MARYLAND HIGHER EDUCATION COMMMISSION

ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

    X   SUBSTANTIAL MODIFICATION – **Online**

    X   WITHIN EXISTING RESOURCES

Montgomery College

Institution Submitting Proposal

Fall 2016

Projected Implementation Date

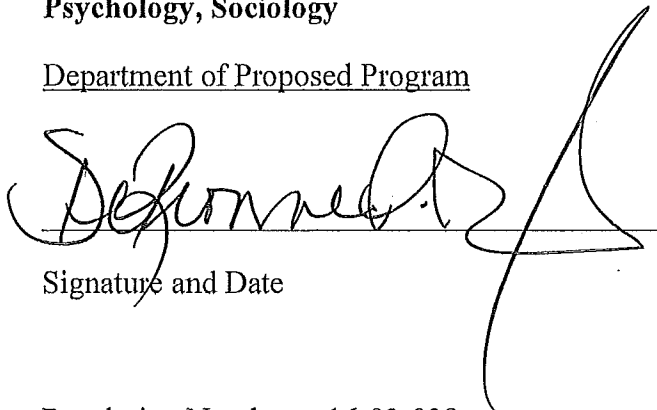|	
Associate of Applied Science	**Criminal Justice - Online**
Award to be Offered	Title of Proposed Program
5505 01	**43 0107**
Suggested HEGIS Code	Suggested CIP Code
Anthropology, Criminal Justice, Education, Psychology, Sociology	**Professors Sean Fey, Deborah Grubb**
Department of Proposed Program	Name of Department Faculty
Signature and Date	**President/Chief Executive Approval**
Resolution Number: 16-03-038	**Approved by Governing Board**

Academic Program Proposals

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.

Program Title: Criminal Justice Associate of Applied Science (AAS) Degree

The AAS degree in Criminal Justice is designed to prepare students for careers within the criminal justice system. The program offers a combination of liberal arts and specialized career courses to help students upon entry into the criminal justice field. The curriculum is designed for those already employed in the criminal justice profession as well as for high school students interested in pursuing careers with local, state, federal or private agencies in the field. The degree offers coursework to improve written, oral and critical thinking skills that are essential to a successful career in any criminal justice profession.

Montgomery College currently offers both traditional classroom and online learning to give students the flexibility to learn in an environment that best suits their personal needs. The addition of a fully online AAS degree in Criminal Justice will allow Montgomery College to serve a larger portion of the community with educational options that provide greater scheduling flexibility.

The proposed Criminal Justice AAS degree is central to the mission statement of Montgomery College. The College encourages a continuous learning environment with the goal that we will meet both the academic and professional needs of our students as they enter the job market. By introducing an online degree format, we will be better able to meet the academic needs of our students and hope to improve completion rates for students that may be limited in their access to the traditional classroom setting.

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

The Criminal Justice AAS degree aligns with the strategic planning initiatives set forth by the college. Specifically, the program works to support Montgomery College's strategic goal of *educational excellence to be a national leader for the quality and relevancy of its academic programs.* The technological advances in education modalities and an increased demand for online learning programs will allow the college to extend access to students who may not be able to attend classes on campus (for reasons such as full-time or non-traditional work schedules, family responsibilities, and physical location that may make travel to campus difficult.) The new online program will extend degree opportunities beyond Montgomery County to student at the state and national regions. This program will also increase degree accessibility for those currently employed in a criminal justice profession that may work rotating shifts or non-traditional hours and not be able to attend a traditional face-to-face course.

The Criminal Justice degree program also works to *Promote excellence, accountability and continuous learning.* The proposed program allows our current faculty and support staff to increase our use of technology and online resources to provide a quality academic program. Many of our full-time and part-time faculty members are current or former criminal justice practitioners that offer our students both academic training and career guidance.

The online Criminal Justice AAS degree aligns with the comprehensive institutional 2020 themes of: *Educational Excellence, Access, Affordability, and Success, Economic Development, Community Engagement, Assessment and Institutional Effectiveness* by providing the same quality educational opportunities as our face-to-face degree program. The students in this program will have access to the same coursework, faculty, internships, advising tools and career services that our traditional face-to-face students would have. Students will be able to complete their degree at an accredited Maryland community college with an affordable tuition rate.

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.

Criminal Justice AAS Program Requirements

Program Description

The AAS in criminal justice is designed to prepare students for careers within the criminal justice system. The program offers a combination of liberal arts and specialized career courses to help students upon entry into the criminal justice field. The curriculum is offered for those already employed in the criminal justice profession as well as for high school students interested in pursuing careers with local, state, or private agencies within the field. Students are encouraged to seek assistance from criminal justice faculty in making course selections to suit their career goals and interests. Those students interested in transferring to obtain a bachelor's degree from a four-year college or university should consult advisers regarding our AA degree in general studies.

First Semester		
Course	**Title**	**Credits**
CCJS 110	Administration of Justice	3
COMM 108	Introduction to Human Communications	3
ENGL 101	Introduction to College Writing *	3
SOCY 100	Introduction to Sociology	3
	Math foundation	3
Second Semester		
PSYC 102	General Psychology	3
CCJS 201 or CCJS 230	Introduction to Law Enforcement **or** Introduction to Corrections	3
CCJS 221	Criminal Law	3
	Arts or humanities distribution	3
	English foundation	3
Third Semester		
CCJS 215	Organization & Administration	3
POLI 101	American Government	3
	Natural science distribution with lab	4
	CCJS elective ‡	3
	Elective	2
Fourth Semester		
CCJS 242	Theory and Practice	3
CCJS 244	Contemporary Issues	3
	CCJS of Behavioral and social science elective	3
	CCJS elective	3
	General elective	3
	Total Credit Hours 60	

CCJS 110 Administration of Justice   3 semester hours

An analysis of crime and the administration of justice in a diverse, democratic society operating within a global environment. Emphasis is on the theoretical and historical development of law enforcement, courts, and corrections and the agents and agencies responsible for administering justice. Assessment Level(s): ENGL 101/ENGL 101A. READ 120. Three hours each week.

CCJS 201 Introduction to Law Enforcement   3 semester hours

A survey of the philosophical and historical background, constitutional limitations, objectives, and processes in the enforcement of the law, and introduction to the nature and functions of public and private agencies responsible for enforcement. PREREQUISITE(S): CCJS 110 or consent of department. Three hours lecture/discussion each week.

CCJS 215 Organization and Administration   3 semester hours

A study of the management and administration of the criminal justice system to include the role of management in organizing, controlling, coordinating, directing, staffing, and managing change and innovations in criminal justice agencies. PREREQUISITE(S): CCJS 110 or consent of department. Three hours lecture/discussion each week.

CCJS 221 Criminal Law   3 semester hours

A study of the development, application, and enforcement of local, state, and federal laws; a review of criminal offenses as defined by such laws. Includes a review of court decisions pertinent to the administration of justice, such as arrests, searches, and seizures. PREREQUISITE(S): CCJS 110, LGST 101, or consent of department. Three hours each week.

CCJS 230 Introduction to Corrections   3 semester hours

An organized study of prisons and correctional processes; operational techniques for controlling and changing criminal behavior; model correctional programs and alternatives to confinement. History of punishment, confinement, and treatment for adult and juvenile offenders. PREREQUISITE(S): CCJS 110 or consent of department. Three hours each week.

CCJS 242 Theory and Practice   3 semester hours

This course consists of a practicum to include a supervised 100-hour internship in an approved criminal justice agency (police, courts, corrections). Coursework will consist of 20 class hours designed to review philosophical and pragmatic differences between theory and practice. Students planning to complete this course should apply to the criminal justice agency of their choice at least three months

prior to the course's start date. Many criminal justice agencies incorporate an application/background investigation into the internship experience that can take a few months to complete. Advanced departmental advising is available to help students identify potential internship locations. PREREQUISITE(S): CCJS 201, CCJS 230, or consent of department. One hundred twenty (120) hours each semester.

CCJS 244 Contemporary Issues   **3 semester hours**

This course focuses on contemporary issues, trends, and practices in the criminal justice field. PREREQUISITE(S): CCJS 110 or consent of department. Three hours lecture/discussion each week.

POLI 101 American Government   **3 semester hours**

Structure, powers, and processes of the American political system: executive, legislative, and judicial branches; civil liberties, federalism, democratic patterns and backgrounds, public opinion, pressure group politics, political parties, constitutional mechanisms, and administrative establishment; foreign and domestic policy. Emphasis on national level. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week.

PSYC 102 General Psychology   **3 semester hours**

Introduction to the fields and research methods of psychology, including such topics as biological bases of behavior, human development, perception, learning, mental disorder, and social behavior. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly PY 102.

SOCY 100 Introduction to Sociology   **3 semester hours**

An exploration of fundamental sociological concepts, methods, and theories used to interpret the patterns of human society. Emphasis is placed on the connection between theory and practice in examining social interaction, cultural diversity, social structure, and global issues. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week.

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

Educational Objectives & Student Learning Outcomes

#	Upon completion of this program a student will be able to	Course(s) in the program that support program outcomes (designator & number)
1	Demonstrate an understanding of the criminal law and the criminal justice process (police, courts, and corrections).	CCJS 110, CCJS 201, CCJS 230, CCJS 221, CCJS 244
2	Explain the function and role of various criminal justice practitioners in the operation of an ethical and professional system of justice that exists within a diverse society.	CCJS 110, CCJS 201, CCJS 215, CCJS 230, CCJS 242, CCJS 244
3	Analyze the history, functions, policies, and procedures used in each subsystem of justice and creatively offer alternatives to current practices.	CCJS 110, CCJS 201, CCJS 215, CCJS 221, CCJS 230, CCJS 242, CCJS 244
4	Explain the impact of political and economic considerations as it relates to criminal justice theory, research, practice, and policy.	CCJS 110, CCJS 201, CCJS 215, CCJS 221, CCJS 230, CCJS 244

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

The following general education courses are required for students to graduate with the Criminal Justice AAS degree and meet the external standards set forth in COMAR and the internal requirements set forth by Montgomery College's (MC).

General Education Requirements	MHEC Requirements	MC Requirements	Credits in Program
English foundation	3	3	3
Math foundation	3	3	3
Arts or humanities distribution	3	3	3
Behavioral & social sciences distribution	3	3	3
Natural science distribution with lab	3	4	4
General education elective(s)	5	4 - 6	4
Total	20	20-22	20

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

  - N/A

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:**

Statewide Plan Goal #2: Access, Affordability and Completion

The Criminal Justice online AAS degree program will provide greater access to a college education for students that may not be able to attend traditional face-to-face courses. The program will offer access to students with employment and/ or childcare scheduling conflicts. It will also offer access to current criminal justice practitioners that may work rotating or other non-traditional work schedules. Increased access to program courses will help to improve student completion rates. This is especially true for students who may have to stop attending classes due to personal or professional scheduling conflicts. The program will provide an affordable degree opportunity for both in-county and out-of-county students. In addition to supportive faculty Montgomery College offers numerous counseling, advising, tutoring and remedial education resources to help students successfully complete their college education. The development of an AAS online degree in Criminal Justice is evidence of Montgomery College's desire to proactively meet the new and ongoing challenges of our diverse community.

Statewide Plan Goal #3 Diversity

Montgomery College thrives in one of the most diverse communities in the country. A generous and varying mix of age, gender, race/ethnicity, class, and ability combine to form the unique qualities of the Montgomery College experience. Cultural and ethnic diversity is a point of pride at Montgomery College. Our student body includes students from approximately 170 different countries. In addition, our faculty members represent approximately 60 different countries. Montgomery College, encourages diversity in its workplace, and actively recruits and retains women and minorities among our faculty and administrative staff.

Statewide Plan Goal #4 Innovation

The proposed online program will help to expand the number of qualified individuals in the state and the D.C. metropolitan area. An online program offering will provide more flexibility and will attract those individuals who would otherwise not be able to attend college because of professional and family demands. This online program will likely attract more working adults not only in Maryland but around the country. This program is open to all students and was designed to serve as a pathway for those seeking to enter the workforce, to transfer to a bachelor's degree program, or to enter a new career path.

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 of openings in a job market to be served by the new program.**

    In the Montgomery County region (including D.C., Fairfax County, VA, and Montgomery, Howard, and Prince George's Counties in MD) there are currently 57,370 criminal justice related positions. Over the next five years these occupations are projected to grow by 4.8%. The median hourly earnings for these occupations within the region ($ 26.21) exceed the median national earnings for the same occupations.

    Job Area: (1) Police and Sheriff's Patrol Officers

    13,046   Employed in this region

    2,313   Estimated new and replacement jobs between 2015 – 2020

    Job Area: (2) Correctional Officers and Jailers

    3,203   Employed in this region

    654   Estimated new and replacement jobs between 2015 – 2020

    Job Area: (3) Detectives and Criminal; Investigators

    4,261   Employed in this region

    569   Estimated new and replacement jobs between 2015 – 2020

    - Occupation Overview, Criminal Justice Related Occupations, EMSI Q2 2015 Data Set, retrieved November 2015

    Further, at the **Bureau of Labor Statistics (BLS)** website http://www.bls.gov/ooh/protective-service/police-and-detectives.htm , the numbers for the national employment opportunities in criminal justice is positive:

    According to the Bureau of Labor Statistics, employment of police and detectives is projected to grow by approximately 5 percent from 2012 to 2022. The source identifies the continued desire for public safety to result in a need for more officers. However, demand for employment is expected to vary depending on location, driven largely by local and state budgets.

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 U.S. Department of Labor Statistics indicates that the majority of police agencies still maintain a minimum educational requirement of a high school education or GED. Regionally many local and state police departments are beginning to require some college coursework or a college degree for employment. In addition, most of the federal law enforcement agencies now require applicants to complete a bachelor's degree for special agent positions prior to employment.

-   Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Police and Detectives, on the Internet at http://www.bls.gov/ooh/protective-service/police-and-detectives.htm (visited *January 29, 2016)*.

Once hired, law enforcement agencies typically require applicants to participate in additional academy training geared specifically to their agency's occupational needs. Beyond the police academy and internal departmental training, some criminal justice agencies (that may not require a degree for entry level positions) do require college level credits and/ or a degree for promotional opportunities in rank. Many agencies offer financial assistance programs to assist employees in furthering their education once employed.

In regards to the educational/training requirements as it relates to the anticipated number of vacancies over the next five years, regionally it appears that the majority of positions (between 2015 – 2020) will be found at the state and local levels (state – 584 new and replacement jobs and local – 1,392 new and replacement jobs). In addition there will be approximately 185 new positions created in the local private security sector. Based upon the above listed data it appears that job positions will have a minimum requirement of a high school diploma/ GED with many of the positions requiring some level of college education.

-   EMSI Q3 2015 Data Set, retrieved January 2016.

3. Data of projected supply of prospective graduates.

The below table shows the graduation rates for Criminal Justice degree offered through the Department at Montgomery College.

Projected Graduates (Total – Onsite and Online)	Year 1	Year 2	Year 3	Year 4	Year 5
Criminal Justice AAS	14	16	20	27	32

Projected Graduates (Online)	Year 1	Year 2	Year 3	Year 4	Year 5
Criminal Justice AAS	0	1	2	2	4

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.**

Many of the community college's throughout the state of Maryland offer an AAS degree program in Criminal Justice. To our knowledge this would be the first fully online AAS degree in Criminal Justice offered in the state. All of the programs identified below offer a variety of foundational criminal justice coursework to include: Introduction to Criminal Justice/ Administration of Justice, Criminal Law, Criminal Investigations, Criminal Evidence, Introduction to Law Enforcement and/ or Corrections, Police and/ or Correctional Administration or Management, and internship/ fieldwork experiences. (See below program examples)

Example # 1 – Prince George's Community College

- Associates of Applied Science in Criminal Justice
- http://www.pgcc.edu/Programs_and_Courses/Program_Detail.aspx?programID=6442462384

Example # 2 – The Community College of Baltimore County

- Associates of Applied Science in Criminal Justice
- http://catalog.ccbcmd.edu/preview_program.php?catoid=20&poid=9245&returnto=1183

Example # 3 – Wor-Wic Community College

- Associates of Applied Science in Criminal Justice
- http://www.worwic.edu/Media/Documents/Catalog/Programs/Criminal%20Justice%20Program.pdf

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

The Montgomery College Criminal Justice Program exposes students to specialized career courses in addition to a strong foundation in general education coursework that is instrumental to a successful career in any criminal justice related occupation. The program is designed for students seeking to enter the job force upon graduation as well as those planning to transfer to a bachelor's degree program. Although many state and local law enforcement agencies still list a high school diploma/ GED as the minimum educational requirements for employment most agencies are actively seeking college level coursework and/ or military experience.

Montgomery College currently offers both traditional classroom and online learning to give students the flexibility to learn in an environment that best suits their personal needs. The addition of a fully online AAS degree will allow Montgomery College to serve a greater portion of the community with educational interest in criminal justice. This online degree program offers students otherwise unable to attend face-to-face classes an additional platform for seeking educational achievement.

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 will be no impact at the HBIs.

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

   - There will be no impact at the HBIs.

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

Alignment with COMAR 13.B.03.22

Evidence of the "Principles of Good Practice"

3a) The courses in the online degree will be taught by the same faculty who teach existing courses in a face-to-face environment. The course outcomes are identical and have been approved by the faculty-led Curriculum Committee.

Interaction in the online courses is provided through the Learning Management System discussion board or synchronous chat sessions. Faculty build these interactions into the course with the guidance of instructional designers.

3b) Montgomery College seeks to provide students with opportunities to change their lives. Delivery of online education is consistent with the College's mission and vision. The College aims to be agile in its educational delivery to provide students with experiences that will benefit them upon graduation and transfer. Instructional designers and faculty work together to determine what technology is appropriate to meet program or course objectives.

3c) Faculty are provided training by instructional designers in the Office of E-Learning, Innovation and Teaching Excellence. This extensive training focuses on the appropriate use of Blackboard, the College's Learning Management System, and the pedagogy of teaching online. Faculty begin building their course under the guidance of the instructional designers and based on the standards identified in the Quality Matters rubric.

Once the course is developed and is being taught, faculty can continue to utilize the experiences and knowledge of the instructional designers.

3d) Students taking online courses at Montgomery College have access to the College's electronic library resources upon course registration. Course material is posted within the password-protected LMS.

3e) All course and degree requirements are available to students online. This information is updated as needed since it is time-sensitive. Student services information is also posted online, including financial aid resources and tuition information.

Students have access to 24/7 online tutoring through a third-party vendor, and they can request access to a counselor through email. The Montgomery College Distance Education web site has a section dedicated to the students. This site has all the information students would need to know prior to taking online courses at MC, including pre-assessment test to determine if students are ready for taking online courses

3f) Course evaluations are done on a course-by-course basis, and faculty evaluations are carried out according to the terms of the union contract. Each Montgomery College professor who would like to teach an online or blended course needs complete a specialized online education course to be qualified to teach. This course focuses on providing faculty with the technical and pedagogical skills to aid student success.

Montgomery College is dedicated to providing ongoing financial and technical support this program and other distance education offerings. Enrollments continue to grow, and MC sees this delivery method as a viable option in efforts to increase student completion.

3g) Montgomery College's Office of Institutional Effectiveness works with academic disciplines on the assessment of student learning outcomes, through the Collegewide Assessment Team. The Office of Institutional Research provides information about program retention, and the budget office provides data regarding the cost of education

In addition, staff members are involved in various professional development activities aimed at bring best practices to the online education training at MC.

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

Name	Terminal Degree Title and Field	Academic title/Rank	Appointment/Status – full-time, etc.	Courses
Deborah Grubb	M.S. in Criminal Justice	Assistant Professor	Full-time	CCJS 110, CCJS 201, CCJS 244
J. Sean Fay	J.D. – Law & M.A. Criminology & Criminal Justice	Professor	Full-time	CCJS 110, CCJS 221, CCJS 222, CCJS 246
Vicky Dorworth	Ed.D in Education with a cognate in Criminal Justice & M.S. in Criminal Justice	Professor	Full-time	CCJS 110, CCJS 242

Kevin Stone	M.A. in Criminal Justice	Professor	Full-time	CCJS 110, CCJS 201, CCJS 211, CCJS 216, CCJS 242
David Celeste	M.A. Criminal Justice	Adjunct faculty	Part-time	CCJS 110, CCJS 215
Marc Erme	M.S. Security Management	Adjunct faculty	Part-time	CCJS 110, CCJS 201
Kathleen Kibler	J.D. – Law	Adjunct faculty	Part-time	CCJS 110
Daniel Barnette	J.D. – Law	Adjunct faculty	Part-time	CCJS 110, CCJS 221
Alan Drew	J.D. – Law	Adjunct faculty	Part-time	CCJS 110, CCJS 221
Kristine Calcara	MFS – Forensic Sciences	Adjunct faculty	Part-time	CCJS 232
Christopher Vance	M.S. in Management – Police Executive Leadership Program	Adjunct faculty	Part-time	CCJS 110
Terrence Pierce	M.S. in Public Safety Management	Adjunct faculty	Part-time	CCJS 110

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

The various library resources are adequate as the College is currently offering these courses. Further, Montgomery College does offer Inter-Library Loan, where the College can borrow books and journal articles from other colleges across the country on behalf of our students and faculty. Students taking online courses at Montgomery College have access to the College's electronic library resources upon course registration.

(Please note: The president's cover letter for this proposal includes the appropriate supportive statement.)

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

> (Please note: The president's cover letter for this proposal includes the appropriate
> supportive statement.)

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.

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.

FINANCE DATA

Finance data for the first five years of program implementation should be entered in Table 1 – Resources and Table 2 – Expenditures. Figures should be presented for five years and then totaled by category for each year. As an attachment, narrative explanation should accompany each table. Below is the format for both tables as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: Resources

1. **Reallocated Funds**

   - N/A

2. **Tuition and Fee Revenue**

   - Please see Table 1.

3. **Grants and Contracts**

   - No grants or external funding is needed to implement this program.

4. **Other Sources**

   - No additional funds are needed to implement this program.

5. **Total Year**

   - Please see Table 1.

TABLE 1: RESOURCES Online Program					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	45,551	78,913	97,958	128,760	169,606
a. Number of F/T students	7	11	14	17	20
b. Annual Tuition/ Fee Rate	3,893	3,979	4,0090	4,176	4,286
c. Total F/T Revenue (a x b)	27,251	43,769	57,260	70,992	85,720
d. Number of P/T Students	10	16	21	29	41
e. Credit Hr. Rate	6	6	6	6	6
f. Annual Credit Hrs. tuition fee per hour	305	314	323	332	341
g. Total P/T Revenue (d x e x f)	18,300	30,144	40,698	57,768	83,886
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	45,551	78,913	97,958	128,760	169,606

TABLE 2: EXPENDITURES

1. **Faculty (# FTE, Salary, and Benefits):**

    - No additional faculty members are needed to implement this program.

Name	Percentage of time dedicated to online teaching
Deborah Grubb	20-30% of full-time course load will be dedicated to online teaching
J. Sean Fay	20-30% of full-time course load will be dedicated to online teaching
Vicky Dorworth	50% of full-time course load will be dedicated to online teaching
Kevin Stone	20% of full-time course load will be dedicated to online teaching
David Celeste	1-2 courses per academic year will be dedicated to online teaching

2. **Administrative Staff (# FTE, Salary, and Benefits):**

    - No additional administrative staff is needed.

3. **Support Staff (# FTE, Salary, and Benefits):**

    - No additional support staff is needed.

4. **Equipment:**

    - No additional equipment is needed to implement this program.

5. **Library:**

    - There are no additional library sources currently needed to implement this program.

6. **New and/or Renovated Space:**

    - No additional facility space will be required to implement this program.

7. **Other Expenses:**

    - There are no additional expenses needed to implement this program.

8. **Total Year:** Please see Table 2.

Expenditure Category	Year 1	Year 2	Year 3	Year 4	Year 5
TABLE 2 – EXPENDITURES **Online Program**					
1. Faculty (b + c below)	130,000	130,000	130,000	150,000	150,000
a. # FTE	1.3	1.3	1.3	1.5	1.5
b. Total Salary	104,000	104,000	104,000	120,000	120,000
c. Total Benefits	26,000	26,000	26,000	30,000	30,000
2. Admin. Staff (b + c below)	13,000	13,000	13,000	13,000	13,000
a. # FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	10,000	10,000	10,000	10,000	10,000
c. Total Benefits	3,000	3,000	3,000	3,000	3,000
3. Support Staff (b + c below)	5,200	5,200	5,200	5,200	5,200
a. # FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	4,000	4,000	4,000	4,000	4,000
c. Total Benefits	1,200	1,200	1,200	1,200	1,200
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
8. TOTAL (Add 1 – 7)	148,200,	148,200	148,200	168,200	168,200

Note: All the courses are currently budgeted for as well as a budget is already in place for faculty, staff and administrators currently involved in the offering of the courses in this program. Montgomery College does not budget by program. The budget is created on the historical cost of education based on sections offered and class enrollments. Expenses are budgeted by discipline and the average cost is between our high enrollment classes (and high revenue) and our lower enrollment courses. The onsite criminal justice program generates higher revenue as well to supplement the online program. (See Table 1 below.)

TABLE 1: RESOURCES Onsite Program					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	884,988	930,427	970,816	1,026,590	1,044,000
a. Number of F/T students	234	239	244	251	250
b. Annual Tuition/ Fee Rate	3,782	3,893	3,9779	4,099	4,176
c. Total F/T Revenue (a x b)	884,988	930,427	970,816	1,026,590	1,044,000
d. Number of P/T Students	367	375	381	385	382
e. Credit Hr. Rate	6	6	6	6	6
f. Annual Credit Hrs. tuition fee per hour	305	314	323	332	341
g. Total P/T Revenue (d x e x f)	671,610	706,500	738,378	766,920	781,572
3. Grants, Contracts & Other External Sources					
4. Other Sources					
TOTAL (Add 1 – 4)	1,556,598	1,636,927	1,709,194	`1,7793,510	1,825,572

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

Montgomery College (MC) assesses and reviews programs on a regular cycle. The program assessment process is facilitated by the College's Collegewide Assessment Team (CAT) and follows a cyclical 5-year schedule involving assessment planning, data collection, results review, program action plan development and implementation, re-assessment and data collection. The cyclic loop is closed by using the assessments results to improve teaching and learning experiences. All courses and programs at Montgomery College have clearly stated learning outcomes. The program learning outcomes are aligned with and are supported by the student learning outcomes of the individual courses that form a degree's curriculum. Program assessment tools vary.

For the Criminal Justice AAS degree, the assessment protocol is detailed below.

Two main assessment tools for the Criminal Justice Degree are assessments/ projects from the following two courses.

1. CCJS 221 Criminal Law

All students in the Criminal Justice AAS degree program are required to take CCJS 221 Criminal Law as part of their academic experience. This course provides students the opportunity to learn and apply some of the key concepts related to the legislative enactment of law as well as the application of substantive and procedural laws by criminal justice practitioners (police, prosecutors, and judges). The faculty members teaching this course have developed a common final exam to assess whether students completing the course are grasping the key legal concepts. This assessment will help faculty to determine whether faculty are uniformly covering the curriculum in sufficient detail and identify potential content areas that may need to be reviewed with students in greater detail. Our goal is that this assessment process will help us to improve course content and student success rates.

2. CCJS 244 Contemporary Issues

All students in the Criminal Justice AAS degree program are required to take CCJS 244 Contemporary Issues as part of their academic experience. This course provides students with the ability to identify and critically analyze issues in the practice of law enforcement, administration of justice, courts, and corrections. The faculty members teaching this course have designed a research paper writing assignment to assess multiple academic and program related skills to include: the ability to conduct and evaluate research, display college level writing skills, critically analyze and debate ethical issues related to the criminal justice system, explain the relationship between politics, economics and criminal justice practices and policies, and identify viable alternatives to current practices. The 8-10 page paper acts as a capstone assignment allowing students to utilize the fundamental knowledge of the criminal justice system that they have obtained throughout their lower level criminal justice

courses. The assignment and data collection process will help faculty to evaluate the competency level of students completing the course and identify areas for potential remedial or curriculum reinforcement.

These two assessments/ projects assess all of outcomes in the program, which are listed below.

#	Upon completion of this program a student will be able to:
1	Demonstrate an understanding of the criminal law and the criminal justice process (police, courts, and corrections).
2	Explain the function and role of various criminal justice practitioners in the operation of an ethical and professional system of justice that exists within a diverse society.
3	Analyze the history, functions, policies, and procedures used in each subsystem of justice and creatively offer alternatives to current practices.
4	Explain the impact of political and economic considerations as it relates to criminal justice theory, research, practice, and policy.

In addition to program assessment, Montgomery College's programs are reviewed as part of our Academic Area Review Process, a part of our comprehensive College wide Area Review. All academic areas along with their related degrees and courses are reviewed according to a five-year cycle. The review process includes an opportunity to examine and evaluate academic areas using multiple measures by reviewing student learning, student persistence and completion, instruction, course content and goals, sequence of courses, support services, resources, and facilities. Yearly status updates of the individual unit recommendations are required.

Augmenting program assessment and review, is the assessment of student learning outcomes for our general education courses. This assessment process is guided by the following key principles: faulty driven, course embedded, meaningful assessment, sustainable, and consistent, reliable results.

The general education course assessment plan process (cyclic plan) is designed to ensure that students are given repeated and appropriate opportunities to practice and master Montgomery College's General Education competencies and areas of proficiency and that student performance data is used to improve instruction general education courses. The competencies include technological competency, critical analysis and reasoning, written and oral communication, information literacy, scientific and quantitative reasoning. The process involves a 5-year cycle including data collection, data review, implementation of an action plan, additional data collection, review data and update action plan, review again and update course

assessment plan. The General Education Course Review provides useful information for ongoing data analysis and process improvement

In addition to program and courses, MC's faculty undergoes an extensive and comprehensive evaluation process. This process includes student evaluations, a self-evaluation, a peer review, and classroom observations, (for evidence of planning, quality and variation of implementation of instruction, classroom management and climate, and mastery of subject matter) a department chair review, and a dean summary evaluation. The evaluation schedule varies from 1 year to every 5 years depending on faculty appointment type. Evaluations determine whether faculty members are demonstrating high quality performance in the teaching assignment, availability to students, and professional growth in their teaching area, meeting special objectives from preceding evaluations and demonstrating substantial progress in service to their campus, College, and / or community. The purpose of performance reviews are to promote the highest teaching techniques, knowledge of subject matter, encourage the highest quality performance by faculty, encourage professional growth and development of faculty, assess strengths and weaknesses in faculty performance, and assess service to the College community.

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.

Montgomery College's mission seeks to empower our students and enrich the community by providing quality education to enrich the lives of our students. The College holds itself accountable for the results achieved. Unfortunately, data indicate that our African American and Latino students achieve at a lower completion rate than their peers do. There is clear evidence of an achievement gap between African American and Latino students and the whole of the student population. To ensure minority student success, Montgomery College has developed a number of initiatives to closing the achievement gap. Montgomery College has also recently partnered with the Achieving the Dream program to increase student completion rates especially amongst disadvantaged student population. Providing an online criminal justice degree is one more way that Montgomery College can contribute to closing the achievement gap and ensure access to higher education for minority students.

The initiatives created by Montgomery College clearly address the current literature on closing the achievement gap and they support the Montgomery College 2020 strategic plan (MC2020).

In order to target and inform minorities about our program, promotional materials directed toward diverse, multi-ethnic students, and female students will be developed for distribution in the Montgomery county area. These materials are intended to increase the recruitment of multi-ethnic and female students' interest in the Criminal Justice program. The recruitment of women as a represented minority in criminal justice professions is also consistent with our mandates under the annual Perkins Grant initiative.

Additionally, providing students with guest lecture presentations, internships, and the expansion of our partnerships with federal, state and local criminal justice agencies will provide the students with the exposure necessary for a successful career in criminal justice.

In summary, the Criminal Justice degree program is committed to serving Montgomery College's diverse student body by: (1) Reaching out and encouraging participation through new, engaging promotional materials, (2) providing opportunities for career/ job placement exposure, and (3) providing solid, skills-based curriculum designed for student success, retention and completion.

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.

- N/A