



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Allegany College of Maryland
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Each action below requires a separate proposal and cover sheet.

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|---|--|
| <input type="radio"/> New Academic Program
<input type="radio"/> New Area of Concentration
<input type="radio"/> New Degree Level Approval
<input type="radio"/> New Stand-Alone Certificate
<input type="radio"/> Off Campus Program | <input checked="" type="radio"/> Substantial Change to a Degree Program
<input type="radio"/> Substantial Change to an Area of Concentration
<input type="radio"/> Substantial Change to a Certificate Program
<input type="radio"/> Cooperative Degree Program
<input type="radio"/> Offer Program at Regional Higher Education Center |
|---|--|

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Payment Amount: \$250.00	Date Submitted: 3/12/19
Department Proposing Program	Human Service		
Degree Level and Degree Type	AAS		
Title of Proposed Program	Human Services Associate (currently 64 credits, requesting increase to 70 credits)		
Total Number of Credits	64		
Suggested Codes	HEGIS: 5216.01	CIP: 51.1502	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019		
Provide Link to Most Recent Academic Catalog	URL: https://allegany.edu/x458.xml		
Preferred Contact for this Proposal	Name: Dr. William R. Rocks		
	Title: Dean, Career Education		
	Phone: (301) 784-5567		
	Email: brocks@allegany.edu		
President/Chief Executive	Type Name: Dr. Cynthia S. Bambara		
	Signature: <i>Cynthia S. Bambara</i> Date: 03/12/2019		
	Date of Approval/Endorsement by Governing Board:		

Revised 12/2018



March 12, 2019

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, Maryland 21201

Dear Dr. Fielder,

This is a consolidated action letter requesting approval for the deletion of two programs, suspension of a program, two program name changes, one proposal for an increase in credit hours for a long-standing associate degree program and three new lower division certificates that have been approved by the faculty and staff of Allegany College of Maryland and the Board of Trustees. The effective date will be Fall Semester, 2019.

Deletion of Office Technologies AAS and LDC 52.0401 (Fee - \$100.00)

Currently the Office Technologies AAS degree and LDC has been suspended for two years with no vision to reactivate or revise the curriculum. Two new associate degree programs were developed and approved by MHEC in 2017 which replaced the two options for Administrative Legal and Administrative Medical Assistant. The program advisory committee suggested that Office Technologies is not the current career degree and recommended that two separate degrees should be offered to meet the needs in the community. During the time of suspension, all students that were in the pipeline to graduate either graduated or switched their curriculum to our new degrees which are Paralegal and Medical Administrative Assistant.

At this time, the college is notifying you in writing of its decision to discontinue the Office Technologies AAS and LDC degree program.

Deletion of Professional Golf Management AOC 52.0904 and LDC 52.0901 (Fee - \$100.00)

Currently the Professional Golf Management LDC has been suspended for two years with no vision to reactivate or revise the curriculum. During the time of suspension, all students that were in the pipeline to graduate either graduated or switched their curriculum to the Hospitality Management AAS degree.

At this time, the college is notifying you in writing of its decision to discontinue the Professional Golf Management LDC and the Professional Golf Management AOC in the Hospitality Management AAS degree program.

Suspension of the Radiologic Technology AAS Program 51.0907 (Fee - \$50.00)

We are requesting the suspension of the Radiologic Tech program for up to three years due to the loss of JRCERT Accreditation. Since graduates from a Radiologic Tech program in Maryland need to be accredited by JRCERT to receive a license, the program will be suspended so the College can develop a timeline to determine if there is a need to reaccredit the program.

Program Title Change Paralegal to Legal Studies AAS and LDC 22.0302 (Fee - \$100.00)

Currently, MHEC has the name of the degree for the Paralegal AAS and LDC programs as Paralegal. The faculty and staff have approved the name change of the AAS and LDC programs to Legal Studies in order to enhance the transferability of the programs. The program requirements for the AAS degree and the LDC has not changed.

Program Title Change Health Promotion AOC to Exercise Science AOC 24.0101 (Fee - \$50.00)

Currently, MHEC has the name of the AS degree (AOC) as Health Promotion and the faculty and staff have approved the name change to Exercise Science (AOC) in order to enhance the transferability of the program. The program requirements for the AS degree has not changed.

Increase in Program Credit Hours for Graduation for Human Service Program 51.1502 (Fee - \$250.00)

The State of Maryland has declared the critical opioid crisis a priority for service and intervention at the local and county level. The Human Service program responds to workforce needs in the helping profession. Currently the opioid crisis in Western Maryland requires that all helping professionals have competencies in addiction treatment and service delivery.

There is increased demand by area employers for associate level degree graduates who are eligible for Maryland State licensing as addictions counselors. In 2013 the Maryland State Licensing Board for Addictions counselors revised their licensing requirements for associate degree addictions counselors. Prior to that time, our curriculum was aligned with these requirements. However, as a result of the State changes we are proposing a revision in our curriculum requirements.

In a separate curriculum proposal, we are creating a Certificate in Addictions. This Program Revision Proposal aligns with the Certificate in Addictions we are proposing to MHEC.

Due to changes in financial aid, students can no longer take electives outside of their Program. By changing our curriculum requirements, we can insure students can have financial aid coverage for coursework that is essential to their career success and which meets workforce demands.

The additional six credits to be added to the Human Service program (currently 64 credits to 70 credits) include two three credit courses which are current courses in the Psychology department:

Psychology 289 – Ethics for the Addictions Counselor and the choice of either
Psychology 286 – Drugs and Human Behavior or
Psychology 287 – Addictions Treatment Delivery

New Lower Division Certificates

Medical Scribe Specialist 51.0801 (Fee - \$250.00)

Medical scribes are being used in all areas of healthcare – physician offices, emergency rooms, and in the hospital settings. Research has shown that when medical scribes are used there is an increase in productivity, patient satisfaction, and revenue since the practitioner is spending more quality time with the patient and is not focused on the computer.

We have been fielding many calls from physician offices in Allegany and Garrett County needing to fill medical scribe positions. Additionally, there are many job postings for medical scribes in the tristate area. Currently, many of these offices are hiring medical assistants and then training them to perform the scribe skills. If our Medical Assistant graduates want to earn the CMS (certified medical scribe) credential, they will only need to take three medical scribe courses to earn this certificate and sit for the CMS national exam. This will earn the graduate a new stackable credential and make them more employable in the workforce.

The employer surveys from our recent graduates have provided feedback from our physician practices that they would like the college to offer courses in Medical Scribe so our Medical Assistants are able to function in multiple roles in the office. In our PAC (Program Advisory Committee) meetings, they have echoed the request from our employer surveys.

Phlebotomy/Laboratory Assistant 51.0802 (Fee - \$250.00)

This program is a drastic revision of a program that has existed at Allegany College for many years. The original program was housed in Continuing Education and was moved to the credit side as a Phlebotomy/EKG Technician program and was offered as a one semester certificate program. The program was never accredited or ever sought accreditation. The program did not include sufficient clinical experience to meet the requirements for clinical laboratory industry recognized accreditation and certification in phlebotomy. This program is currently suspended in order to develop a new version of the program which includes removing the EKG skill training and the addition of skill training in coding and laboratory procedures.

The new proposed program will be under the direction of ACM's Medical Laboratory Technology (MLT) program and will be coordinated in collaboration with the ACM Medical Assistant and Medical Administrative Assistant programs. An innovative and shared program curriculum is being proposed. The proposed program will be a one-year LDC with 31 credit hours.

The MLT program will seek to have this program accredited as an approved Phlebotomy program through NAACLS (National Accreditation Agency for Clinical Laboratory Science). Approval is the analogous term used for accreditation for the NAACLS certificate programs. The key requirement which must be added to

the former ACM phlebotomy program curriculum sequence in order to be accredited through NAACLS is 100 clock hours of clinical training and 100 documented successful collections.

Addictions Certificate 51.1501 (Fee - \$250.00)

Maryland State requirements for licensure as addictions counselors changed in 2013 which has made the Addictions LOR invalid and therefore, this Addictions Certificate will provide ACM students planning to work as addiction counselors with financial aid for the required coursework. Regional employment opportunities for addiction counselors have increased due to the opioid crisis. This certificate addresses the workforce needs of our community and the certification/licensure needs of our graduates.

In conclusion, Allegany College of Maryland is requesting:

1. *Deletion* of the Office Technologies Program AAS and LDC, Professional Golf Management LDC and Professional Golf Management AOC from our Academic Program Inventory,
2. *Suspension* of the Radiologic Technology Program,
3. *Approval* of the name change of our Paralegal AAS and LDC to Legal Studies and Health Promotion (AOC) to Exercise Science (AOC),
4. *Approval* of three LDC – Medical Scribe Specialist, Phlebotomy/ Laboratory Assistant and Addictions Certificate, and the
5. *Approval* of the three LDC's as Health Manpower Shortage programs. **(Fee - \$750.00)**

Attached to this letter is the appropriate paperwork required by MHEC to approve new LDC programs.

Thank you for your continued assistance, and if you have any questions about any of these proposals, please do not hesitate to contact us.

Sincerely,



Dr. Cynthia S. Bambara
President

cc: Dr. Emily A.A. Dow
Dr. Kurt Hoffman, Senior Vice President, Instructional and Student Services
Dr. William R. Rocks, Dean, Career Education

Academic Program Proposals

A. Centrality to Institutional Mission 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 Human Service Program provides students with knowledge that is essential for the helping fields, including the field of addictions. The Human Service Associate curriculum is designed to prepare students with the education, skills, and experience necessary for employment in entry-level human service positions. The Human Service Associate curriculum is accredited by the Council for Standards in Human Service Education, 3337 Duke Street, Alexandria, VA 22314-5219; 571-257-3959. Graduates are employed by community mental health centers; programs for the developmentally disabled; nursing homes and older adult programs; agencies serving women, children, and families; substance abuse programs; and a wide variety of other agencies. The Human Service Associate degree is also the only Allegany College of Maryland curriculum that prepares students for the Maryland State Certification Examination for Addictions Counselors.

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

Institutional Priority One- Student Success and Access

Allegany College of Maryland develops and delivers quality academic offerings, services, and activities that are accessible and achievable to help students achieve their goals.

Strategic Goals 2015-2020 (revised September, 2016)

1. Increase Enrollment
2. Foster a learner-centered culture throughout the college
3. Enhance quality instruction, academic support and student services for all delivery methods.

The Human Service Program will continue to meet Priority One because it will help students prepare to work in the field of addictions in addition to other helping fields. The program will include both didactic and experiential learning which will create a learner centered environment.

Institutional Priority Three: Community

Allegany College of Maryland collaborates with community agencies to enhance student Opportunities, enhance learning, and contribute to workforce development in our area. There is a need in our community for addictions counselors due to the opioid epidemic in Allegany County.

Strategic Goals 2015-2020 (revised September, 2016)

1. Expand educational, governmental, and community partnerships and strengthen educational solutions for local economic and social issues.
2. Support service and civic engagement of students, faculty, and staff.
3. Collaborate with ACM affiliated foundations to enhance community relations, institutional advancement, and student access.

The addition of these courses will provide students in the Human Service Program with the opportunity to obtain two of the addiction specific courses required for certification as an addictions counselor in the State of Maryland and will align with the Addiction Certificate Program. As the opioid epidemic continues to rise in our area, there is a dire need for individual's to work in this field. In addition, we have received continuous feedback from the Human Service Program Advisory Committee that students interested in any helping profession would benefit from education on addiction issues.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.
 - No additional funding will be required. The courses will be taught by existing faculty with addiction certification as adjuncts.
4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program
 - The addition of these courses to the Human Service Program will not require any additional staff or administration.
 - The Dean of Career programs, Instructional Student Affairs Office, Faculty, and Staff are fully in support of adding the additional credits to the Human Service Program to increase the opportunities for students to become employed as addictions counselors.
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.
 - The Human Service Program will follow ACM's program review policy. However, with the opioid epidemic in our area and the need for human service workers/addictions counselors, we strongly believe that the need for graduates who meet the Maryland State Board requirements for addictions certification will continue to increase.

B. 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:
 - a) The need for the advancement and evolution of knowledge:
 - As previously stated, the additional courses for the Human Service Program are being offered to assist students in meeting the academic certification requirements for the Maryland Board of Professional Counselors.
 - The certificate addresses the workforce needs of our community and the certification/licensure needs of our graduates.

- In researching the United States Department of Labor Bureau of Labor Statistics site, Employment of substance abuse, behavioral disorder, and mental health counselors is projected to grow 23 % from 2016 to 2026. The site indicated that this is much faster than the average for all occupations. According to the Bureau, this employment growth is expected as people continue to seek addiction and mental health counseling.
- b) For Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
- Societal Needs: The need for addictions counselors in Allegany County Continues to grow as a result of the opiate epidemic in our county. The Maryland Department of Health and Mental Hygiene reported that during a six-month period (January through June of 2018) in the State of Maryland, there were 1,325 total unintentional intoxication deaths, a 12 percent increase over the same period in 2017. Of these, 1,185 were opioid-related deaths in the state, including 1,038 fentanyl-related deaths. Increases were also reported in fentanyl overdoses and cocaine related deaths. Cocaine related deaths were reported to have increased at 47%. www.prescribchange.org reports that there were 38 addiction related deaths in Allegany County in 2017. Data for 2018 is incomplete at this time.
 - Allegany College of Maryland and its location in rural Maryland serves disadvantaged students. The percentage of students at ACM which receive financial aid is a staggering 87%. These courses will align with requirements for certification by the state of Maryland and prepare graduates with workforce ready skills for immediate employment.
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs:
- None of the historically black institutions in the state of Maryland are located in Western Maryland and this program therefore will not be competing with similar programs in those institutions.
2. Provide evidence that the perceived need is consistent with the: [Maryland State Plan for Postsecondary Education](#)

Success:

Strategy #6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

Student experiences will be enhanced by adding the addiction specific courses to the Human Service Degree program. These additional courses will meet the requirements for students to work in addiction treatment agencies upon graduation.

Innovation:

Strategy #8- Develop new partnerships between colleges and businesses to support workforce development and to improve workforce readiness.

- This addition of the two courses will provide opportunities for students to add Addiction specific courses to their degree program. This will provide additional job opportunities and increase their knowledge when participating in an addictions internship.
- As the opioid crisis continues to impact our community, the demand for Certified Addictions Counselors will continue to increase. The addition of these two courses to the Human Service Degree Program provide opportunities for students who meet the Maryland Board of Professional Counselor requirements to work in an addiction treatment agency.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

The United States Department of Labor Bureau of Labor Statistics site, predicts that the employment of substance abuse, behavioral disorder, and mental health counselors will grow 23 % from 2016 to 2026.

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

With these 2 courses included in the Human Service program, students will meet the requirements for Alcohol and Drug Trainee certification in addiction treatment agencies.

3. 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 United States Department of Labor Bureau of Labor Statistics site, predicts that the employment of substance abuse, behavioral disorder, and mental health counselors will grow 23 % from 2016 to 2026

4. Provide data showing the current and projected supply of prospective graduates.

We have begun to collect data in the past year of those who apply to the Human Service program with an interest in Addictions as well as those who graduate and are employed in addictions within 6 months of graduation. Based on the students enrolled in the Interdisciplinary Studies in Human Sociology (a pre-requisite class for the Human service program), 40% plan on

applying this semester to our Human Service Associate degree and state an interest in becoming an addictions counselor.

In addition, given the demand on local agencies to hire qualified addictions staff and the difficulty finding qualified staff, ACM has significantly increased its marketing in the community to attract students with that career interest to the Human Service Program and that we have seen results.

Currently, addictions services is one of the #1 career area identified by prospective students to the Human Service program.

Local newspaper journalist Brian White reported that Governor Hogan's "budget plan contains about \$248 million for prevention and treatment of drug addiction, about a 20% increase over the amount in the last budget to battle drug addiction." White, B., Gov. Hogan discusses \$46.6B budget plan (2019, January 18). *The Cumberland Times News*, p. 4A).

D. 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.

For over 40 years, The Human Service Program has been providing the educational requirements for students to become mental health professionals as well as addiction counselors. This addition of these courses enhances what we have been doing and provides documentation of completion. The addition of these courses to the Human Service Program at Allegany College of Maryland located in Allegany County would allow students to take courses that would enable them to work in addiction treatment agencies upon graduation.

Garrett Community College located in Garrett County Maryland has recently begun an Associate Degree program in Addictions Counseling. This degree program provides students with the opportunity to take courses required for addiction counselor certification in the State of Maryland. However, one significant difference is that the ACM Human Service Program also prepares graduates for a broad range of other jobs in the helping fields. In our small rural community, it is essential for graduates to have the skills to work in a variety of fields. We believe that this is a unique strength of our program – providing a pathway to a career as an addiction counselor while at the same time building a strong foundation for employment in a wide variety of jobs where addictions skills and knowledge may not be the primary focus but will enhance effectiveness as a worker.

Due to the opioid epidemic, there is a need for both programs and would provide students in both Allegany and Garrett Counties the opportunity to work in this field.

2. Provide justification for the proposed program.
 - Maryland State requirements for licensure as addictions counselors changed in 2013.
 - The addition of these courses to the Human Service Program will provide ACM students planning to work as addiction counselors with financial aid for the required courses.

- Regional employment opportunities for addiction counselors have increased due to the opioid crisis.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.
 - None of the historically black institutions in the state of Maryland are located in Western Maryland and this program therefore will not be competing with similar programs in those institutions.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.
 - None of the historically black institutions in the state of Maryland are located in Western Maryland and this program therefore will not be competing with similar programs in those institutions.

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

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.
 - These additional courses being added to the current Human Service Program are being requested due to the changes made in 2013 by the Maryland Board of Professional Counselors.
 - These courses added to the Human Service Program will provide ACM students planning to work as addiction counselors with financial aid for the required courses.
 - Regional employment opportunities for addiction counselors have increased due to the opioid crisis.
 - Faculty Members: The addiction specific courses that will be added to the HS course requirements will be taught by current ACM faculty members who are licensed in addictions counseling.
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The addition of these courses will provide students with the knowledge and competencies required to work as an addictions counselor in the state of Maryland. In addition, these courses will provide students with the information needed to successfully complete the Alcohol and Drug Certification exam (ADC).

3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program.

- Data is collected at the end of each semester that assesses student learning outcomes in identified courses/content. This information is then provided to the institutions assessment committee when the program is up for review.
- b) document student achievement of learning outcomes in the program
- Documentation follows the guidelines of the Program Assessment Committee.
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

HUMAN SERVICE CURRICULUM SEQUENCE

<u>Current</u>	<u>Proposed</u>
SUMMER OR PREVIOUS SEMESTER	NO CHANGE
Sociology 104 (Interdisciplinary Studies in Human Society) 3 credits	
Total: 3	
FIRST SEMESTER	NO CHANGE
English 101 (Freshman English I) 3 credits	
Human Service 103 (Group Processes) 3 credits	
Human Service 123 (Introduction to Counseling and Interviewing) 3 credits	
Mathematics Elective 3 credits	
Psychology 101 (General Psychology) 3 credits	
Total: 15	
SECOND SEMESTER	NO CHANGE
English 102 or 112 (Freshman English II or Business and Technical Communications) 3 credits	
Human Service 170 (Helping Techniques I) 3 credits	
Human Service 190 (Human Service Practicum I) 4 credits	
Political Science 101 (American National Government) 3 credits	
Speech 101 (Speech Communication) 3 credits	
Total: 16	
THIRD SEMESTER	THIRD SEMESTER
Human Service 201	Human Service 201

(Helping Techniques II) 3 credits
 Human Service 207
 (Human Service Practicum II) 5 credits
 Integrative Health 101 (Mind/Body
 Skills for Health and Healing) 1 credit
 Psychology 205 (Introduction
 to Abnormal Psychology) 3 credits
 Sociology 101
 (Introduction to Sociology) 3 credits
 Total: 15

(Helping Techniques II) 3 credits
 Human Service 207
 (Human Service Practicum II) 5 credits
 Integrative Health 101 (Mind/Body
 Skills for Health and Healing) 1 credit
 Psychology 205 (Introduction
 to Abnormal Psychology) 3 credits
 Sociology 101
 (Introduction to Sociology) 3 credits
Psychology 289
(Ethics for the Addictions Counselor) 3 credits
Total: 18

FOURTH SEMESTER
 Biological Science 116 (Human Biology)
 or Biological Science Elective 3 credits
 Human Service 210
 (Human Service Practicum III) 5 credits
 Physical Activity 1 credit
 Psychology 230 (Introduction
 to Health Psychology) 3 credits
 Sociology Elective 3 credits
 Total: 15
 Total Credit Hours: 64

FOURTH SEMESTER
 Biological Science 116 (Human Biology)
 or Biological Science Elective 3 credits
 Human Service 210
 (Human Service Practicum III) 5 credits
 Physical Activity 1 credit
 Psychology 230 (Introduction
 to Health Psychology) 3 credits
 Sociology Elective 3 credits
Psychology 286 OR 287
(Drugs & Human Behavior OR Addictions
Treatment & Delivery) 3 credits
Total: 18
Total Credit Hours: 70

Program requirements: The requirements for the Human Service Program will be 70 credits and all students would need to complete the courses with a grade of "C" or better.

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

<u>Gen. Ed. Goal</u>	<u>Competency</u>
Personal and Civic Responsibilities	Demonstrate professionalism standards in the classroom and utilize well ness and self- care to insure health and classroom performance
Written and Oral Communication	Practice written documentation of ethical issues and the decision -making process. Maintain confidentiality and demonstrate respect for classmates, professors, and guest speakers
Information Literacy	Apply knowledge gained from lecture, the textbook, and professional resources to problem solve ethical issues.
Critical Analysis and Reasoning	Apply critical thinking skills to class examples and case studies.
Technological Competency	Achieve competency in the use of computers, internet, and the Blackboard system to access course materials and other relevant professional information.

General Education Courses	General Education Area	Credits
Math 102/105 or 109	Math	3
English 101 AND 102 or 112	English	6
Biology 116	Biological Science	3
American National Government- 101	Social Science	3
Phys Ed- 103,145,150,155, or 115	Physical Activity	1
Speech 101	Humanities	3
Psychology 101 AND 205	Social Science	6
Sociology 101 AND Elective	Social Science	6
Interdisciplinary Studies in Human Society (104)	Core Course (prerequisite)	3
Group Process- HS 103	Core Course (major)	3
Interviewing and Counseling- HS 123	Core Course (major)	3
Helping Techniques- HS- 170	Core Course (major)	3
Practicum 1- HS 190	Core Course (major)	4
Helping Techniques II- HS 201	Core Course (major)	3
Practicum II- HS 207	Core Course (major)	5
Practicum III- HS 210	Core Course (major)	5
Intro to Health Psychology- Psych 230	Core Course (major)	3
Integrative Health 101	Core Course (major)	1
Addiction Course Elective– Psych 286 or 287	New Course (major)—Social Science	3
Ethics for the Addiction Counselor – Psych 289	New Course (major)—Social Science	3
Total Credits:		70

- Mathematics 109 is recommended for students planning to transfer to Social Work or Psychology programs at a four-year school.
- English 112 is recommended for career preparation.
- Sociology 203 or Sociology 250 is recommended for students planning to transfer to Social Work programs at four-year schools.

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

- There are not any specialized accreditation or graduate certification requirements for this program and its students.

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

- None

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system,

availability of academic support services and financial aid resources, and costs and payment policies.

- The Human Service Program will provide the students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies through the ACM website and course catalog.
9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.
- The additional courses/HS program will receive advertising through our marketing department, use of information rack cards, faculty attendance at annual open houses and college fairs.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.
- Courses are designed to equate to Frostburg State University classes and are accepted by FSU as part of their Addictions specialization in the Psychology department.
 - In a meeting with department chairs on 4/8/19 from both the FSU Psychology and Social Work programs, it was stated that adding the addiction credits to our existing program would be beneficial to all students in the Human Service program. FSU Department Chairs stated that in all human service fields our graduates will be working with people affected by substance use issues.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. 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 (in this program).

Faculty	Degree/License	Title	FT/PT	Courses
Cherie Snyder	Master of Social Work (MSW)	Human Service and Integrative Health Director Full Professor	Full Time	Human Service: 103, 190, 201, 210 Integrative Health (IH) 101

				Soc. 104
Annette Clark	MS: Human Services/Licensed Alcohol and Drug Counselor (LCADC)	Human Service Clinical Coordinator/ Assistant Professor	Full Time	Human Service 123, 170, 201 Psych 230, 289, 286 Soc. 104
ACM Faculty	Minimum of a Master's Degree		Full or Part Time	Psych 101 and 205
ACM Faculty	Minimum of a Master's Degree		Full or Part Time	Sociology 101 Sociology Elective
ACM Faculty	Minimum of a Master's Degree		Full or Part Time	English 101, 102 or 112
ACM Faculty	Minimum of a Master's Degree		Full or Part Time	Speech 101
ACM Faculty	Minimum of a Master's Degree		Full or Part Time	Physical Activity (1 credit) 103,145, 150, 155, or 115
ACM Faculty	Minimum of a Master's Degree		Full or Part Time	Math 102, 105, or 109
ACM Faculty	Minimum of a Master's Degree		Full or Part Time	American National Government - 101
ACM Faculty	Minimum of a Master's Degree		Full or Part Time	Biology - 116
ACM Faculty	Minimum of a Masters Degree		Full or Part Time	Psych 287

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

- Faculty development includes opportunities to enhance learning through participating in the Teaching and Learning Community which aids faculty in developing learner centered teaching approaches and Teaching/Learning Day. In addition, the college offers flexible learning for students through offering blended and online courses.

b) The learning management system

- Currently students are using Blackboard as their learning management system however, the college is planning to switch to 2DL for more enhanced and interacting student learning.
- c) Evidenced-based best practices for distance education, if distance education is offered
- If the decision is made to offer Distance Education for this course it will meet quality assurance requirements in design, development, and continuous improvement of the online course as required in ACM's *eCourse Policy*.
 - Specialized training is also required for faculty members before a course can be offered online or with blended instruction.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.
 - The implementation of these courses does not require any new resources and the current library offers resources that meet the needs of the program and are consistent with the COMAR regulation. The students have access to both on-site and internet resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. 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.
 - As previously noted, these additional courses do not require any new resources and therefore the current facilities, infrastructure, and instructional equipment are appropriate.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system and Blackboard:
 - The current electronic mailing system and Blackboard will meet the needs of the students.
 - b) A learning management system that provides the necessary technological support for distance education
 - The current electronic mailing system and Blackboard will meet the needs of the students.

- L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)
1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: PROGRAM RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Reallocated Funds	169,020	172,303	175,650	179,045	182,623
Tuition/Fee Revenue (c+g below)	18,841	19,216	19,591	19,982	20,373
a. Number of F/T students	16	16	16	16	16
b. Annual Tuition/Fee Rate	754	769	784	800	816
c. Annual F/T Revenue (a x b)	12,064	12,304	12,544	12,800	13,056
d. Number of P/T students	9	9	9	9	9
e. Credit Hour Rate	251	256	261	266	271
f. Annual Credit Hour	3	3	3	3	3
g. Total P/T Revenue (d x e x f)	6,777	6,912	7,047	7,182	7,317
Grants, Contracts, & Other External Sources	0	0	0	0	0
Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	187,861	191,519	195,241	199,027	202,996

- The above table includes information from the already existing Human Service Program and the 6 additional addiction specific credits. Based on the current Opioid epidemic in Allegany County, we expect to see the number of students in this program increase. The HS program with the addition of the 3 credit Ethics and 3 credits in an addiction specific course will enable students to become employed as addictions counselors upon graduation from Allegany College of Maryland.
2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+C below)	4,890	4,988	5,087	5,188	5,292
a. Number of FTE	0.40	0.40	0.40	0.40	0.40
b. Total Salary	4,530	4,621	4,713	4,807	4,903
c. Total Benefits	360	367	374	381	389
2. Admin. Staff (b + C below)	0	0	0	0	0
a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0

a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
8.TOTAL (Add 1-7)	4,890	4,988	5,087	5,188	5,292

- Number 2 & 3 there are no administrative staff or support staff. These courses will be taught by current faculty.
- Number 4- we will not be purchasing any equipment or supplies for the 6 additional credits.
- The addition of these courses will not require an increase in budget since there will be no additional faculty or equipment needed.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

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

- The Human Service Program will follow our program review policy. However, with the opioid epidemic in our area, we strongly believe that the need for these additional courses in our Human Service program will enhance student employment opportunities upon graduation.
- The use of student success/completion rates, student and instructor feedback will also be used to evaluate the program, faculty, and learning outcomes.

- The coursework for the additional two courses have been designed to meet the requirements mandated by the Maryland Board of Professional Counselors. The Human Service Program continues to design their entire program content to meet the needs of area agencies and employment as a Human Service Worker. Our Program Advisory Board and Field Work site supervisors continue to provide feedback in order to remain up to date on all populations to be served.

Student Learning Outcomes:

- Develop basic knowledge, attitudes, skills, and ethical values needed to work in the field of addictions.
 - Provide the foundation for further education or training in the field of addictions.
 - Prepare graduates to meet the Maryland State requirements for certification as a Certified Supervised Counselor/AD.
2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.
 - The institution will review data collected during their program review process that will determine the educational effectiveness of the program, student learning outcomes, and student/faculty satisfaction.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.
 - This program will not discriminate against students or prospective students for reasons of race, sex, religion, ethnicity, age, disability, or sexual orientation.
 - This program will be open to anyone interested in addictions counseling and meets admission criteria for Allegany College of Maryland.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. 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.
 - Not Applicable

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

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.
 - Not Applicable