	42	30	71%	3	7%	2	5%	6	14%	1	2%
TOTAL	235	168	71%	10	4%	24	10%	27	11%	6	3%

Secondary Education - AAT English Degree (Major code: SEAT)  
Students by Age

	Total Enrollment	Less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	1	1	100%	0	0%	0	0%	0	0%	0	0%
FY 2009/2010	1	1	100%	0	0%	0	0%	0	0%	0	0%
FY 2010/2011	3	3	100%	0	0%	0	0%	0	0%	0	0%
FY 2011/2012	10	8	80%	2	20%	0	0%	0	0%	0	0%
FY 2012/2013	9	9	100%	0	0%	0	0%	0	0%	0	0%
TOTAL	24	22	92%	2	8%	0	0%	0	0%	0	0%

Secondary Education - AAT Mathematics Degree (Major code: SMAT)  
Students by Age

	Total Enrollment	Less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	0	0	0%	0	0%	0	0%	0	0%	0	0%
FY 2009/2010	2	1	50%	0	0%	0	0%	0	0%	1	50%
FY 2010/2011	4	2	50%	0	0%	0	0%	1	25%	1	25%
FY 20011/2012	5	2	40%	0	0%	0	0%	0	0%	1	20%
FY 20012/2013	8	5	63%	1	13%	1	13%	0	0%	1	13%
TOTAL	19	10	53%	1	5%	1	5%	1	5%	4	21%

Secondary Education - AAT Physics Degree (Major code: SPAT)  
Students by Age

	Total Enrollment	Less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	1	1	100%	0	0%	0	0%	0	0%	0	0%
FY 2009/2010	0	0	0%	0	0%	0	0%	0	0%	0	0%
FY 2010/2011	0	0	0%	0	0%	0	0%	0	0%	0	0%
FY 20011/2012	1	1	100%	0	0%	0	0%	0	0%	0	0%
FY 20012/2013	0	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	2	2	100%	0	0%	0	0%	0	0%	0	0%

Secondary Education - AA Outdoor Adventure Education Degree (Major code: EOA2)  
Students by Age

	Total Enrollment	Less than 25	% of Total	25-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	0	0	0%	0	0%	0	0%	0	0%	0	0%
FY 2009/2010	0	0	0%	0	0%	0	0%	0	0%	0	0%
FY 2010/2011	2	2	100%	0	0%	0	0%	0	0%	0	0%
FY 20011/2012	3	3	100%	0	0%	0	0%	0	0%	0	0%
FY 20012/2013	1	1	100%	0	0%	0	0%	0	0%	0	0%
TOTAL	6	6	100%	0	0%	0	0%	0	0%	0	0%

## Cecil College

### Students Who Transferred Out After Completing 15-29 College Credits at Cecil College

Early Childhood Education - AAS (Major ECEZ)

Fiscal years 2008-2009 through 2012-2013

#### Type of Higher Institutions

In-State Transfer	
2-year Institution	4-year Institution
0	0

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
2-year Institution	4-year Institution
1	1

Out-of-State Transfer	
Public	Private
1	1

#### Cecil College Students Transferred to these Higher Education Institutions

In-State	

Out-of-State	
HONOLULU COMMUNITY COLLEGE (HI)	2
WILMINGTON UNIVERSITY (DE)	1

### Students Who Transferred Out After Completing 15-29 College Credits at Cecil College

Early Childhood Education - AAT (Major ECAT)

Fiscal years 2008-2009 through 2012-2013

#### Type of Higher Institutions

In-State Transfer	
2-year Institution	4-year Institution
0	0

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
2-year Institution	4-year Institution
1	0

Out-of-State Transfer	
Public	Private
1	0

#### Cecil College Students Transferred to these Higher Education Institutions

In-State	

Out-of-State	
BURLINGTON COUNTY COLLEGE (NJ)	1

### Students Who Transferred Out After Completing 15-29 College Credits at Cecil College

Elementary Education - AA Degree (Teacher Education) - Major: EEAD

Fiscal years 2008-2009 through 2012-2013

#### Type of Higher Institutions

In-State Transfer	
2-year Institution	4-year Institution
0	1

In-State Transfer	
Public	Private
1	0

Out-of-State Transfer	
2-year Institution	4-year Institution
0	2

Out-of-State Transfer	
Public	Private
0	2

#### Cecil College Students Transferred to these Higher Education Institutions

In-State	
SALISBURY UNIVERSITY	1

Out-of-State	
WILMINGTON UNIVERSITY (DE)	2

### Students Who Transferred Out After Completing 15-29 College Credits at Cecil College

Elementary Education - AAT Degree - Major: EEAT

Fiscal years 2008-2009 through 2012-2013

#### Type of Higher Institutions

In-State Transfer	
2-year Institution	4-year Institution
1	1

In-State Transfer	
Public	Private
2	0

Out-of-State Transfer	
2-year Institution	4-year Institution
1	2

Out-of-State Transfer	
Public	Private
2	1

#### Cecil College Students Transferred to these Higher Education Institutions

In-State	
COMMUNITY COLLEGE OF BALTIMORE COUNTY	1
UNIVERSITY OF MARYLAND BALTIMORE COUNTY	1

Out-of-State	
JACKSONVILLE STATE UNIVERSITY (AL)	1
PITT COMMUNITY COLLEGE (NC)	1
VALLEY FORGE CHRISTIAN COLLEGE (PA)	1

### Students Who Transferred Out After Completing 15-29 College Credits at Cecil College

Secondary Education - AA Degree (Teacher Education) - Major: ESAD

Fiscal years 2008-2009 through 2012-2013

#### Type of Higher Institutions

In-State Transfer	
2-year Institution	4-year Institution
0	0

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
2-year Institution	4-year Institution
0	3

Out-of-State Transfer	
Public	Private
1	2

#### Cecil College Students Transferred to these Higher Education Institutions

In-State	

Out-of-State	
AMERICAN PUBLIC UNIVERSITY SYSTEM (WV)	1
WILMINGTON UNIVERSITY (DE)	1
WEST VIRGINIA UNIVERSITY	1

### Students Who Transferred Out After Completing 15-29 College Credits at Cecil College

Secondary Education - AAT Mathematics Degree (SMAT)

Fiscal years 2008-2009 through 2012-2013

#### Type of Higher Institutions

In-State Transfer	
2-year Institution	4-year Institution
1	0

In-State Transfer	
Public	Private
1	0

Out-of-State Transfer	
2-year Institution	4-year Institution
0	1

Out-of-State Transfer	
Public	Private
0	1

#### Cecil College Students Transferred to these Higher Education Institutions

In-State	
HARFORD COMMUNITY COLLEGE	1

Out-of-State	
DELAWARE VALLEY COLLEGE	1

### Cecil College

#### Students Who Transferred Out After Completing 30 College Credits at Cecil College

Early Childhood Education - AAS (Major ECEZ)

Fiscal years 2008-2009 through 2012-2013

Type of Higher Institutions			
In-State Transfer		Out-of-State Transfer	
2-year Institution	4-year Institution	2-year Institution	4-year Institution
0	0	0	1
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	1	0

#### Cecil College Students Transferred to these Higher Education Institutions

In-State		Out-of-State	
		GLENVILLE STATE COLLEGE (WV)	1

#### Students Who Transferred Out After Completing 30 College Credits at Cecil College

Early Childhood Education - AAT (Major ECAT)

Fiscal years 2008-2009 through 2012-2013

Type of Higher Institutions			
In-State Transfer		Out-of-State Transfer	
2-year Institution	4-year Institution	2-year Institution	4-year Institution
0	0	0	2
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	0	2

#### Cecil College Students Transferred to these Higher Education Institutions

In-State		Out-of-State	
		WILMINGTON UNIVERSITY (DE)	2

#### Students Who Transferred Out After Completing 30 College Credits at Cecil College

Elementary Education - AA Degree (Teacher Education) Major: EEAD

Fiscal years 2008-2009 through 2012-2013

Type of Higher Institutions			
In-State Transfer		Out-of-State Transfer	
2-year Institution	4-year Institution	2-year Institution	4-year Institution
1	4	1	6
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
5	0	1	6

#### Cecil College Students Transferred to these Higher Education Institutions

In-State		Out-of-State	
COLLEGE OF NOTRE DAME OF MARYLAND	1	PALM BEACH ATLANTIC UNIVERSITY (FL)	1
HARFORD COMMUNITY COLLEGE	1	READING AREA COMMUNITY COLLEGE (PA)	3
SALISBURY UNIVERSITY	1	WILMINGTON UNIVERSITY (DE)	5
TOWSON UNIVERSITY	2		

#### Students Who Transferred Out After Completing 30 College Credits at Cecil College

Elementary Education - AAT Degree - Major: EEAT

Fiscal years 2008-2009 through 2012-2013

Type of Higher Institutions			
In-State Transfer		Out-of-State Transfer	
2-year Institution	4-year Institution	2-year Institution	4-year Institution
0	4	0	11
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
3	1	0	11

#### Cecil College Students Transferred to these Higher Education Institutions

In-State		Out-of-State	
SALISBURY UNIVERSITY	1	MONMOUTH UNIVERSITY (NJ)	1
TOWSON UNIVERSITY	2	WILMINGTON UNIVERSITY (DE)	10
WASHINGTON COLLEGE	1		

#### Students Who Transferred Out After Completing 30 College Credits at Cecil College

Secondary Education - AA Degree (Teacher Education) Major: ESAD

Fiscal years 2008-2009 through 2012-2013

Type of Higher Institutions			
In-State Transfer		Out-of-State Transfer	
2-year Institution	4-year Institution	2-year Institution	4-year Institution
0	7	1	6
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
7	0	3	4

#### Cecil College Students Transferred to these Higher Education Institutions

In-State		Out-of-State	
COLLEGE OF NOTRE DAME OF MARYLAND	1	DELAWARE TECHNICAL AND CC-STANTON/WILMINGTON (DE)	3
SALISBURY UNIVERSITY	4	GRAND CANYON UNIVERSITY-TRADITIONAL (AZ)	1
TOWSON UNIVERSITY	2	MILLERSVILLE UNIVERSITY OF PENNSYLVANIA (PA)	1
		WILMINGTON UNIVERSITY (DE)	3
		WEST CHESTER UNIVERSITY (PA)	1

#### Students Who Transferred Out After Completing 30 College Credits at Cecil College

Secondary Education - AAT English Degree (SEAT)

Fiscal years 2008-2009 through 2012-2013

Type of Higher Institutions			
In-State Transfer		Out-of-State Transfer	
2-year Institution	4-year Institution	2-year Institution	4-year Institution
0	0	0	1
In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	0	1

#### Cecil College Students Transferred to these Higher Education Institutions

In-State		Out-of-State	
		UNIVERSITY OF PHOENIX (AZ)	1



Cecil College Course Enrollment - Education  
*Fiscal Years 2010-2011 through 2012-2013*

	FY 2010-2011		FY 2011-2012		FY 2012-2013	
	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
EDU 101	56	42	47	29	45	23
EDU 102	56	45	47	29	48	22
EDU 131	23	16	21	10	11	15
EDU 132	9	10	11	12	4	10
EDU 145		3				
EDU 146		3				
EDU 147						
EDU 150	17	15	15	15	15	16
EDU 180						
EDU 200						
EDU 202	20	13	17	10	12	14
EDU 203	10	9	7	7	3	8
EDU 207	27	18	26	9	17	12
EDU 210	26	24	16	17	7	11
EDU 211					9	6
EDU 212						
EDU 245						
EDU 246						
EDU 247						
EDU 248						
EDU 251	17	27	14	17	17	18
EDU 253	23	23	20	14	17	17
EDU 260		14	10	12	12	4
EDU 263	5	10	4	7	13	9
EDU 264		3	2		5	3

### 3.0 General Education Objectives

The Teacher Education Program achieves the General Education objectives at a high degree of success. One objective is specifically addressed through the National and Maryland Educator Technology Standards, which every student must achieve.

The high degree of written, oral, and instructional technology skills necessary to be a highly qualified teacher require all of the general education objectives to be met.

### 3.1 Program Strengths

- **Faculty**

The list of faculty and their credentials demonstrates a remarkable collection of talent and professional experiences. Levels of academic achievement range from the doctorate to master's plus 30, to master's degrees. Experiences ranges from upper level instructional management to the classroom.

- **Partnership**

The success of the Cecil College Teacher Education Program is, in part, due to our extensive partnership with the Cecil County Public Schools.

Our program is based on content and pedagogical knowledge as well as school-based experiences. Those experiences only occur because of our partnership with the school system.

- **Standards Based Program**

Our Teacher Education Program is designed on the Interstate New Teacher Assessment and Support Consortium standards. These are national standards for teacher education programs at both the community college and university level.

- **Curriculum**

The curriculum of the program, especially the Associates of Arts in Teaching (AAT) degree was developed by a team of educational leaders from throughout Maryland. Our degree clearly provides a firm foundation for our students as they continue their academic studies.

- **Clinical Experience**

A major component of our Teacher Education Program is our school-based field experience program. This early clinical experience is an essential component of our program.

- **Articulation Agreements**

While our articulation agreements with our Pennsylvania universities must be rewritten due to the extensive changes in the Pennsylvania Teacher Education program requirements, our agreement with Wilmington University continues to flourish.

The Wilmington University program at Elkton Station provides our students with an excellent opportunity to complete their degree here at Cecil College.

- ***Program Expansion***

Our Teacher Education Program continues to expand and meet the educational interests of our students. In the past two years, we have expanded our program in the area of Music and Art – all in the attempt to prepare students to teach in those areas.

### **3.2 Program Weaknesses**

- ***Student Diversity***

A specific weakness across all areas of the Teacher Education Program is the lack of student diversity. Although the significantly high percentage of white female students is reflective of many teacher education programs across the country, encouraging additional male minority students to go into teaching must be a priority.

- ***Advisory Council***

While the Teacher Education Program did have an active advisory council, that was in the past. The re-establishing of the council is a priority, not to just be able to say our program has a council, but because of the benefits councils bring to programs.

### **3.3 Program Opportunities**

***Population Growth***

Cecil County is one of the fastest growing counties in our state and region. That growth provides us with an opportunity to expand our program.

- ***Articulation Agreements***

Due to the changes in the Pennsylvania Teacher Education degree requirements, our well-established articulation agreements with Millersville University, Lincoln University, and West Chester University must be rewritten. While this could be considered a weakness, it is also an opportunity to re-establish a program relationship with the above mentioned institutions.

- ***Career Changers***

While we do have a small number of students who attend Cecil College to earn required content and pedagogical course credits, the opportunity to expand this component of our program would bring additional students to our campus.

- ***Program Growth***

With the improving economy, an opportunity exists to promote our Outdoor Teacher Education Program. With the vast number of camps within a fifty mile radius, the need for highly qualified teachers at those facilities will continue to grow.

### **3.4 Program Threats**

- ***Field Experience Program Placements***

Our Teacher Education Program currently has a very positive relationship with the Cecil County Public Schools. The positive relationship could become a threat as the demands on the system's

teachers and the increased number of students completing their student teaching in Cecil County may limit the future availability of placement sites.

The School-Based Field Experience Program is an essential component of our program and every effort must be made to ensure the positive relationship that has been established.

- **Common Core State Standards**

The Common Core State Standards, to be fully implemented in Maryland's public schools by 2014, will require our course offerings and content to be reviewed and possibly modified. This is especially true in the areas of English and mathematics. The standards are not the threat, redesigning components of our program to ensure our students are highly prepared for their future classrooms will be the challenge.

## **4.0 Other Program Information**

### **4.1 Advisory Council**

As highlighted in the Program Weakness section, the Teacher Education Program Advisory council is no longer active.

One of the recommendations in Section 6.0 is to re-establish the council.

### **4.2 Adequacy of Available Technology**

The technology available to our program adequately meets the program needs of the department.

### **4.3 Adequacy of Facilities**

The classrooms provided at the Elkton Station campus and on the main campus are adequate in both size and seating.

### **4.4 Articulation Agreements**

While the Teacher Education Program includes several different degrees, the Associate of Arts in Teaching (AAT) was established as a state-wide program-to-program agreement between the Maryland Community College and the four year colleges and universities (public and private) to offer a seamless transfer program for students interested in Early Childhood, Elementary and specific Secondary Education degrees. The AAT is an excellent component of our program for students interested in attending a Maryland college or university.

Our other major partner is Wilmington University. Our program-to-program articulation is unique because of the number of credits accepted for transfer, but also because of the Wilmington University program being offered at our Elkton Station campus.

Cecil College students majoring in middle level education can earn their entire bachelor's degree without leaving Cecil County. Students enrolled in our early childhood and elementary degrees can earn over 85% of their credits at Elkton Station.

The remaining articulation agreements with Lincoln, Millersville, and West Chester Universities have become void due to the recent changes in the Pennsylvania Teacher Education requirements.

<b>Cecil College Degree</b>	<b>Partner College/University</b>	<b>Effective date of the Articulation Agreement</b>	<b>Current status of the Articulation Agreement</b>
General Studies or AAT	Wilmington University	2011	Active
AAT	Lincoln University	2007	Inactive
AAT	Millersburg University	2008	Inactive
AAT	West Chester University	2008	Inactive

## 5.0 Program Goals and Objectives

The goals established (Fall, 2010) have been successfully implemented except the following two goals:

- To prepare a diverse population of students committed to becoming teachers
- To develop a college level teacher education club

### GOALS

Goal(s)	Timetable	Required Resources	Obstacles to
1. To provide students a firm foundation in the liberal arts and teacher preparation	On-going	None	None
2. To develop a program of study that ensures student success at the four-year college or university level	On-going	None	None
3. To provide leadership in the development of collaborative relationships with schools and four year colleges and universities	On-going	None	None
4. To provide students with early school-based field experiences in area schools in order to expose students to best practices	On-going	None	None

Goal(s)	Timetable	Required Resources	Obstacles to
5. To prepare a diverse population of students committed to becoming teachers	On-going	None	County Demographics
6. To develop a program based on current research in teacher preparation using the standards established by INTASC and the differing national accrediting organizations	On-going	None	None
7. Re-establish our Teacher Education Program Advisory council	2013-14	Mailings and refreshments	None
8. Review the current curriculum to ensure Common Core State Standards are reflected in our program	2013-14	None	None

## 6.0 Recommendations

The Teacher Education program should be maintained as structured but with the following changes:

- Early Childhood Associate of Applied Science (AAS)
  - This degree should be monitored for possible archival. Currently we recommend Early Childhood Education majors to enroll in the Associate of Arts in Teaching (AAT) degree. The AAT provides better flexibility to the student and for future transfers.
  - Addendum – the AAS degree was archived in October 2013.
- Outdoor Adventure – Teacher Education degree
  - This degree's marketing program must be reviewed for a differing strategy. Our region is an excellent area for this type of program. While we believe the lack of enrollment has been the result of the economy and closure of programs in the past, the economic changes in the past year should help with potential enrollment.
- Advisory Council
  - It is the goal of the department to re-establish the Teacher Education Advisory Council. This is an important goal for the 2013-14 academic year.
- Child Care Center
  - It is recommended that the new Student Services building include space for a child care center. This center would not only benefit our students who are parents, but also our early childhood education students for field placement.
- Articulation Agreements
  - Re-establishing relationships with Lincoln University, Millersville University, and West Chester University will be very beneficial as we expand our regional influence.

### Approvals

Signature of Division Chair



Date 4/16/14

Signature of the Chair of the



Date 3/20/14

Academic Affairs Committee

Signature of the Dean of



Date 4-22-14

Academic Programs

Signature of the Chief  
Academic Officer



Date 4/22/14





