

**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. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Frederick Community College
Institution Submitting Proposal

June 3, 2017
Projected Implementation Date

Associate of Arts
Award to be Offered

Social Sciences
Title of Proposed Program

Suggested HEGIS Code

Suggested CIP Code

Social Sciences
Department of Proposed Program

Dr. Michael Powell
Name of Department Head

Dr. Tony Hawkins
Contact Name

thawkins@frederick.edu
Contact E-Mail Address

301-846-2491
Contact Phone Number

Elyabeth Burmaster 11/16/16 President/Chief Executive Approval
Signature and Date

11/16/16 Date Endorsed/Approved by Governing Board
Date

NEW PROGRAM GUIDELINES

An institution submits a proposal using guidelines in accordance with State regulations. See COMAR Title 13B.02.03 (PDF) for the full set of regulations. Proposals for new programs should be submitted electronically to acadprop@mhec.state.md.us.

New Academic Programs, Degrees and Stand-Alone Certificate Programs

A complete proposal shall include a cover letter from the chief academic officer addressed to the Secretary of Higher Education requesting approval of the new program, a [Proposal Cover Sheet\(pdf\)](#) with all required signatures, and should address all of the following areas:

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.

The proposed Associate of Arts in Social Sciences provides students with the opportunity to acquire knowledge about individuals and groups in the contexts of time and place. The degree is designed for students who plan to go on to a four-year school. Some students will choose an approved Area of Concentration in Criminal Justice, Education, History, Human Services – Social Work, Human Services – Addictions, Psychology, and Sociology; others will explore the Social Sciences more generally.

According to the research of Complete College America, Associate degree students graduate with an average of 80 credits rather than the required 60. When colleges provide students with the knowledge and tools to declare a major sooner in their career, students take fewer unnecessary credits.

For that reason, we propose the development of the Associate of Arts in Social Sciences that will allow students who might otherwise have declared a General Studies major to focus their coursework in Behavioral and Social Science disciplines during their first semester on campus. The AA Social Sciences curriculum has a narrower focus than that of General Studies, requiring students to earn a minimum of nineteen credits in Behavioral and Social Science disciplines addition to the 6 credits already in the General Education CORE curriculum. Students who wish to major in approved Areas of Concentration (Criminal Justice, Education, History, Human Services – Addictions, Human Services – Social Work, Psychology, Sociology) will follow the curriculum outlined by those specific Areas; students who do not choose an approved Area of Concentration will explore Behavioral and Social Science fields with the goal of narrowing their focus, or work with an advisor to transfer in Behavioral and Social Science fields outside of approved Areas of Concentration.

At FCC, General Studies has traditionally been major with the largest number of students, and while there will always be a population of students for whom that degree is appropriate, the college will begin encouraging students to declare a "meta" or "umbrella" major in a more specific content area. This initiative will be supported by faculty advising and degree-focused co-curricular events and transfer advising.

Areas of Concentration (all 60 credits)

Criminal Justice - Introduces students to the highly specialized and sophisticated area of criminal justice by acquainting students with the principles underlying technical skills and procedures, administration and operation of criminal justice organizations and psychological and sociological origins of human behavior. Curriculum in Appendix B.

Education - Designed for students who plan to transfer to a four-year institution outside of the state of Maryland to obtain a baccalaureate degree and earn state teacher certification, or for students whose desired teaching discipline is not reflected in existing AAT programs. Curriculum in Appendix C.

History - Designed to prepare students to transfer to four-year institutions. This option provides the opportunity to acquire knowledge about how people have interacted within societies and between societies in relation to a multitude of disciplinary areas. Curriculum in Appendix D.

Human Services – Introduces the students to a broad range of social and rehabilitation services and human development concepts designed to deal with the problems of specific populations, including the elderly, children and persons with mental or physical handicaps or problems with addiction. Upon completion of the Human Services option, the student will be aware of the demands of the human service field. After completing the first year of academic work, the student has the option to follow one of the following academic paths: addictions or social work transfer. Curriculum in Appendix E.

Psychology - Designed to provide students the opportunity to continue their education beyond the community college. Characteristic of this option is the acquiring of knowledge and skills related to working with individuals in providing for their emotional and psychological needs. Curriculum in Appendix F.

Sociology - Designed to give students the opportunity to transfer to a four-year institution. Students acquire knowledge and skills necessary to work with people in a changing society. Curriculum in Appendix G.

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

This proposed program directly supports the mission of Frederick Community College by helping students to meet their transfer goals. The program is designed to reduce the time-to-degree for students who typically select the General Studies major by enabling students who are interested in the Behavioral and Social Sciences (but perhaps not sure which specific discipline) to start on a more focused curricular pathway their first semester on campus. This program is also designed to support students whose desired Social Science transfer major is not directly represented by one of FCC's approved Areas of Concentration. Learning support activities will be designed specifically for AA Social Science majors and will include major exploration, co-curricular events, and advising. These initiatives align with the following FCC 2020 Strategic Goals: 1) Enhance student persistence, success, and completion through collaborative and effective support systems; 2) Increase access, affordability, and student goal completion, and 3) Promote excellence in the design, delivery, and support of student learning.

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.

A list of courses in the new program is below; no courses are new. Course descriptions for FCC courses can be found in Appendix A.

- Students must complete their credit English and Mathematics within the first 24 credits.
- One general education course must meet the cultural competence graduation requirement (list page 43).
- CORE: The General Education CORE (page 42) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- Students must take a minimum of nine credits at the 200-level.

Course	Credits
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (Gen Ed course list)	3/4
Social & Behavioral Sciences	
Two courses selected from different disciplines (Gen Ed course list)	6
Arts, Humanities, and Communications	
Humanities (recommend PH 205 Ethics)	3
Arts Gen Ed	3
Communications Gen Ed	3
Biological & Physical Sciences	

Two courses, one of which must be a lab science (Gen Ed course list) 7/8
General Education Elective3

PE/Wellness1/3

Electives 28

Take a minimum of 15 credits of Social Science electives from the disciplines below. A minimum of six credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

AN	Anthropology	HI	History
CJ	Criminal Justice	HS	Human Services
EC	Economics	PI	Government & Politics
ED	Education	PS	Psychology
GG	Geography	SO	Sociology

- Students majoring in an Area of Concentration will follow the curriculum of their major (Criminal Justice – Appendix B; Education – Appendix C; History – Appendix D; Human Services – Appendix E; Psychology – Appendix F; Sociology – Appendix G).
- Students majoring in the Associate of Arts in Social Science without an Area of Concentration should follow the curriculum outlined above.

TOTAL CREDITS 60

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

1. Students will demonstrate understanding of major findings and ideas in Anthropology, Criminal Justice, Economics, Education, Geography, History, Human Services, Political Science, Psychology, or Sociology.
2. Students will effectively communicate the potential a Social Science discipline has for contributing to the growth and development of human culture through ancillary material (written, oral, visual, and/or all there modes combined).
3. Students will demonstrate critical reading and analytical skills.
4. Students will be prepared to enter transfer institutions in Social Science fields.

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

General Education requirements will be met in the General Education CORE, which is outlined above. The CORE meets the standards established by the Maryland legislature including EN 101, 3 credits of Math, 6 Social and Behavioral Science credits, 7-8 Science credits, 9 Arts, Humanities and Communications credits, and 3 General Education Elective credits.

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:

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:
 - The need for the advancement and evolution of knowledge;
 - Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;

This new program directly supports the mission of Frederick Community College by helping students to meet their transfer goals. The AA Social Science will reflect the advancement and evolution of knowledge in that it will enable students to prepare to transfer in Social Science degree programs that may change in response to the job market, societal needs, technology, or other factors. Examples of programs at UMBC and College Park to which students might transfer with a Social Science degree include, but are not limited to: American Studies, Ancient Studies, Criminology & Criminal Justice, Economics, Education, Environmental Science and Policy, Gender & Women's Studies, Geography & Environmental Systems, Gerontology, Health Administration and Policy, History, International Relations, Political Science, Psychology, Public Policy, Sociology & Anthropology.

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

Accountability: The proposed degree program will make it less likely that a student takes a course simply to fulfill the requirements of the community college, and more likely that a student takes a course because it will transfer to a baccalaureate institution.

Flexibility: The proposed degree program will enable students to prepare to transfer in Social Science degree programs that may change in response to the job market, societal needs, technology, or other factors. Examples of programs at UMBC and College Park to which students might transfer with a Social Science degree include, but are not limited to: American Studies, Ancient Studies, Criminology & Criminal Justice, Economics, Education, Environmental Science and Policy, Gender & Women's Studies, Geography & Environmental Systems, Gerontology, Health Administration and Policy, History, International Relations, Political Science, Psychology, Public Policy, Sociology & Anthropology.

Access: The proposed degree program will help account for the particular needs of first-generation and first-time college students by allowing them the opportunity to earn a degree in the Social Sciences as they explore the varying disciplines to narrow a transfer focus. Targeted advising, including expanded opportunities for students to explore new disciplines, will allow students without exposure to career opportunities to more clearly understand their options.

Diversity: The proposed degree will provide students the opportunity to transfer to disciplines outside of the primarily Western-focused study offered at the community college level.

Time-to-degree: The proposed degree will reduce time-to-degree for students who may have typically chosen an open-ended General Studies degree by helping them to choose a discipline for transfer earlier during their time at the college.

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.
2. Provide justification for the proposed program.

In Frederick County, FCC is the only public institution and the only community college that would offer such a degree. In the state, the Community College of Baltimore County currently offers programs that are similar but with a different focus; their degree are titled "Social and Behavioral Science" and "Humanities and Social Sciences." Because the programs differ in discipline content from the FCC AA Social Science, they are difficult to compare side-by-side and no significant concern for duplication exists, as the programs (due to geography) are unlikely to compete for the same students.

F. Relevance to Historically Black Institutions (HBIs)

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

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

It is not anticipated that this program will have an impact on HBIs.

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.

Faculty in the Social Science Department all have significant professional and instructional experience. In disciplines with an approved Area of Concentration, there is a full-time faculty member who provides advising, curricular leadership, and program management functions. From semester to semester the exact courses each faculty member teaches may change; in addition a pool of adjunct faculty supplement teaching in many of these areas.

Angleberger, Barbara	MA	Assistant Professor	Psychology	Full-time
Bigham, Sarah	Ph.D.	Assistant Professor	Education	Full-time
Botkin, Marshall	Ph.D.	Professor	Sociology	Full-time
Bowers, Natalie	MA	Assistant Professor	Human Services	Full-time
Parker, Corwin	MA	Assistant Professor	Geography	Full-time
Powell, Michael	J.D., Ph.D.	Professor	History	Full-time
Rolle Mary	MA	Assistant Professor	Criminal Justice	Full-time
Sheldon, John	D.E.	Professor	Psychology	Full-time
Schultz, Jill	Ph.D.	Professor	Sociology	Full-time
Spilker, Christine	MA	Assistant Professor	Education	Full-time
Thompson, Bruce	Ph.D.	Professor	History	Full-time
Welch, Delaine	MA	Assistant Professor	Early Childhood Education	Full-time

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.

No new library holdings will need to be purchased for this program. Currently library loan mechanisms and electronic data retrieval methods can be utilized. The library exceeds state and national standards for community, junior, and technical college learning resource programs. There is a librarian who may be contacted for bibliographical searches and for the purchase of discipline-specific materials.

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.

Classrooms, facilities, and laboratories on campus currently support General Education and Social Science courses for the proposed program and no additional facilities are needed.

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.

Financial Data Narrative

Resources

Reallocated Funds – No college funds are being reallocated for this program.

Tuition/Fee Revenue – Current tuition/fee revenue from General Studies enrollment will be impacted as these students move from General Studies to the AA Social Science degree. There will not be an increase overall in revenue but a redistribution of current tuition/fee revenue between the AA General Studies and the AA Social Science degrees. The redistribution is a general approximation of a 25% shift in students moving from General Studies to the AA Social Science. During FY 2016, 3,835 students were listed as a general studies majors (Full-time=1716 (45%), Part-time=2119 (55%).

Tuition and fee revenue is based upon the in-county combined tuition/fee rate of \$193 per credit hour for part-time students and an annual tuition/fee rate of \$3,568 for full-time students with an annual average increase of 2.6% for both part-time and full-time students. Full-time students are taking, on average, 12 credits per semester and part-time students are taking, on average, 6 credits per semester. Enrollment projections are based on current enrollment figures for the 2016 academic year with a projected 20% increase each year in full-time enrollment and 25% increase in part-time enrollment.

Grants, Contracts, and Other External Resources – none

Expenditures

Faculty – No additional faculty will be needed.

Administrative staff – No additional staff will be needed.

Support staff – No additional support staff will be needed.

Equipment – No additional equipment will be needed.

Library – No additional Library costs will be needed.

New or revised space – No new or revised space will be needed.

Other Expenses – No additional expenses are needed.

Finances

There will be no impact on college finances as a result of this new degree; existing college resources will be sufficient as there will be no new expenditures.

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.

The AVP/Dean of Arts and Sciences, assisted by the chair of Social Sciences, will oversee the AA Social Sciences, including an extensive, formal program review that will take place every five years. The primary purpose of the periodic comprehensive academic program review is for faculty to self-reflect upon, evaluate, and improve the education provided by their program. The review process provides a framework within which to make program improvements and also provides an opportunity for programs to showcase successes.

The Dean evaluates full-time faculty annually in the form of a written performance appraisal. Part-time faculty teaching is observed by department chairs regularly (more often when they are new or teaching a new course), and student evaluation of faculty happens in every course, every semester.

Student Learning Outcomes assessment is a faculty-driven process the logistics of which are guided by the Office of Planning, Assessment, and Institutional Research. Program student learning outcomes are assessed as part of the five-year program review. Academic departments choose a high-enrollment course to undergo a rigorous assessment for a three-year cycle.

The College has a clearly defined leadership structure designed to maximize faculty's support. The Assessment Coordinator assists with outcomes assessment projects, meets with faculty, processes data, and authors concise analysis reports. The Executive Director of Assessment and Research, AVP of Arts and Sciences, and the Vice President of Learning provide departmental guidance and oversight of assessment projects. The Outcomes Assessment Council (consisting of ten full-time faculty, A&R, AVP of Arts and Sciences, and AVP of Teaching and Learning) meet monthly to discuss project status and results.

A Spring 2016 site visit by the Middle States Commission on Higher Education found the college to be in compliance with all Middle States Standards around evaluation of courses, faculty, and student learning outcomes.

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.

Frederick Community College has long been committed to the recruitment and retention of minority students and will expand its services and policies to include this program. Data on minority enrollment in the Education AOC will be monitored by the Dean of Arts and Sciences to see how underrepresented minority enrollment reflects the college-wide average (33% in Spring 2016). In July 2014, the population of non-white persons in Frederick County was 17.2%. The percentage of underrepresented minority students at FCC has increased 19% over the past five years.

Recent college recruitment and retention efforts, which will also apply for the English Area of Concentration, include the following:

- Streamlining the student intake and matriculation process to be more efficient, student-centered, and multi-layered. The First Year Experience Program consists of four components connecting pre-recruiting efforts to academic advising, and academic advising to retention endeavors. This is an intentional effort to ensure that first-generation students have a relatively barrier-free experience as they transition from high school to college.
- Continuing to provide academic, social, and cultural support for diverse students to close the achievement gap. The Multicultural Student Services Partnership to Achieving Student Success (PASS) program, a year-long comprehensive program designed for students of color, of low-income households, and those who are at-risk academically, facilitates the matriculation and continued transition of students to FCC through workshops and peer mentoring. This program received positive attention from Maryland Higher Education Commission and was rewarded a grant for four consecutive years. Furthermore, the persistence rate of PASS students (79%) is higher than non-PASS students (70%) and minority students (72%).

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.

Currently there are no low-productivity programs at Frederick Community College which can be redirected.

