

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

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

*For each proposed program, attach a separate cover page.*

Hagerstown Community College

Institution Submitting Proposal

Fall 2018

Projected Implementation Date

Associate of Applied Science  
Award to be Offered

Substance Abuse Counseling

Title of Proposed Program

2104.01

Suggested HEGIS Code

51.1501

Suggested CIP Code

Behavioral & Social Sciences/Business  
Department of Proposed Program

Dr. Mary Hendrickson  
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Signature and Date 3/27/18

President/Chief Executive Approval

march 20, 2018  
Date

Date Endorsed/Approved by Governing Board

## **Academic Program Proposal for Substance Abuse Counseling, A.A.S.**

### **Hagerstown Community College**

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

##### **1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

A 60 credit hour Associate of Applied Science (A.A.S.) in Substance Abuse Counseling (SAC) is proposed to be implemented at Hagerstown Community College (HCC). A second proposal will also be submitted for an embedded 24 credit lower division certificate by the same name. Both programs are designed to complement existing offerings at HCC in Human Services and Psychology and involve faculty in some of the instruction for the new programs.

The requirements for certification/licensure of alcohol and drug counselors have been established by Maryland state law and are administered through the Maryland Board of Professional Counselors and Therapists.<sup>1</sup> For many students, the first step in this process is to become an Alcohol and Drug Trainee (ADT). Trainee status is granted through the state and administered by the MD Board. Fifteen credits from a list of courses provided by the Board must be completed along with other requirements for ADT certification. Course requirements can be fulfilled while completing HCC's associate degree. As indicated on the directions on the application for Trainee status, "The purpose of the Alcohol and Drug Trainee Authorization is to allow you to complete the experiential or course of study requirements for In-State Alcohol and Drug certification or licensure for a limited period while under the supervision of an approved Alcohol and Drug Supervisor."<sup>2</sup>

Students may continue to work as an Alcohol and Drug Trainee while completing the degree. (A second way of gaining Trainee status exists for those who have completed an Associate degree. They are not required to complete the 15 credits.)<sup>3</sup> Trainee status must be renewed every two years for a maximum of six years in total, per Maryland law. Due to the six-year time limit on Trainee status, it is important for students who wish to remain in the field to complete the A.A.S. in Substance Abuse Counseling and, ideally, a bachelor or graduate degree in counseling.

Once the A.A.S. has been awarded, state licensure as a Certified Supervised Counselor - Alcohol and Drug (CSC-AD) may be sought. The A.A.S. degree prepares graduates to work with clients facing substance dependency or abuse in a variety of clinical settings, both outpatient and residential.

Certification for the CSC-AD requires that graduates pass two exams, and complete 2,000 hours of supervised counseling of which 1,000 hours and one-year of counseling will occur after graduating with the associate degree. The website for the MD Board of Professional Counselors at <https://health.maryland.gov/bopc/Pages/Index.aspx> provides further information about certification requirements.

HCC is a state and county-supported comprehensive community college. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. Its central purposes are community development and to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, as well as general and continuing education.

In part, the College's mission is to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community collaboration. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education.<sup>4</sup>

The HCC mission focuses on the student attainment of outcomes. Two of the central purposes of HCC identified in the mission statement are 1) to offer programs designed for "career entry or advancement" and 2) to "foster regional economic development."<sup>5</sup> The Substance Abuse Counseling program addresses both of these purposes by educating students to work in a field that assists clients in extricating themselves from the chains of addiction with the goal of becoming high functioning citizens who can contribute fully to their community and offering a program that will allow students from the region to commence or advance in a vocation.

## **2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

HCC's strategic goal 2.4 is, "develop new curricula as needed and establish guidelines for changing or phasing out outdated or under-enrolled courses, services, and programs based on community and student needs."<sup>6</sup> Hagerstown, like many other smaller communities, has experienced a significant problem with

opioid addiction. According to Maryland's Department of Health and Mental Hygiene (DHMH) statistics for 2016<sup>7</sup>, Washington County is near the top of counties with overdose deaths in Maryland. "The number of drug-and alcohol-related intoxication deaths occurring in Maryland increased in 2016 for the sixth year in a row, reaching an all-time high of 2,089 deaths. This represented a 66% increase over the number of deaths (1,259) in 2015, and the largest single year increase that has been recorded. The number of intoxication deaths has more than tripled in Maryland since 2010."<sup>8</sup>

HCC Strategic goal 2.4j, emphasizes the need to "maintain and enhance community memberships on program advisory committees to help build and maintain relevant and current credit and credit-free curricula."<sup>9</sup> HCC faculty and administration value the input of community partners and advisory board members who provide insights and information with which to improve our programs. In order to understand the views of counselors who work with chemical dependency problems on a daily basis and to maintain contact with those who are aware of regulatory changes, advisory board feedback is critical to HCC program development and oversight.

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

**1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

<b>Substance Abuse Counseling, A.A.S. (60 Credits)</b>		
<b>General Education (18-19 Credits)</b>		
Arts/Humanities	Select from approved list	3 Credits
Human Biology	BIO-110	3 Credits
English Composition	ENG-101	3 Credits
Diversity	Select from approved list	3 Credits
Mathematics	Select from approved list	3-4 Credits
Social Sciences	PSY -101	3 Credit
<b>Program Requirements (27 Credits)</b>		
Ethics in Counseling	CDC-203	3 Credits <b>NEW</b>
Medical Aspects of Chemical Dependency	CDC-210	3 Credits <b>NEW</b>
Interviewing and Counseling (formerly PSY 212)	CDC-212	3 Credits <b>NEW</b>
Addiction Treatment Delivery	CDC-220	3 Credits <b>NEW</b>
Introduction to Human Services and Social Work	HST-103	3 Credits
Social Work with Individuals	HST-207	3 Credits
Social Work with Groups	HST-208	3 Credits
Developmental Psychology: Lifespan Human Development	PSY-204	3 Credits
Abnormal Psychology	PSY-206	3 Credits
<b>*Internship/Practicum or Field Placement (6 Credits) – Six semester credits (180 hours per course) in alcohol and drug internship/practicum or field placement is required by the State of Maryland for licensure. Students unable to complete this will be offered other coursework to receive their degree but will not be eligible for state licensure.</b>		
Internship I	CDC-269	3 Credits <b>NEW</b>
Internship II	CDC-270	3 Credits <b>NEW</b>
<b>Restricted Electives ( 8-9 Credits)</b>		
Introduction to Criminal Justice	ADJ-101	3 Credits
First Aid	HEA-105	3 Credits
Understanding Diversity in the Helping Professions	HST-201	3 Credits
Public Speaking	SPD-103	3 Credits
Professionalism in the Workplace	STU-106	1 Credits
<b>Program Requirements 60 Credits</b>		

**Descriptions for the program courses are provided below:**

**CDC/HST-203**

**Ethics in Counseling**

**3 Credits**

This course is designed to help students to explore and understand the many ethical issues inherent in the counseling field. The course will also provide a framework for ethical behavior and help the student become more effective in addressing ethical issues in the field of counseling with a special emphasis in alcohol and drug dependency. This course uses the ethical standards of the Maryland's Board of Professional Counselors and Therapists, the National Association for Addiction Professionals and the NASW's Code of Ethics to build a framework for solving ethical dilemmas.

**CDC-210**

**Medical Aspects of Chemical Dependency**

**3 Credits**

This course focuses on the classification of alcohol and other drugs, the pharmacological effects of alcohol and drugs, and the co-morbidity of substance use disorders and other mental disorders. Additionally, the assessment and diagnostic techniques and treatment modalities and settings are included in the course.

**CDC-220**

**Addictions Treatment Delivery**

**3 Credits**

This course focuses on the concepts, development, and practice of chemical dependency counseling, including assessing, planning treatments, writing progress notes, managing cases, planning for discharges and writing summaries, intervening in crises, consulting, and keeping records. In addition, this course will develop crucial skills in the education and prevention of addiction.

**CDC-212**

**Interviewing and Counseling**

**3 Credits**

This course reviews the theories and techniques used in establishing the helping relationship. Emphasis is placed on the identification and development of relationship skills appropriate to client needs. Class attendance and participation are crucial elements in this seminar class.

**CDC-269**

**Internship I**

**3 Credits**

Students gain work experience at chemical dependency treatment agencies and organizations supervised by staff and HCC faculty. The hours of work are applicable to the certificate requirements. Students must meet the College requirements for internship participation and receive permission of the faculty adviser, Division Director, and Vice President of Academic and Student Affairs or Dean of Students.

**CDC-270** **Internship II** **3 Credits**

Students gain work experience at chemical dependency treatment agencies and organizations supervised by staff and HCC faculty. The hours of work are applicable to the certificate requirements. Students must meet the College requirements for internship participation and receive permission of the faculty adviser, Division Director, and Vice President of Academic and Student Affairs or Dean of Students.

**HST-103** **Introduction to Human Services and Social Work** **3 Credits**

This course provides an overview of the philosophies, attitudes, and approaches to the field of human services. Emphasis is placed on the historical and theoretical development of coordinated service to persons in need in American society. Additionally, an introduction to the profession of social work is given special attention. Local agencies are visited and reported on by students.

**HST-207** **Social Work with Individuals** **3 Credits**

This course focuses on the generalist approach to social work and practice. Students are introduced to basic social work values, ethics, and generic skills. An ecological/systems framework and problem-solving model are utilized. Using the strength perspective, emphasis is on the assessment of individual needs. Field time is required.

**HST-208** **Social Work with Groups** **3 Credits**

This course offers the pre-professional social work and human service student a foundation for understanding families and communities within the ecological/system framework. Emphasis is placed on learning to be a change agent within these systems. The importance of advocacy skills is presented. Students acquire knowledge of community resources.

**PSY-101** **General Psychology** **3 Credits**

Designed as a foundation course and prerequisite to other psychology courses, general psychology introduces the data, concepts, theories and principles and methods of contemporary psychology while examining the dynamic factors that influence behavior.

**PSY-204** **Developmental Psychology: Lifespan Human Development** **3 Credits**

The data, concepts, theories, models, and methods of contemporary psychology are focused on the physical, cognitive, emotional and social growth patterns of human beings, from conception through life. Career needs of nursing and education majors receive particular attention.

**PSY-206****Abnormal Psychology****3 Credits**

The course focuses on identifying, understanding, and effecting desirable changes in abnormal patterns of personality and behavior.

**2. Describe the educational objectives and intended student learning outcomes.**

Students completing the A.A.S. program will attain the following learning outcomes. They will demonstrate competency in:

- applying strong written and oral communication skills in a professional environment in order to clearly communicate with clients, families, and colleagues;
- understanding biological principles, particularly life processes in the human body, which in turn, support an understanding of chemical use and addictions
- understanding how chemical dependency affects the chemically dependent person, and gaining insight into the impact of chemical dependency on the broader society;
- evaluating the signs, symptoms, and effects that are associated with different classifications of psychoactive chemicals;
- analyzing information to apply diagnostic criteria, for example, from the DSM 5, to addictions and related disorders;
- recommending appropriate treatment approaches necessary to ensure the safety of patients while providing the appropriate level of care;
- applying the range of counseling theories and methods that can be used effectively by chemical dependency counselors;
- interviewing and counseling clients;
- maintaining acceptable records and documents; and
- comprehending and following standards of ethical and professional conduct appropriate to the field.

**3. Discuss how general education requirements will be met, if applicable.**

Students will take 18-19 credits of General Education, including:

Arts & Humanities	Select one course from the approved list	3 credits
Behavioral/Social Science	PSY-101 General Psychology	3 credits
Biological/Physical Science	BIO-110 Human Biology	3 credits
Diversity	Select one course from the approved list	3 credits
English	ENG-101 English Composition	3 credits
Mathematics	Select one course from the approved list	3-4 credits

**4. Identify any specialized accreditation or graduate certification requirements for this program and its students.**

No specialized accreditation is required but the curriculum must comply with the educational requirements of state law as well as the Maryland Board of Professional Counselors and Therapists and the Maryland Addiction Professional Certification Board (MAPCB).<sup>10</sup> As described in Section A1 of this proposal, applicants for the position of Certified Supervised Counselor—Alcohol and Drug, the A.A.S. degree is required. The legislation also requires an internship/practicum or field placement in alcohol and drug counseling that totals six semester credits. Students who are unable to complete the internship will be given the opportunity to take additional coursework in order to complete the degree but will not be eligible for state licensure. HCC will make sure this is clear in the academic catalog as well as the supplemental application to the program. Two years of supervised counseling experience is required prior to certification, of which 1,000 hours minimum of work (at least one year) is completed after earning the associate degree. A law test and exam offered through the International Certification Reciprocity Consortium (ICRC) must also be passed for certification.

**5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

N/A

**C. Critical and compelling regional or statewide need as identified in the State Plan:**

**1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

There are three categories found in the Occupational Outlook Handbook that may offer job possibilities for graduates of the proposed program. These include 1) Substance Abuse and Behavioral Disorder Counselors, 2) Community Health Workers, and 3) Social and Human Services Assistants.

**Substance Abuse Counselors** provide treatment and support those suffering from addiction or abuse of substances. Responsibilities listed as possible duties of Substance Abuse and Behavioral Disorder Counselors include maintaining client records, interviewing and counseling clients with substance abuse issues, and collaborating with others to assess and plan treatments. The U.S. Bureau of Labor Statistics projects growth of this category to be around 23% through 2026, which is considered much faster than average.<sup>11</sup> This need is not new. According to the National Public Radio (NPR), a shortage of staffing in

the addiction and abuse counseling field is not abating. “As the drug-related death toll rises in the United States, communities are trying to open more treatment beds. But an ongoing labor shortage among drug treatment staff is slowing those efforts. Each year, roughly one of every four substance-abuse clinicians nationally chooses to leave the job, according to recent research. And that's not just turnover — leaving one job for another in the same field. As an Institute of Medicine report documented in 2006, there's been a shortage of addiction workers for decades.”<sup>12</sup>

While clinical professional counselors require a master's or doctoral degree in MD, the Occupational Handbook notes that some positions are open to those with a certificate or associate's degree. The Occupational Handbook reports that twenty-one percent of Substance Abuse and Behavioral Disorder Counselors have an associate degree or less. Twenty-five percent have a bachelor's degree.<sup>13</sup> This is particularly the case, as in MD, when supervision by a certified professional counselor with higher credentials is required. The ADT and Certified Supervised Counselor—Drug and Alcohol in Maryland must be supervised by certified counselors with specific credentials. Since independent practice requires higher degrees, it is recommended that graduates who complete an associate degree continue their education to the bachelor or graduate degree level.

**Community Health workers** promote wellness in the community, advocate for individuals, as well as “collect data and discuss health concerns with members of specific populations or communities.”<sup>14</sup> An increase of 2.1% is anticipated in this category of worker.<sup>15</sup> These workers possess at least a high school education and on-the-job training, but some positions require some postsecondary education.<sup>16</sup>

**Social and Human Services Assistants** “provide client services, including support for families, in a wide variety of fields, such as psychology, rehabilitation, and social work. They assist other workers, such as social workers, and they help clients find benefits or community services.”<sup>17</sup> The Occupational Outlook Handbook states that “growth is expected as more people seek treatment for their addictions and more drug offenders are sent to treatment programs rather than to jail. As a result demand should increase for social and human service assistants who work in treatment programs or work with people with addictions.”<sup>18</sup> An increase of 16% from 2016-26 is anticipated for this category of workers, which is considered much faster than average, according to the Occupational Outlook Handbook.<sup>19</sup> Social and Human Service Assistants must have a high school education, although, increasingly, a certificate or associate degree is required.<sup>20</sup>

## **2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education (pdf).**

*The Maryland Ready: 2013-2017: Maryland State Plan for Postsecondary Education* states that institutions have a responsibility to facilitate lifelong learning and prepare students to enter the workforce and advance in their careers.<sup>21</sup> The Substance Abuse Counseling, A.A.S. will prepare students to enter the workforce and/or advance in their careers. Goal 2 of the state plan addresses access, affordability, and completion. The Substance Abuse Counseling program at HCC is a program that fills a need for substance abuse counselors in the State of Maryland. Due to the numerous hours of field experience, this hands-on experience, paired with coursework, prepares students well for a job that provides needed services for Maryland communities. Goal 5 of the *2013 Maryland State Plan for Postsecondary Education* is Economic Growth and Vitality. This goal includes workforce development and the use of stackable credentials to help workers become skilled and employable faster, while still being able to continue their education and increase their job growth potential. The SAC degree addresses both the workforce and industry needs, as well as incorporating a stackable certificate in Substance Abuse Counseling.

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

#### **1. Present data and analysis projecting market demand and the availability openings in a job market to be served by the new program.**

For the Hagerstown-Martinsburg Statistical Area, the mean wage for Substance Abuse Counselors in 2016 was \$41,660 with 190 persons employed in this field.<sup>22</sup> The Maryland Department of Labor, Licensing, and Regulation reported an expected increase of 5.8% for Substance Abuse and Behavioral Disorder Counselors in the Western Maryland region in the period from 2014-24.<sup>23</sup> A search on Indeed.com on listed around 20 openings in the extended Hagerstown area on a single day. For social and human service assistants the mean wage in the Western Maryland region was \$28,748.<sup>24</sup> An increase of 2.4% is expected from 2014-24 in the Western Maryland Workforce region. For community health workers, a mean wage of \$37,738 is reported with an anticipated growth of 3% in 2014-24.<sup>25</sup>

In order to assist students who seek internships, which may turn into full-time employment if performed well, the Internship and Job Services Office and staff/faculty have established connections with a number of agencies that provide treatment and other services. These include: Lasting Change Recovery Center (formerly known as the W-House), The Wells House, Turning Point, Serenity Treatment Center, Ladders to Leaders, Sober House for men, and the Wash County Day Reporting Center. In addition, in

order to facilitate cooperative ventures, HCC staff have been in contact with the founder of a new treatment facility that is planned called Brooke’s House, which will serve women who are recovering from addictions.

**2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

The overdose rate in Maryland surged 66% in 2016 compared with 2015. Heroin and Fentanyl are the primary drugs accelerating the overdose crisis.<sup>26</sup> The Western Maryland workforce region includes Garrett, Allegany, and Washington Counties. HCC is located in Washington County. In this region, 115 deaths were reported due to this type of overdose. Local law enforcement in the city of Hagerstown, Maryland ascribe much of the area crime to the substance abuse problem.<sup>27</sup> The need for counselors in the Maryland and Western Maryland region has for Community and Social Service Assistants and Substance Abuse and Behavioral Disorder Counselors have been projected as follows:

**Long Term (2014-2024<sup>28</sup>)**

**Occupational Projections for Substance Abuse Counseling and Related Fields in Maryland**

State	Occupation Name	2014 Base	2024 Projected	% Change	Average Annual Openings
MD	Substance Abuse and Behavioral Disorder Counselors	2530	3300	30.1	130
WESTERN MD	Substance Abuse and Behavioral Disorder Counselors	172	182	5.8	36
MD	Social and Human Service Assistants	6580	8950	36.0	410
WESTERN MD	Social and Human Service Assistants	498	510	2.4	98
MD	Community Health Workers	1620	2190	35.3	100
WESTERN MD	Community Health Workers	132	136	3	26

Urban areas, such as Baltimore City and Baltimore County, sit at the apex of charts that depict the numbers of deaths from overdoses. While overdose death statistics for counties with much smaller populations do not compare to the urban areas of Maryland. Washington County is among a group of smaller, rural counties, which have encountered difficult challenges with substance abuse and a growing numbers of deaths, as a result. Washington County’s 2016 statistic for deaths due to overdose was 66 total (all forms of drugs). The proportion of overdose deaths in Washington County is severe when its smaller population size is factored into the comparison.<sup>29</sup>

Openings at the national and state level are higher than in the Western Maryland area. These projections signal the need for counselors in the substance abuse field. Crises in the urban areas have given rise to devastation in many rural areas, as drugs are trafficked outwardly from cities to rural areas. Addressing the problems caused by drugs requires many forms of assistance including more rehabilitation centers, family and individual therapy, and opportunities for training and jobs. Communities grappling with substance abuse may find that their basic police and hospital services are unable to handle the burden of additional crime, demands for emergency medical care, homelessness, and other social problems.

**3. Data showing the current and projected supply of prospective graduates.**

HCC currently has 246 students in active majors that align somewhat with Substance Abuse Counseling. These include programs in Psychology A.A., Human Services A.S., LTR, and Human Services Technician A.A.S. In addition, there are approximately six students each semester, who are currently employed in the field, that request to complete a course on Ethics in Counseling in order to meet state requirements for continuation as a trainee in substance abuse counseling. This course has been taught by a current faculty member in the Human Services program.

**E. Reasonableness of program duplication:**

**1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

According to data obtained from the Department of Education’s Navigator system,<sup>30</sup> the following Maryland institutions of higher education offer a certificate or Associate Degree in Substance Abuse Addition Counseling. The courses required by the state of Maryland for trainee status and state certification must be provided by any program offered. Titles may be different but the essential content must be reflected in the content. The HCC program will satisfy the requirements provided by the state.

<b>College</b>	<b>Award</b>	<b>Program Title</b>
Anne Arundel Community College	Certificate & Associate	Addiction Counseling
Baltimore County Community College	Certificate & Associate	Chemical Dependency Counseling
Frederick Community College	Certificate & Associate	Addictions Counseling
Community College of Baltimore County	Certificate & Associate	Human Services Counseling
Wor-Wic Community College	Certificate & Associate	Chemical Dependency Counseling

## **2. Provide justification for the proposed program.**

The nearest program is at Frederick Community College, which is approximately 30 miles from HCC's campus. It is closer for students in the areas that are West and North of Hagerstown to attend Hagerstown Community College. To the north in Pennsylvania, the closest program is at 80 miles away at Harrisburg Area Community College (HACC), which offers an A.A.S. in Human Services and a track in Drug and Alcohol Services.

## **F. Relevance to Historically Black Institutions (HBIs)**

### **1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

There is no foreseeable impact on the implementation or maintenance of high-demand programs at Maryland's Historically Black Institutions.

### **2. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

There is no foreseeable impact on the uniqueness and institutional identities of Maryland's Historically Black Institutions.

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

Not applicable, as this program is not a distance education program.

## **3. Data showing the current and projected supply of prospective graduates.**

HCC currently has 246 students in active majors that align somewhat with Substance Abuse Counseling. These include programs in Psychology A.A., Human Services A.S., LTR, and Human Services Technician A.A.S. In addition, there are approximately six students each semester, who are currently employed in the field, that request to complete a course on Ethics in Counseling in order to meet state requirements for continuation as a trainee in substance abuse counseling. This course has been taught by a current faculty member in the Human Services program.

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

**Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.**

The chemical dependency program will maintain adequate faculty members to teach required courses. Provisions for advising and support services for the student are also planned.

Frances Cade, Associate Professor, Full-time

- Master of Social Work, Social Work, University of Maryland
  - Will provide internship oversight, will teach CDC/HST 203 Ethics in Counseling, HST-103: Introduction to Human Services and Social Work, HST-207: Social Work with Individuals, HST-208: Social Work with Groups, and HST-201 Understanding Diversity in the Helping Professions

Melinda Howell, Assistant Professor, Full-time

- Doctor of Philosophy, Developmental Psychology, University of Minnesota
  - Will teach PSY-101: General Psychology, PSY-204 Developmental Psychology and Lifespan Development, and PSY-206 Abnormal Psychology

Erick Williams, Assistant Professor, Full-time

- Master of Arts, Psychology, Hood College
- Master of Science, Counselor Education, McDaniel College
  - Will teach CDC-212: Interviewing and Counseling, PSY-101: General Psychology, PSY-204 Developmental Psychology and Lifespan Development, and PSY-206 Abnormal Psychology

Louise Wine, Professor, Full-time

- Master of Arts, Counseling and Guidance, Hood College
- Master of Arts, Human Sciences, Hood College
  - Will teach PSY-101: General Psychology

HCC is currently seeking an individual(s) with an extensive background in counseling in the Chemical Dependency field to teach classes in CDC-210: Medical Aspects of Chemical Dependency and CDC-220: Addiction Treatment Delivery. Some potential candidates have been identified.

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

**Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

The HCC William M. Brish Library offers access to full-text articles from a variety of journals available through several online subscription article databases and the Directory of Open Access Journals. The library provides access to journals in electronic formats that can be located by searching the online library catalog. Altogether, the library's e-book collections contain several thousand items. As well as the e-books, films, and online databases mentioned above, all students and faculty have access to the library's interlibrary loan services through which they can request copies of articles and temporary loans of books from other libraries. Students may log in to use any of the library's electronic resources (databases, e-books, and Films On-Demand) from anywhere at any time.

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

**Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

Students at HCC have the opportunity to utilize all physical facilities on campus including the William M. Brish Library in the Learning Resource Center; Learning Support Center, Behavioral Sciences & Humanities building; Athletic, Recreation and Community Center; STEM building; Technical Innovation Center; Performing and Visual Arts Education Center; Career Programs Building, which houses several allied health programs and the nursing program; as well as, a state-of-the art computer lab; and the Student Center lounge and dining areas.

The Behavioral and Social Science/Business Division, in which the proposed A.A.S. would be located, is housed primarily in the Behavioral Sciences and Humanities Building (BSH)). There is dedicated space for program faculty and staff in this building. The BSH building, which contains 23,396 GSF, was renovated in FY13 and contains state-of-the-art electronic smart classrooms equipped with computers,

data projection, a document camera, equipment to display Internet content and VHS, DVD as well as CD for audio. Additional classroom space is available in adjoining buildings. Tables and chairs are relatively new and are of various sizes and are generally on wheels to allow flexibility of use. Classrooms for 30-35 students are located in the BSH as well as a medium-sized auditorium. Space for meetings is available in BSH and in the newly-renovated Student Center.

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

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

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	38,592	68,340	90,720	113,424	127,296
a. Number of F/T students	8	15	20	25	28
b. Annual Tuition/Fee Rate	4,020	4,020	4,050	4,080	4,080
c. Total F/T Revenue (a x b)	32,160	60,300	81,000	102,000	114,240
d. Number of P/T Students	4	5	6	7	8
e. Credit Hour Rate (# of credits earned)	12	12	12	12	12
f. Annual Credit Hour Rate	134	134	135	136	136
g. Total P/T Revenue (d x e x f)	6,432	8,040	9,720	11,424	13,056
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1-4)</b>	<b>38,592</b>	<b>68,340</b>	<b>90,720</b>	<b>113,424</b>	<b>127,296</b>
<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b+c below)	21,459	22,036	43,187	43,748	48,245
a. # FTE	.25	.25	.50	.60	.60
b. Total Salary	16,317	16,806	34,621	35,660	36,730
c. Total Benefits	2,937	3,025	6,231	6,418	6,611
d. Adjunct Faculty	2,205	2,205	2,335	4,670	4,904
e. Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0

3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1-7)	21,459	22,036	43,187	43,748	48,245

**2. Provide a narrative rational for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

- **Tuition and Fee Revenue** –The program is new; therefore, many of the courses already exist. Students will enroll in courses that are currently offered as well as in courses created for this program. The program is projected to start slowly at eight full-time students and four part-time students. However, enrollment is expected to grow to 28 full-time and 8 part-time students by the fifth year. An assumption was made that periodic tuition increases will occur. While HCC strives to keep tuition low, slight increase were added in years three and four.
- Changes in the program are possible because it is regulated by the state. Regulations could affect both changes to the program and student enrollment.
- **Grants** –Grant funding will be sought but cannot be projected at this time. Since this program will be a career program, it will be List “A” Perkins eligible. Although relatively little equipment is required to start the program, Perkins funding could purchase new technology that may become necessary to stay current in the field, as well as fund professional development for instructors.
- **Salary and Benefits**—The program assumes from .25 of the salary of a Human Services faculty member for the new courses associated with the proposed degree for the first two years. three, four, and five assume .50 of the salary of a full-time faculty member, plus an adjunct faculty member. Benefits are calculated at 18% of the full-time faculty salary. Annual salary increases are projected at 3%, although the actual amount, if any, cannot be predicted. An additional adjunct faculty member is added in years four and five.

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

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

HCC assesses programs using several methodologies including Student Learning Outcomes Assessment, faculty evaluation, and an annual unit planning process.

Student Learning Outcomes Assessment

Student Learning Outcomes Assessment (SLOA) is a deliberate, systematic, and collaborative process driven by the College's commitment to improve student learning. It is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Actual student achievement is measured using established internal standards and external benchmarks. The outcomes assessment process is learning-centered and accumulates data from numerous sources to determine what students know, what skills they possess, how they conceptualize, and how they will continue to learn. The overall goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking.

Student Learning Outcomes Assessment is an ongoing component of the instructional process. All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The results of SLOA are never used in a punitive manner toward students, faculty, or staff. The data collected during the assessment process is used to provide feedback to students and faculty, reinforcing and improving educational practices that facilitate learning. The Substance Abuse Counseling program will be evaluated at the course and program level on an annual basis. Resource allocation (including equipment, staff, and faculty) is driven by needs addressed in the SLOA process.

Faculty Evaluation

Faculty are evaluated annually by the Division Director responsible for their supervision. The purpose of this evaluation is to provide the faculty member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of the Annual Faculty Review and Professional Development Plan. This evaluation will include: a written report based on a classroom observation, annually for non-tenured faculty, and every three years for tenured faculty; a listing of the prior two semesters' of student evaluations of teaching; and the supervisor's assessment of the faculty member's performance in meeting the full range of faculty duties, including professional development, as well as an assessment of college and community service.

Faculty also undergo evaluation in every course taught via student evaluations. A recommended benchmark is used for minimum acceptable performance involving a cluster of items on the evaluation instrument. Faculty members receiving less than acceptable student evaluations will be counseled and given advice by his/her Division Director to improve his/her teaching performance and, thus, the evaluation scores.

### Unit Planning

Each year the College engages in an integrated process of planning, evaluation, and budgeting for the following fiscal year. Every unit of the college uses data to prepare a plan that reflects its accomplishments (Annual Productivity Report), and, building on the College's mission, vision, institutional priorities, and strategic plan, submits its projected needs (Unit Plan). This planning process identifies challenges and opportunities for each program in the areas of curriculum, recruiting, staffing, and budget. The plan for each unit includes:

- The unit's goals to maintain and improve productivity (e.g. new personnel, supplies, equipment, or facilities);
- timelines;
- persons responsible; and
- assistance that may be required outside the department.

### **M. 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).**

**Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

In 2009, HCC created and implemented the Cultural Diversity Plan, which guides changes in campus policies and procedures with the values of equal access and equal treatment for all as the foundation. This Plan represents HCC's commitment to provide an atmosphere of cultural diversity, equal opportunities for employment, and access to education and training. Progress toward achieving the goals herein will strengthen the college as a whole.

In addition, HCC's 2016 Strategic Plan (and previous Plans) outlines goals and action plans for a diverse student body and workforce. The 2016 Strategic Plan addresses the importance of diversity by establishing specific goals, sub-goals and action plans, which the College adopted as relevant goals for its Cultural Diversity Plan. HCC annually updates its strategic plan, revising and adding sub-goals and action plans as institutional priorities change or are added.

Between 2006 and 2013, the percentage of minority students on campus increased from 12% to 24%. The population of Black students grew by 103% during that period, while the Hispanic student population grew by 187%. Gains in diversity will be made as College recruiters target regional areas with significant minority populations, along with emphasizing that the cost of an HCC education for out-of-state students is lower than the cost of their state universities.

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

**If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

No low-productivity programs are related to this proposed program.

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ENDNOTES

<sup>1</sup> Requirements found at <https://health.maryland.gov/bopc/pdfs/ADNewRequirementsCertificationLicensure.pdf> and <https://www.addiction-counselors.com/states/maryland-substance-abuse-counselor.html>

<sup>2</sup><https://health.maryland.gov/bopc/pdfs/PreapplicationCredentialevaluationforAandDTrainee.pdf>

<sup>3</sup>Health Occupations Article - Title 17: Professional Counselors and Therapists at <https://health.maryland.gov/bopc/Pages/Healthoccupations110820013.aspx>

<sup>4</sup>Hagerstown Community College (2003). Mission & Vision. Retrieved from <http://www.hagerstowncc.edu/about-hcc/president/mission-and-vision>

<sup>5</sup>Hagerstown Community College (2003). Mission & Vision. Retrieved from <http://www.hagerstowncc.edu/about-hcc/president/mission-and-vision>

<sup>6</sup>Hagerstown Community College's Strategic Plan 2022 (11) <http://www.hagerstowncc.edu/sites/default/files/documents/170824-strategic-plan-2022-draft.pdf>

<sup>7</sup> Maryland Department of Health and Mental Hygiene, June 2017, [https://bha.health.maryland.gov/OVERDOSE\\_PREVENTION/Documents/Maryland%202016%20Overdose%20Annual%20report.pdf](https://bha.health.maryland.gov/OVERDOSE_PREVENTION/Documents/Maryland%202016%20Overdose%20Annual%20report.pdf) (10).

<sup>8</sup> Maryland Department of Health and Mental Hygiene, June 2017, [https://bha.health.maryland.gov/OVERDOSE\\_PREVENTION/Documents/Maryland%202016%20Overdose%20Annual%20report.pdf](https://bha.health.maryland.gov/OVERDOSE_PREVENTION/Documents/Maryland%202016%20Overdose%20Annual%20report.pdf) (5).

<sup>9</sup> Hagerstown Community College's Strategic Plan 2022 (12) <http://www.hagerstowncc.edu/sites/default/files/documents/170824-strategic-plan-2022-draft.pdf>

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- <sup>10</sup> Board of Professional Counselors and Therapists, Maryland Department of Health Website, Maryland.gov, <https://health.maryland.gov/bopc/pdfs/ADNewRequirementsLegislation.pdf>
- <sup>11</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Substance Abuse, Behavioral Disorder, and Mental Health Counselors, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm> (visited April 13, 2018).
- <sup>12</sup> Emily Corwin, “Shortage of Addiction Counselors Strained by Opioid Epidemic,” February 24, 2016, National Public Radio, <https://www.npr.org/sections/health-shots/2016/02/24/467143265/shortage-of-addiction-counselors-further-strained-by-opioid-epidemic>
- <sup>13</sup> U.S. Department of Labor, Career One Stop, Substance Abuse and Behavioral Disorder Counselors, <https://www.careeronestop.org/toolkit/careers/occupations/occupation-profile.aspx?keyword=Substance%20Abuse%20and%20Behavioral%20Disorder%20Counselors&onetc ode=21101100&location=&lang=en>
- <sup>14</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Educators and Community Health Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm> (visited April 13, 2018).
- <sup>15</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Educators and Community Health Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm> (visited April 13, 2018).
- <sup>16</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Educators and Community Health Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-4>
- <sup>17</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Human Service Assistants, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm> (visited November 22, 2017).
- <sup>18</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Human Service Assistants, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm> (visited April 13, 2018).
- <sup>19</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Human Service Assistants, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm> (visited November 22, 2017).
- <sup>20</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Human Service Assistants, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm> (visited November 22, 2017).

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<sup>21</sup> Maryland Ready 2013-17: Maryland State Plan for Postsecondary Education  
[http://mhec.maryland.gov/Documents/MHECStatePlan\\_2014.pdf](http://mhec.maryland.gov/Documents/MHECStatePlan_2014.pdf).

<sup>22</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wages, for Maryland and areas, May 2017, <https://www.bls.gov/oes/current/oes211023.htm>

<sup>23</sup> Workforce Region Occupational Projections - Maryland Occupational Projections - 2014-2024 - Workforce Information & Performance, Department of Labor, Licensing and Regulation, Maryland.gov  
<http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>

<sup>24</sup> Workforce Region Occupational Projections - Maryland Occupational Projections - 2014-2024 - Workforce Information & Performance, Department of Labor, Licensing and Regulation, Maryland.gov  
<http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>

<sup>25</sup> Workforce Region Occupational Projections - Maryland Occupational Projections - 2014-2024 - Workforce Information & Performance, Department of Labor, Licensing and Regulation, Maryland.gov  
<http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>

<sup>26</sup> Maryland Department of Health and Mental Hygiene, June 2017,  
[https://bha.health.maryland.gov/OVERDOSE\\_PREVENTION/Documents/Maryland%202016%20Overdose%20Annual%20report.pdf](https://bha.health.maryland.gov/OVERDOSE_PREVENTION/Documents/Maryland%202016%20Overdose%20Annual%20report.pdf) (45,49)

<sup>27</sup> Dan Dearth, “Summit to Highlight Heroin epidemic in Washington County, Herald-Mail (May 17, 2015). [https://www.heraldmillmedia.com/news/local/summit-to-highlight-heroin-epidemic-in-washington-county/article\\_bc2d7f22-fc14-11e4-a16a-870df97fcc44.html](https://www.heraldmillmedia.com/news/local/summit-to-highlight-heroin-epidemic-in-washington-county/article_bc2d7f22-fc14-11e4-a16a-870df97fcc44.html)

<sup>28</sup> Projections Central: State Occupational Projections (Maryland, long-term)  
<http://www.projectionscentral.com/Projections/LongTerm> and  
Projections Central: State Occupational Projections (Maryland, short-term)  
<http://www.projectionscentral.com/Projections/ShortTerm> and  
Workforce Regional Occupational Projections, Western Maryland Workforce Region,  
<https://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>

<sup>29</sup> Maryland Department of Health and Mental Hygiene, June 2017,  
[https://bha.health.maryland.gov/OVERDOSE\\_PREVENTION/Documents/Maryland%202016%20Overdose%20Annual%20report.pdf](https://bha.health.maryland.gov/OVERDOSE_PREVENTION/Documents/Maryland%202016%20Overdose%20Annual%20report.pdf)

<sup>30</sup> Institute of Education Sciences, National Center for Educational Statistics, U.S. Department of Education, Navigator, <https://nces.ed.gov/collegenavigator/>