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

December 5, 2019

Dear Secretary Fielder,

The Community College of Baltimore County respectfully submits a substantive program modification to the Associate of Applied Science (A.A.S.) degree in Occupational Therapy Assistant. The Community College of Baltimore County has offered the Occupational Therapy Assistant program since 1987. This program has prepared students for “ready” employment in the Baltimore-Washington D.C. region and has provided students with the academic foundation to pursue a Bachelor’s degree. The Occupational Therapy Assistant program has maintained accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE) and is currently accredited through the year 2024. Graduates are eligible to sit for the National Certification Examination for Occupational Therapy Assistants. Upon passing this national certification, examination graduates are known as Certified Occupational Therapy Assistants and are eligible for state licensure and employment. The purpose of this application is to seek approval for substantial modifications to CCBC’s existing Occupational Therapy Assistant program, as necessitated by changes in ACOTE standards.

The Occupational Therapy Assistant program is an allied health career that is a viable option for minority, first-time-college, and educationally disadvantaged students. It is a two-year degree program with starting salaries in the \$55k range. Students often find employment within three months of graduation. A career as an occupational therapy assistant meets a growing need in the healthcare industry for the aging population. Currently, the Bureau of Labor Statistics (BLS) projects a 28% growth for the occupational therapy assistant which is defined as “much faster than average” through 2026.

With submission of this proposal, CCBC seeks approval of substantial modifications in the A.A.S. in Occupational Therapy Assistant. The appropriate fee has been forwarded. Thank you for your consideration of this request. Feel free to contact me with any questions.

Sincerely,

A handwritten signature in blue ink, reading 'Jack McLaughlin'.

Jack McLaughlin
Interim Vice President of Instruction

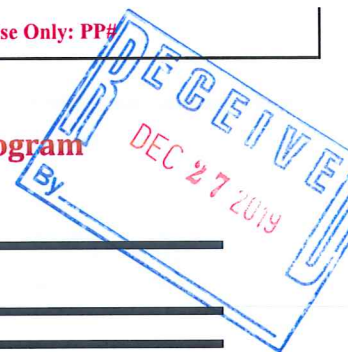
cc: Jennifer Kilbourne
Shawn McNamara
Judy Blum



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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Office Use Only: PP#



Institution Submitting Proposal	Community College of Baltimore County
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Each action below requires a separate proposal and cover sheet.

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

Payment <input checked="" type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input type="radio"/> R*STARS Type: <input checked="" type="radio"/> Check	Payment Amount: \$250	Date Submitted: 12/6/19
Department Proposing Program	Occupational Therapy Assistant		
Degree Level and Degree Type	Associate of Applied Science		
Title of Proposed Program	Occupational Therapy Assistant		
Total Number of Credits	70		
Suggested Codes	HEGIS: 5210.01	CIP: 51.2306	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online)		
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: 2020		
Provide Link to Most Recent Academic Catalog	URL: http://catalog.ccbcmd.edu/preview_program.php?catoid=34&poid=19048&returnto=2772		
Preferred Contact for this Proposal	Name: Jennifer M. Kilbourne, Ph.D.		
	Title: Dean, Curriculum and Assessment		
	Phone: (443) 840-1246		
	Email: jkilbourne@ccbcmd.edu		
President/Chief Executive	Type Name: Sandra Kurtinitis, Ph.D.		
	Signature:		Date: 12/06/2019
	Date of Approval/Endorsement by Governing Board:		12/04/2019

Revised 3/2019

Occupational Therapy Assistant Program at the Community College of Baltimore County Substantial Modification to an Existing Program Proposal

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 domain of occupational therapy focuses on an individual's ability to fully participate in everyday life activities which lead to being a self-sufficient and a contributing member of society. Occupational therapy practitioners work with clients of all ages, to promote meaningful health, well-being, and independence. Occupational therapy practitioners may be employed in hospitals, rehabilitation centers, sub-acute facilities, psychiatric facilities, community based social programs, school systems, home health, outpatient clinics, group homes, sheltered workshops, daycare centers, and hospice. This list is not all-inclusive.

There are two levels to the allied health profession of occupational therapy. The occupational therapist is a graduate of a master's or doctoral level program. The occupational therapy assistant is a graduate of a two year degree program who works under the supervision of the occupational therapist.

The Community College of Baltimore County has offered the Occupational Therapy Assistant program since 1987. This program has prepared students for "ready" employment in the Baltimore Washington D.C. region and has provided students with the academic foundation to pursue a Bachelor's degree. The Occupational Therapy Assistant program has maintained accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE) and is currently accredited through the year 2024. Graduates are eligible to sit for the National Certification Examination for Occupational Therapy Assistants. Upon passing this national certification examination graduates are known as Certified Occupational Therapy Assistants and are eligible for state licensure and employment.

"The Community College of Baltimore County transforms lives by providing accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community."

The Occupational Therapy Assistant program supports the College mission of providing "accessible" and "affordable" education since it is the only Occupational Therapy Assistant program housed in a public institution in the Baltimore-Washington D.C. area. The College's mission of providing "high quality education" is reflected in this program's:

- Uninterrupted accreditation status with ACOTE since 1988
- Average retention rate of 95%
- Two year completion rate of 90%
- Average pass rate of 95.6% for graduates on the National Certification Examination between the years of 2014 and 2018
- Employment of graduates within 3 months of initiating a job search
- Feedback from Employer Surveyed which indicated on a scale of 1-5 that OTA graduates demonstrate job skills and knowledge at "above average" (4.01 on a 5.0 scale).

The purpose of this application is to seek approval for substantial modifications to CCBC's existing Occupational Therapy Assistant program, as necessitated by changes in national ACOTE accreditation standards.

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

CCBC strategic goals:	How OTA Program supports CCBC strategic goals:
Enrollment Stabilization	<ul style="list-style-type: none"> • Advisement of students by faculty, throughout enrollment in program • Orientation at start of program • Q & A sessions for prospective students each semester • Application through CAS • Use of clinical placements for training which often lead to job offers • Work ready skills • 90-100% employment within 3 months of graduation • 90%+ pass rate on National Board examination
Transformational Academics	<ul style="list-style-type: none"> • Instruction provided by current clinicians practicing in regional healthcare facilities • Faculty utilize multiple teaching strategies to reinforce skills in a safe learning environment • Promotion of use of "Tools for Success" and the retention specialist for SHP • Referral to Success Navigators when appropriate
Economic Stabilization	<ul style="list-style-type: none"> • Collaboration with other allied health/nursing programs for use of lab equipment to reduce costs • Participation in bulk order for cost reduction • Advisory board is populated with area industry partners • Over 75 clinical partnerships with area healthcare facilities
Credit/Continuing Education Integration	<ul style="list-style-type: none"> • Offer Continuing Education opportunities for occupational

	<p>therapy practitioners in the Baltimore Washington DC area</p> <ul style="list-style-type: none"> • Guarantee a seat for a CE student who has completed a certification program and successfully meets all the prerequisite coursework for the OTA program • Offer opportunities for the PT aid program to view the OTA lab
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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).

This program has been adequately funded since its inception in 1987. The proposed curriculum and course content changes will not impact current funding of this program. The curriculum and course content changes will not require additional faculty, lab space, or equipment.

4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program

As stated above this program has been in existence at the Community College of Baltimore County since 1987. It has always been provided adequate administrative, financial and technical support. This program has its own lab space with adequate equipment for up-to-date instruction.

- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The Occupational Therapy Assistant program was approved by CCBC's College Senate, President and Board of Trustees in 1987. It has undergone periodic Program Review where it has been granted "continuance" over the years. The program has also had four re-accreditation cycles with on-site visits from ACOTE which have resulted in continued accreditation since 1988.

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
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The Occupational Therapy Assistant program is an allied health career that is a viable option for minority, first-time college, and educationally disadvantaged students to pursue. It is a two year degree program with starting salaries in the \$55k range. Students often find employment within three months of graduation. A career as an occupational therapy assistant meets a growing need in the healthcare industry for the aging population. Currently, the Bureau of Labor Statistics (BLS) projects a 28% growth for the occupational therapy assistant which is defined as “much faster than average” through 2026. As such, the Occupational Therapy Assistant program meets a societal need

Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#)

Goal 1: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The Occupational Therapy Assistant program is the only such program in the Baltimore-Metropolitan region. It is affordable as it is provided in the community college tuition structure. The program has maintained accreditation through the Accreditation Council for Occupational Therapy Education since 1988. The pass rates on the National Board for Certification of Occupational Therapy 95.6% for the past 5 years. Many of the faculty in the Occupational Therapy Assistant program are full time clinicians from area hospitals and healthcare facilities resulting in students being trained in the most up to date skills required of the occupational therapy practitioner.

Goal 2: Promote and implement practices and policies that will ensure student success.

The School of Health Professions (SHP) is the largest educator of health care professionals in the State of Maryland. SHP has demonstrated commitment to the completion agenda by providing supplemental instruction and tutoring for all programs within the school. Through these services and a dedicated faculty, retention rates throughout the school have increased over the past three years.

The retention for the Occupational Therapy Assistant program range from 85% to 100% year in and year out. This program continues to promote success by supporting a knowledge-based economy through education and training. This program has been and will continue to produce a pipeline of skilled graduates who are prepared to take the certification examination and enter the workforce in the Baltimore-Washington D.C. region. Students from the Occupational Therapy Assistant program have an 88%-100% pass rate on the National Certification Examination for Occupational Therapy Assistants. Graduates are often employed within three months of graduation.

Goal 3: Foster innovation in all aspects of Maryland higher education to improve access and student success.

The School of Health Professions at CCBC is one of the few community colleges in the country that is addressing Interprofessional Education and Collaboration. This initiative was supported by a grant and has allowed for the training of faculty and creation of Interprofessional education opportunities for students across many disciplines in healthcare. The students in the Occupational Therapy Assistant program have participated in simulations, case studies, a health mentor program and workshops all with the focus of Interprofessional Education and collaboration. The skills learned in an Interprofessional Education environment assists our students in being better healthcare team members. It is a skill set highly desired by area healthcare facilities.

In addition, students in the Occupational Therapy Assistant program will benefit from the new Eustis Center for Health Professionals on the Essex campus. This new state of the art facility will house simulation and standardized patient labs, debriefing rooms, a fully outfitted apartment and conference rooms for collaborative learning across disciplines.

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.

Occupational Therapy Assistants must be graduates of a two year ACOTE accredited degree program in order to sit for the National Examination for Occupational Therapy Assistants and for state licensure. Occupational Therapy Assistants work under the supervision of the Occupational Therapist who is a graduate of a master's or doctoral level program. Graduates from the Occupational Therapy Assistant program are in high demand with close to 100% employment within 3 months of graduating.

At this point in time the American Occupational Therapy Association and its accrediting body, Accreditation Council for Occupational Therapy Education (ACOTE), have not mandated the occupational therapy assistant programs move to a baccalaureate level.

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

The profession of occupational therapy has been one of the fastest growing professions identified by the BLS for the past 10 years. Currently, the BLS projects a 28% growth for the occupational therapy assistant which is defined as "much faster than average." The average starting salary for graduates is around \$55,000.

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.

Table 1 below demonstrates Maryland's potential demand for graduates from the Occupational Therapy Assistant program. The evidence provided is based upon the program's proposed Classification of Program (CIP) code of 51.0803 (Occupational Therapy Assistant) and cross referenced with the Bureau of Labor Statistics Standard Occupational Classifications (SOC) that classify and indicate the professions and occupations of graduates of programs with this CIP code are likely to pursue.

Table 1: Maryland Occupational Projections 2016-2026 for the Occupational Therapy Assistant Program

SOC	Occupation Title	Employment			Openings	
		2016	2026	Change	Growth Openings	Total
31-2011	Occupational Therapy Assistant	660	829	169	908	1077

This data indicates the potential for 1077 new and additional positions that the Occupational Therapy Assistant program prepares graduates for, over the next ten years. This translates into approximately 107 positions per year in the State of Maryland. The source for completing Table 1 was https://www.bls.gov/soc/2018/major_groups.htm and <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>.

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

Table 2: Annual Graduations from Programs in Maryland Institutions with the CIP designation 51.0803 (Occupational Therapy Assistant):

School Name	Degree Level	Program ID (HEGIS)	Program Name	CIP	Approved (A)/ Discontinued (D)	2014	2015	2016	2017	2018
Alleghany College of Maryland	AAS	5210-01	Occupational Therapy Assistant	51.0803	A92	17	18	16	16	14
Community College of Baltimore County	AAS	5210-01	Occupational Therapy Assistant	51.0803	A85	32	32	39	28	35
Wor-Wic\ Community College	AAS	5210-01	Occupational Therapy Assistant	51.0803	A14			10	13	11

Table 2 outlines the current supply of graduates from Maryland programs with the CIP taxonomy of 51.0803 (Occupational Therapy Assistant program). This data reveals that in 2018, Maryland institutions graduated 60 graduates in the Occupational Therapy Assistant programs. It also demonstrates that the State has 3 programs in this area available for the Associates of Applied Science degree.

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.

According to Table 2 above, two other programs similar to the Occupational Therapy Assistant program at CCBC exist in the State of Maryland, yet, none of these programs serve the greater Baltimore region. The CCBC Occupational Therapy Assistant program does fill an existing void in the Baltimore region and assists Maryland in fulfilling an important workforce demand.

2. Provide justification for the proposed program.

The CCBC Occupational Therapy Assistant program was the first of its kind in the state of Maryland, established in 1987. It does not compete with the two other OTA programs in the state due to geographic location and distance. The OTA program at Alleghany College of Maryland primarily serves the western part of Maryland. Wor-Wic Community College serves the eastern shore area of Salisbury and Ocean City Maryland.

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.

Table 2 demonstrates that no Historically Black Colleges or Universities currently offer the Occupational Therapy Assistant program. Howard University in Washington D.C. does offer a master's degree in Occupational Therapy. Students in the CCBC OTA program are made aware of the existence of the Occupational Therapy program at Howard University but there is no formal articulation due to the degree being offered at the master's level.

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.

The CCBC Occupational Therapy Assistant program has been part of the Chesapeake Bay Fieldwork Council since its inception in the early 90's. This council is made up of OTA and OT programs in the Maryland/Washington DC area. It is through this Council that the CCBC OTA program interacts with Howard University's OT program and faculty in an attempt to address fieldwork (clinical) issues germane to all schools in the Baltimore-Washington D. C. Region.

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.

Substantial program change proposals at CCBC are reviewed and approved according to the process developed through college governance, which includes approval by the Curriculum and Instruction Committee and the full College Senate. In addition, this substantial program change proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program changes can be implemented within existing institutional resources. Judith Blum will continue to serve as the coordinator of the Occupational Therapy Assistant program.

These substantial program changes being proposed will not necessitate additional faculty, equipment nor financial resources.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The Occupational Therapy Assistant Program will recruit and educate a diverse group of students who will demonstrate:

1. Engagement in the learning process
2. Recognition in the value of lifelong learning
3. Competency in the skills of an entry level occupational therapy assistant in order to work in either a traditional or non-traditional setting
4. Critical thinking skills
5. Advocating for both the client and profession of occupational therapy at the regional and national level
6. Skills necessary to be a culturally competent practitioner
7. Interprofessional and collaborative care competencies when working with the healthcare team
8. Understanding of role delineation and the practice act in state of Maryland
9. Skills of an evidence based practitioner
10. Compliance with the Code of Ethics and Standards of Practice for Occupational Therapy
11. Success in sitting for the National Certification Examination for Occupational Therapy Assistant

The learning outcomes are the program-level objectives that students will attain prior to graduation. These are the outcomes that are posted in the college catalog.

PROFESSIONALISM:

- Conform to behaviors consistent with AOTA Standards of Practice, Code of Ethics and Maryland licensure
- Demonstrate respect for client and right to self determination
- Aware of issues/trends affecting the profession

- Understand importance of identifying professional abilities and competencies related to job responsibilities
- Initiate advocating for client rights
- Demonstrate a commitment to the profession via participation in AOTA, MOTA, etc.
- Responsible/proactive in advocating for the profession and for his/her own need for supervision
- Demonstrate professionalism in written, email and verbal interactions with supervisor
- Demonstrate emerging interprofessional competencies

TERMINOLOGY:

- Demonstrate working knowledge of psychiatric, pediatric, and physical dysfunction diagnoses and medications
- Demonstrate ability to use medical terms and abbreviations appropriately
- Demonstrate working knowledge of Practice Framework
- Demonstrate working knowledge of terminology found in health promotion and wellness programs
- Recognize variation in terminology and documentation standards based on the setting

COMMUNICATION:

- Document accurate treatment information in oral, written, and electronic format
- Document adequately to comply with standards for reimbursement required by state and federal agencies
- Communicate effectively to client, family and healthcare team rationale for therapy and progress, taking into consideration the nonverbal cues and culture of patient/family
- Advocate for own role and role of caregiver

ASSESSMENTS:

1. Administer selected assessments within the practice guidelines established by AOTA and the Maryland Practice Board
2. Assist with data collection for screening/evaluation
3. Recognize needs for reassessment of client

TREATMENT:

- Contribute to development of an occupational-based treatment program
- Demonstrate strong observational skills
- Prioritize treatment goals
- Describe to client/others reasoning behind treatment program
- Demonstrate use of the activity analysis for development of treatment program
- Demonstrate skills to read/understand scholarly journals
- Select, adapt, and sequence treatment activities to maximize participation and independence in client
- Implement a planned treatment program which promotes independence in areas of occupation
- Use modalities and assistive technology when indicated to promote functional independence in living skills

- Use self therapeutically in the treatment process
- Collaborate with other team members/caregivers when implementing treatment program
- Knowledgeable about local resources to refer client and/or family members
- Demonstrate group leadership and implement group intervention
- Awareness of and adherence to safety regulations
- Possess skills necessary to anticipate safety issues with clients
- Use professional literature to make EBP decisions in collaboration with OTR
- Able to address coping skills with caregiver
- Demonstrate client/family centered care

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program

CCBC has a noteworthy student learning outcomes assessment program that received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review. The course level assessment process utilizes externally-validated assessments that directly measure student learning at the course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

Stage 2: Implementing the Design and Collecting and Analyzing the Data

Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course Revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

In addition, all general education courses undergo general education assessment that utilize common graded assignments. Learning outcomes assessment in both discipline and general education courses provide a mechanism for continuous improvement.

- b) document student achievement of learning outcomes in the program

Program outcomes assessment is a primary focus for CCBC. Career programs are evaluated through a committee-driven program review process in a five-year cycle. The Occupational Therapy Assistant program has undergone multiple program review cycles over the past several decades. The outcomes has always been continuance of the program. Program review includes curriculum assessment as well as market feasibility analyses.

The Occupational Therapy Assistant program has a professional Advisory Board that is comprised of faculty, student and alumni representatives, professionals in the field and workforce advocates. This group meets 1-2 times annually to review the program outcomes and to provide guidance for future direction of the program.

Lastly, in order to maintain accreditation through ACOTE the Occupational Therapy Assistant program must demonstrate how it assesses student proficiency in relation to the learning outcomes identified in each course throughout the program. ACOTE also

establishes a benchmark of 85% pass rate for test takers completing the National Board for Certification in Occupational Therapy within one year of graduation.

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

Table 3: Occupational Therapy Assistant Program

<u>Current Occupational Therapy Assistant AAS Degree Course Plan</u>			<u>Proposed Occupational Therapy Assistant AAS Degree Course Plan</u>		
General Education Requirements:			General Education Requirements:		
CMNS 101	Fundamentals of Communication	3	CMNS 101	Fundamentals of Communication	3
ENGL 101	College Composition I	3	ENGL 101	College Composition I	3
ENGL 102	College Composition II	3	ENGL 102	College Composition II	3
CSIT 120	Diversity in a Technological Society	3	CSIT 120	Diversity in a Technological Society	3
BIOL 110	Biology I: Molecules and Cells	4	BIOL 110	Biology I: Molecules and Cells	4
Prerequisites			Prerequisites		
BIOL220	Human Anatomy and Physiology I	4	BIOL 220	Human Anatomy and Physiology I	4
BIOL 221	Human Anatomy and Physiology II	4	BIOL 221	Human Anatomy and Physiology II	4
PSYC 101*	Introduction to Psychology	3	PSYC 101*	Introduction to Psychology	3
PSYC 103*	Principles of Human Growth and Development	3	PSYC 103*	Principles of Human Growth and Development	3
MATH 153*	Introduction to Statistical Methods	4	MATH 153*	Introduction to Statistical Methods	4
Program Requirements:			Program Requirements:		
OCTA 201	Fundamentals of Occupational Therapy	2	OCTA 201	Fundamentals of Occupational Therapy	2
OCTA 206	Analysis of Human Performance	3	OCTA 220	Analysis of Therapeutic Activities	5
OCTA 211	Therapeutic Activities	3	OCTA 221	Psychosocial Dysfunction I	3
OCTA 221	Psychosocial Dysfunction I	3	OCTA 222	Psychosocial Dysfunction II	3

OCTA 222	Psychosocial Dysfunction II	3	OCTA 226	Physical Dysfunction I	3
OCTA 226	Physical Dysfunction I	3	OCTA 227	Physical Dysfunction II	3
OCTA 227	Physical Dysfunction II	3	OCTA 231	Clinical Techniques I	3
OCTA 231	Clinical Techniques I	3	OCTA 236	Clinical Techniques II	3
OCTA 236	Clinical Techniques II	3	OCTA 240	Professional Skills and Literature	3
OCTA 240	Professional Skills and Literature	1	OCTA 266	General Fieldwork	4
OCTA 266	General Fieldwork	4	OCTA 269	Psychosocial Fieldwork	4
OCTA 269	Psychosocial Fieldwork	4			
Total credits		69	Total credits		70

*Also serve as general education courses.

OCTA 201 - Fundamentals of Occupational Therapy 2 Credit(s).

Introduces the history, philosophy, and major theories of occupational therapy. Reviews areas of practice ethics and current trends of the health care delivery system, emphasizing the impact on occupational therapy; 2 lecture hours per week; 8 hours Level I fieldwork. Courses offered once a year (fall or spring).

Prerequisite(s): Admission to the Occupational Therapy Assistant program. [BIOL 220](#) with a grade of "C" or higher, [BIOL 221](#) with a grade of "C" or higher, [PSYC 101](#) and [ENGL 101](#).

OCTA 220: Analysis of Therapeutic Activities 5 Credit(s).

Students apply the principles and techniques required to identify and analyze motor movement in relation to the performance areas of occupation. Topics including osteology of the upper and lower extremities, synergy patterns, the musculoskeletal system, agonist/antagonist muscle groups, and innervation of the upper extremity. Manual muscle testing, goniometer, and sensory examination are reviewed. Students then apply these techniques to functional daily life activities through use of the activity analysis. Additionally, students apply concepts such as adaption, grading, and cultural implications when developing treatment programs.

Prerequisite(s): Admission into the Occupational Therapy Assistant Program

Corequisite(s): [OCTA 221](#)

OCTA 221 - Psychosocial Dysfunction I 3 Credit(s).

Introduces the major psychosocial theories of development; emphasizes psychosocial issues common to each developmental period across the lifespan and the onset of mental illness common to certain developmental periods; discusses psychiatric diagnoses typically treated by occupational therapy practitioners; uses case studies and group discussion. 3 lecture hours per week. Courses offered once a year (fall or spring).

Prerequisite(s): Admission to the Occupational Therapy Assistant program.

Corequisite(s): [OCTA 201](#)

OCTA 222 - Psychosocial Dysfunction II

3 Credit(s).

Facilitates the development of group dynamic and leadership skills; provides practice in assessments and treatment procedures used with mentally ill patients; includes current trends and relevant laws. Reinforces skills through laboratory time and participation in a variety of mental health settings. 2 lecture hours and 2 laboratory hours per week. 24 hours Level I fieldwork.

Courses offered once a year (fall or spring).

Prerequisite(s): [OCTA 221](#) with a grade of "C" or higher

OCTA 226 - Physical Dysfunction I

3 Credit(s).

Instructs students regarding theory and application of occupational therapy in the treatment of individuals with musculoskeletal, medical, orthopedic, and spinal cord injuries. Students learn treatment techniques, physical agent modalities and splinting commonly used with these diagnostic groups. Students are introduced to the construction of low technology devices specific to patients with spinal cord injuries. Students develop a working understanding of medical terminology, abbreviations, and symbols used in medical documentation. 2 lecture hours, 2 lab hours, and 24 hours Level I fieldwork. Courses offered once a year (fall or spring).

Prerequisite(s): OCTA 201 and OCTA 206 with a grade of "C" or higher in each course

Lab Fee: \$275.00

OCTA 227 - Physical Dysfunction II

3 Credit(s).

Prepares students in theory and application of occupational therapy treatment for patients with neurological deficits from trauma or disease. Students will develop proficiency in treatment techniques specific to the neurological patient, which may include splinting, physical agent modalities, positioning, adaptive equipment, low technology devices, cognitive re-training, and driver's education/ re-training. 2 lecture hours and 2 lab hours per week; 24 hours Level I fieldwork. NOTE: Course offered once a year (fall or spring).

Prerequisite(s): OCTA 226 with a grade of "C" or higher.

Lab Fee: \$200.00

OCTA 231 - Clinical Techniques I

3 Credit(s).

Introduces pediatrics, emphasizing developmental disabilities psychosocial and physical dysfunction. Explains the impact of a child with special needs on the family and the importance of play, mobility, and education; reinforces techniques through lecture, laboratory work, and practicums. 2 lecture hours and 2 laboratory hours per week; 24 hours Level I fieldwork NOTE: Course offered once a year (fall or spring).

Prerequisite(s): [OCTA 206](#) and [OCTA 211](#) with a "C" or better

OCTA 236 - Clinical Techniques II**3 Credit(s).**

Provides a developmental view of the aging process; covers physical, psychosocial, socio-economic, and cultural issues; the effects of normal aging and pathology on function and independence; and prevention, restoration, and maintenance programs. Provides reinforcement through lectures, discussion, readings, and practicum. 2 lecture hours and 2 laboratory hours per week; 24 hours Level I fieldwork. Courses offered once a year (fall or spring).

Prerequisite(s): [OCTA 206](#) and [OCTA 211](#) with a grade of "C" or higher in each course

OCTA 240 - Professional Skills and Literature Review**3 Credit(s).**

Students develop the professional skills necessary for success in Level II Fieldwork. Students explore the parameters and criteria for determining relevant evidence based research and develop the skills required to critically analyze literature reviews in order to support clinical decisions. Students demonstrate the use of teaching and learning strategies incorporating Bloom's Taxonomy. Students learn the impact that billing and coding has on the financial management of occupational therapy services.

Prerequisite(s): Permission of Program Coordinator

Corequisites(s): OCTA 227 and OCTA 236

OTA 266 - General Fieldwork**4 Credit(s).**

Concludes the academic portion of the OTA program. While being closely supervised, this practical experience enables the student to transition into the role of an entry level occupational therapy assistant. This fieldwork focuses on adult physical disabilities where the student provides treatment and documentation on an assigned patient caseload. 300 fieldwork hours required. Course offered fall, spring, and may be offered during additional sessions.

Prerequisite(s): Completion of all academic course work required by the OCTA program with a "C" or higher. All students must complete the OCTA 266 course within 18 months of completing the academic course work.

Lab Fee: \$120.00

OCTA 269 - Psychosocial Fieldwork**4 Credit(s).**

Concludes the two-course sequence. Prepares the student to transition into the role of an entry level OTA under close supervision. This fieldwork focuses on patients with psychiatric diagnoses where the student provides treatment and documentation on an assigned patient caseload. 300 fieldwork hours. Course offered fall, spring, and may be offered during additional sessions.

Prerequisite(s): Completion of all academic course work required by the OCTA program with a "C" or higher. Students must complete OCTA 269 within 18 months of completing the academic course work.

Lab Fee: \$120.00

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

General Education requirements will be met in conjunction with program requirements and meet COMAR and CCBC policy. A semester-by-semester sequence will be provided accordingly in the college catalog.

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

The Occupational Therapy Assistant program was first accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in 1988. This program has maintained accreditation through ACOTE and is currently accredited through the year 2024.

Graduates of accredited Occupational Therapy Assistant programs are eligible to sit for the National Certification Examination for Occupational Therapy Assistants. Upon passing this national certification examination graduates are recognized as Certified Occupational Therapy Assistants (COTA) and are eligible for state licensure and employment.

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

N/A

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.

CCBC provides clear, complete and accurate information regarding curriculum, course and degree requirements on the CCBC website as accessed through our online catalog: <http://catalog.ccbcmd.edu/index.php> . Faculty hold regularly scheduled office hours (face to face or online, per college policy). These office hours are available to students outside class meeting times and are posted on the course syllabus. CCBC uses Quality Matters standards in online learning as their measure of online course design quality. These standards specifically require the following to be addressed within each course: minimum technical requirements of the course, minimum technology expectations, learning management system basic requirements and instructions, links and instructions for all student support services including disability support services, financial aid, etc. The same information can be found on the CCBC Online website: <http://www.ccbcmd.edu/Programs-and-Courses/CCBC-Online.aspx> . Course sections (face to face, blended and online) utilize a learning management system course shell and instructors are required, at a minimum, to post the course syllabus, progress grades and final grades online. Links to academic support services are available at: <http://www.ccbcmd.edu/resources-for-students> . Information on financial aid and the cost of attending CCBC and its payment policies can be accessed here: <http://www.ccbcmd.edu/costs-and-paying-for-college> .

9. Provide assurance and any appropriate evidence that advertising, recruiting and admissions materials will clearly and accurately represent the proposed program and services available.

Recruitment and admissions materials are revised each year when the CCBC catalog is finalized. Accurate admission information can be found at this site: <http://www.ccbcmd.edu/get-started> . The college catalog is updated yearly and all program and course information is current. The college catalog can be accessed at this link: <http://catalog.ccbcmd.edu/index.php> .

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

The Occupational Therapy Assistant program is a two year degree program. The Occupational Therapy programs are currently at a master's level at Towson and Howard Universities. The Towson University program is migrating to a doctoral level. Therefore articulation with either University is not feasible as the student must first complete a bachelor's degree prior to entering either a master or doctoral level program.

The Occupational Therapy Assistant program does have an articulation with Towson University and the Bachelor of Technical and Professional Services degree (BTPS). With this BTPS degree graduates have the potential to move into management positions in health care. The BTPS does not lead to the Master's in Occupational Therapy.

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).

Table 4: Faculty Resources for the Occupational Therapy Assistant Program

Faculty Member Name	Terminal Degree and Discipline	Full-time or Adjunct	Courses Taught/Credits
Judith Blum	Master's in Health Science from Towson University	Full time	OCTA 220: Analysis of Therapeutic Activity (5) OCTA 231: Clinical Techniques I (3) OCTA 240: Professional Skills and Literature (3)

Diane Hunter	Master's degree Johns Hopkins University	Full time	OCTA 220: Analysis of Therapeutic Activities (5) OCTA 236: Clinical Techniques II (3) OCTA 266: General Fieldwork (4) OCTA 269: Psychosocial Fieldwork (4) OCTA 240: Professional Skills and Literature (3)
Loretta Foster	Master's degree University of Maryland/University College	Part time	OCTA 236: Clinical Techniques II (3) OCTA 266: General Fieldwork (4) OCTA 269: Psychosocial Fieldwork (4)
Lori Patria	Master's degree McDaniel University	Adjunct	OCTA 226: Physical Dysfunction I (3) OCTA 227: Physical Dysfunction II (3)
Sandra Neal	Master's degree Texas Technical University	Adjunct	OCTA 221: Psychosocial Dysfunction I (3) OCTA 222: Psychosocial Dysfunction II (3)
Luanne Hargadon	Bachelor's University of Maryland	adjunct	OCTA 201: Fundamentals of Occupational Therapy (2)
Suzanne Kiewe	Bachelor's University of Maryland/Baltimore County	adjunct	OCTA 231: Clinical Techniques I (3)

Antoinette Shaw	Bachelor's Howard University	Adjunct	OCTA 226 & 227
Lyndsey Bursello	Master's Towson University	Adjunct	OCTA 226 & 227
Emily Dunn	Master's Towson University	Adjunct	OCTA 226 & OCTA 227

A minimum of 61% of the program courses are taught by the two full time faculty in the Occupational Therapy Assistant program.

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
 - b) The learning management system
 - c) Evidenced-based best practices for distance education, if distance education is offered.

The Center for Excellence in Teaching and Learning (CETL) provides ongoing professional development opportunities for faculty and staff throughout the academic year: <http://www.ccbcmd.edu/About-CCBC/Administrative-Offices/Instruction/Center-for-Excellence-in-Teaching-and-Learning.aspx>. Additional professional development is provided at yearly Fall Focus, Teaching Learning Fair, and Professional Development Day events. In addition, faculty are provided funding, on a regular basis, to present at regional and national conferences that relate to pedagogy and discipline areas of interest. CCBC recognizes that up-to-date pedagogy is essential in student success initiatives, as the college serves primarily in a teaching role.

CCBC expects that faculty teaching an online course complete training called the "Teaching Online Course" (TOC). This is a five-week/twenty hour online course that provides training on how to facilitate an established online course. The institution also requires faculty to complete an eighty hour training in online course pedagogy and course design prior to the development of any new online course. Prerequisites for this training include Quality Matters training as well as Learning Management System (LMS) workshops through CETL and our LMS trainers. CCBC also has multiple online learning policies designed to foster best practices in online learning. These include policies include, but are not limited to a thirty percent (30%) authenticated assessment requirement, online office hours and a consistent LMS menu template.

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. **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.

Current library resources are sufficient and appropriate for the substantial program changes being proposed for the Occupational Therapy Assistant program. The College also subscribes to several online databases that would be helpful to students in this program. The CCBC Libraries' collection includes over 69,000 e-books and access to over 49,000 different journals and magazines. Students can access these resources anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the CCBC Library has a reciprocal use and borrowing agreement with the University of Maryland-Baltimore County, Albin O. Kuhn Library and the University of Baltimore, Robert L. Bogomolny Library that entitles CCBC students to on-site access and use of the facilities and resources of these libraries as well as the opportunity to check out books. The College also provides InterLibrary Loan service: [CCBC Library ILL Webpage](#). In addition, to make library services more accessible to students, the CCBC Library participates in a 24/7 online reference service through the AskUsNow Maryland statewide program.

The proposal for substantial changes to the Occupational Therapy Assistant program was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within existing institutional 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. 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.

The Occupational Therapy Assistant program has designated faculty office space, classroom and lab space that is exclusively used by the program. The lab houses the typical equipment used in the education and training of occupational therapy assistant students. The lab has a simulated bathroom and kitchen area, hospital bed with an overhead lift, wheelchairs, walkers, adaptive equipment, as well as other items all used to educate students.

As stated earlier the proposed substantial changes being submitted for this program will not necessitate additional faculty, labs, equipment or financial support.

After careful review by Senior Staff and endorsement by CCBC's Board of Trustees, The President has affirmed that the program can be implemented within existing institutional resources.

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
 - b) A learning management system that provides the necessary technological support for distance education

CCBC provides all students with a Microsoft Office email address at the time of application and has a single sign on (SSO) login process for all technologies. CCBC uses Blackboard Learn 9.1 as its LMS. Help Desk support for all technology and distance education questions can be accessed both online and via a technical hotline:

<http://www.ccbcmd.edu/resources-for-students/technology-support> .

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 5: RESOURCES Adequacy of financial resources for the Occupational Therapy Assistant Program (as outlined in COMAR 13B.02.03.14)

Narrative: The following breakdown of costs is based on in-county tuition rates and having one student complete 15 credits total during the fall and spring semesters over a one-year period.

Tuition (\$122 x 30)	\$3,660.00
General Services Fee (\$21 per credit hour)	630.00
Registration Fee (\$55 per semester)	110.00
Capital Fee (\$20 per semester)	40.00
Technology Fee (\$15 per billable hour)	450.00
Activity Fee (\$48 maximum per semester)	72.00
Total	\$4,962.00
Graduation fee	\$ 75.00

All students are eligible for regular CCBC financial aid.

Resources 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)					
a. # F.T. Students	0	0	0	0	0
b. Annual Tuition/ Fee Rate	0	0	0	0	0
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	35	35	35	35	35
e. Credit Hour Rate	\$122	\$122	\$122	\$122	\$122
f. Annual Credit Hours	18	18	18	18	18
g. Total Part Time Revenue (d x e x f)	\$76,860	\$76,860	\$76,860	\$76,860	\$76,860
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$76,860	\$76,860	\$76,860	\$76,860	\$76,860

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 6: EXPENDITURES for Occupational Therapy Assistant					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
8. TOTAL (Add 1 – 7)	\$0	\$0	\$0	\$0	\$0

There are no new expenditures for implementation of this substantial modification.

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.

To promote quality in instruction, online student evaluations are administered via SmartEvals on a regular rotation. In addition, faculty performance is evaluated each year through the

Annual Professional Summary Evaluation process. Changes to course requirements and content are approved through the Curriculum and Instruction Committee and college senate. Additionally, online and blended courses are assessed by the Quality Matters rubric for course design elements.

CCBC has a noteworthy student learning outcomes assessment program that received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review. The course level assessment process utilizes externally-validated assessments that directly measure student learning at the course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Design and Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning
- Stage 4: Implementing Course Revisions and Reassessing Student Learning
- Stage 5: Final Analysis and Reporting Results

In addition, all general education courses undergo general education assessment that utilize common graded assignments. Learning outcomes assessment in both discipline and general education courses provide a mechanism for continuous improvement.

CCBC's Office of Planning, Research and Evaluation (PRE) maintains information on student retention in academic programs. This data is provided as part of the program review process for analysis and program improvement. Academic programs are reviewed on a five-year cycle. Part of this process includes curriculum mapping to program objectives.

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.

Full-time faculty prepare an Annual Professional Summary every year to document their achievements in the categories of Professional Assignment, College and Community Service, and Professional Development. Supervisors use this information to complete annual evaluation of faculty performance. Students can also complete course evaluations on a regular basis. Courses are evaluated by anonymous comments/feedback offered by students through evaluation tools.

Assessment and documentation of student achievement will occur as part of CCBC's learning outcomes assessment and program review processes. Learning outcomes assessment occurs in discipline courses through a continuous improvement model outlined above. General Education courses are assessed for general education skills every three years. Academic programs are reviewed on a five-year cycle. Program review includes curriculum assessment as well as market feasibility analyses. As part of the program review, the Occupational Therapy Assistant program has and will continue to participate in program outcome assessment projects. Program coordinators must document how

student-learning outcomes were developed and validate how the outcomes relate to the College's mission. It is noteworthy that CCBC's student learning assessment program received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review.

Specifically, the Occupational Therapy Assistant program utilizes not only classroom based assessments such as written examinations but practicums are used in the labs. For the clinical associated with a didactic course, students are evaluated by the clinical preceptor using a form developed by the OTA program. When students complete their full-time internship in the final semester, the OTA program is mandated to use an evaluation developed by the American Occupational Therapy Association.

In addition, the OTA program monitors the pass rates on the National Board of Certification for Occupational Therapy (NBCOT) which must meet the benchmark of 85% annually established by ACOTE.

Finally the OTA program surveys graduates and employers every 18 months to 2 years which further assists in evaluating the overall effectiveness of the educational preparation of the OTA students.

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.

CCBC does not discriminate based on race, sex, age, religion, national origin, marital status, sexual orientation, or disabilities. CCBC is devoted to providing an environment where cultural diversity thrives. CCBC has a dedicated multicultural affairs office and offers a host of programs designed to enhance minority student success including guest speakers, study programs, clubs, and academic counseling.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Learning (CRT-L) training program. The CRT-L program is a multi-faceted initiative that engages faculty, staff, administrators, and students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation. This program has helped the College to close achievement gaps and thereby improve student success. It is noteworthy that CCBC received the Leah Meyer Austin Award at the Achieving the Dream Conference in 2015, and the CRT-L program was an important component to enable CCBC to improve student achievement and to meet equity goals.

Since its inception in 2004, the CRT-L Program has led 500+ faculty and staff and thousands of students to actively address individual and collective self-awareness, attitudes and

beliefs, knowledge of others, and the skills needed to implement new understandings through best practices of cultural competence.

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.

N/A

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.

CCBC is approved to offer distance education per COMAR 13B.02.03.22 as the institution was previously approved to offer a distance education program prior to January 1, 2018 and is eligible to offer distance education through our regional accreditor, the Middle States Commission on Higher Education. CCBC has been a member of NC-SARA since July 1, 2019.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

CCBC's mission is to provide students [accessible, affordable, and high quality education](#). Its current strategic plan places an increased emphasis on online learning (distance education). Sustaining and growing online learning is interwoven into the academic schools' plans as well as the Department of Online Learning's (DOL) goals and objectives. The Instructional Technology budget supports technologies related to online learning. The DOL also has a budget, which provides resources for faculty training, technology as well as the promotion of a quality assurance process.

CCBC has a [dedicated, public facing webpage](#) for online learning, which displays programs offered in an online format. It also provides both potential and current students with links to all of the services they might need. Potential students are provided with a questionnaire to help determine if online learning is right for them. Students also have access to technical requirements for online coursework and online class policies which they may need to know prior to admission. Academic requirements for online programs do not differ from traditional face-to-face programs. Potential and current students have access to links to all relevant student services, such as disability support services, financial aid, etc. In addition, each online course clearly identifies links to these same services for students.

CCBC is a Quality Matters (QM) institution, and as such uses the QM rubric as its basis for design, faculty training and quality assurance of all online course offerings. Faculty, as subject matter experts, are the principal course developers, while the DOL oversees the overall process and schedule of online course creation. Additionally, DOL provides the faculty mandatory training for course facilitation and course development. Online course development incorporates sound online learning pedagogy to provide students with the most appropriate experiences in the discipline. Additionally, the DOL has its own internal website pages dedicated to providing faculty with policy, training and best practice

resources. CCBC has developed its own internal quality assurance process, now in its 5th year of reviews, using the Quality Matters as its backbone. This process leverages the content knowledge as well as the course design knowledge of the faculty, providing a high quality, fiscally responsible manner to increase the quality of the college's online learning courses.

Many of online learning policies have been vetted and approved by the CCBC College Senate. DOL is responsible for implementation of those policies. Additionally, shared governance is an integral part of the college's standard curriculum approval and review process for all of its courses, regardless of the mode of delivery. Curricular expectations of online course do not differ from those in the traditional format. CCBC faculty and staff understand the challenges that online learning students face. Online course class sizes maximums are limited to 25. CCBC tracks success rates of online classes and compares that data to its face-to-face counterpart. CCBC uses Quality Matters standards, online faculty observations and student evaluations to monitor the effectiveness of the faculty member and the course design. Online courses are also subject to the college's standard evaluations, with the Common Course Outline reviewed on a regular basis. The institution also assesses general education outcomes for all General Education (Core) coursework on a three-year cycle and course-level objectives are assessed through learning outcomes assessment projects.

CCBC uses single-sign-on access for student email and college identification. The institution also has an authenticated assessment policy, to ensure integrity in the proctoring of major assessments. Faculty have access to the college's testing centers as well as a remote proctoring tool, vetted by faculty and staff, to ensure students have access to options for authenticated proctoring. CCBC's academic integrity policies and procedures are not just part of the college's catalog, but are incorporated into each faculty member's course and CCBC's student portal (MyCCBC)