

January 17, 2020

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

Dear Dr. Fielder,

The purpose of this letter is to submit a substantial change to a certificate program for the Law Enforcement Lower Division Certificate at Carroll Community College. The College is requesting that the program be changed from 33 credits to 45 credits in order to better meet the needs of local law enforcements agencies. The complete proposal accompanies this cover letter. Thank you for the Commission's consideration of this new program.

If there are questions regarding the program or materials, please direct them to Dr. Melody Moore, Associate Vice President for Program Development and Partnerships, [memoore@carrollcc.edu](mailto:memoore@carrollcc.edu) or 410-386-8412.

Sincerely,

A handwritten signature in blue ink that reads 'Rosalie Mince'.

Dr. Rosalie Mince  
Vice President of Academic and Student Affairs

cc: Dr. Melody Moore  
Ms. Sharon Brunner



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Carroll Community College

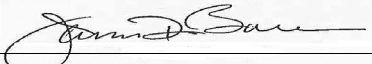
Each action below requires a separate proposal and cover sheet.

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

 Payment ☒ Yes  
 Submitted: ☐ No

 Payment ☐ R\*STARS  
 Type: ☐ Check

Date Submitted: ..

Department Proposing Program	Social Sciences		
Degree Level and Degree Type	Lower Division Certificate		
Title of Proposed Program	Law Enforcement		
Total Number of Credits	45		
Suggested Codes	HEGIS: 550501	CIP:430107	
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 type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer     Year: 2020		
Provide Link to Most Recent Academic Catalog	<a href="https://www.carrollcc.edu/uploadedFiles/CarrollCCedu/Content/PDF/Credit_Publications/Catalog/2019-2020%20College%20Catalog.pdf">https://www.carrollcc.edu/uploadedFiles/CarrollCCedu/Content/PDF/Credit_Publications/Catalog/2019-2020%20College%20Catalog.pdf</a>		
Preferred Contact for this Proposal	Name: Melody L. Moore		
	Title: Associate Vice President for Program Development and Partnerships		
	Phone: (410) 386-8412		
	Email: memoore@carrollcc.edu		
President/Chief Executive	Type Name: James Ball		
	Signature: 	Date:	
Date of Approval/Endorsement by Governing Board:			

Revised 6/13/18

## Law Enforcement Certificate Carroll Community College

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

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.
4. Provide a description of the institution's commitment to:
  - a. ongoing administrative, financial, and technical support of the proposed program
  - b. continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

*Description.* Carroll Community College (CCC) is requesting approval to change its Law Enforcement Lower Division Certificate from 33 to 45 credits. Carroll's Law Enforcement certificate has been approved by the Maryland Higher Education Commission (MHEC) and has been offered on the College campus since Fall, 2002. Approximately six months ago, the Carroll County Sheriff asked the College to partner with the Sheriff's Office Police Entry Level Training (PELT) Academy program to offer the Law Enforcement Associate of Applied Science (A.A.S.) degree and certificate at the Academy training site, which includes a gymnasium, weight-training room, and other special facilities that are not available on Carroll's main campus. During the Summer, 2019, permission was granted by the Middle States Commission on Higher Education to offer the programs at the Academy.

One goal of offering the off-site cohort program is to improve the recruitment and retention efforts of the Carroll County Sheriff's Office (C.C.S.O.). The only students who will be allowed to enroll in the program are police recruits and recent PELT graduates. The recruits/graduates are not required to participate in the degree or certificate cohort program.

*Relation to Strategic Goals.* The Law Enforcement program aligns with two of CCC's Strategic Goals.<sup>1</sup> It supports Goal 1, "to provide associate degree programs, career and credentialing preparation, job skill enhancement, continuing professional education, and career resources and support to strengthen the regional workforce," in that graduates of the program will be highly trained law enforcement personnel prepared to enter the local workforce.

The program also supports Goal 3, "to deliver training and essential services to businesses and entrepreneurs, and create and sustain strategic community partnerships to support business and economic development." Because of this program the College hopes to forge a stronger partnership with the County's top law enforcement agency. In addition, the opportunity to provide law enforcement personnel with an Associate degree or certificate in Law Enforcement will be a significant contribution to Carroll County and the surrounding region.

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<sup>1</sup>Carroll Community College. (2018). Strategic plan for FY2019. Retrieved from [https://www.carrollcc.edu/uploadedFiles/CarrollCCedu/Content/Html/Facts\\_and\\_Figures/FY2019%20Strategic%20Initiatives%20FINAL.pdf](https://www.carrollcc.edu/uploadedFiles/CarrollCCedu/Content/Html/Facts_and_Figures/FY2019%20Strategic%20Initiatives%20FINAL.pdf)

*Funding.* The Academy training facility is located 15 miles from the College's main campus in a former Carroll County Public School High School. Since the building is owned by Carroll County government, there is no fee for Carroll Community College to use the facility to offer courses. The building has the technology infrastructure to support high quality technology-assisted instruction.

The College anticipates no negative impact to its operations or budget. CCC expects that, given the need for trained law enforcement professionals, tuition revenue will be sufficient to fund the program adequately for the first five years of the program.

*Institutional Commitment.* This program will be housed in the Division of Social Sciences one of its full-time instructors, William Bergan, is already in residence. Through the Division, administrative and financial support for the Law Enforcement program already is, and will continue to be, provided. Technical support will be provided by the College's Network and Technology Services Department. If, in the future, a decision is made to discontinue the certificate program, a comprehensive teach-out plan will be developed and executed to ensure that all students in the program will have the opportunity to obtain all courses needed to complete the program.

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

*Demand and need.* A direct request from the Carroll County Sheriff to the College to provide post-secondary education and training for his personnel and recruits of the PELT Academy. Based on his professional and personal experience, providing a college pathway will greatly improve recruitment, retention and career advancement efforts. Continuing one's education positively impacts the CCSO personnel to better serve and contribute to the community in which they serve and live and continues to develop critical thinking, problem solving and communications skills.

The College performed a needs analysis to identify opportunities to provide post-secondary education and training for the Sheriff's Office personnel, in particular the feasibility to provide a Certificate and A.A.S. degree in an accelerated timeframe and in conjunction with the Sheriff's annual Police Entry Level Training (PELT) Academy. The Academy is a 28-week cohort program that started two years ago by the Carroll County Sheriff to train law enforcement recruits from Carroll County and surrounding jurisdictions. The Law Enforcement Cohort Program will run throughout the 28 week Academy.

During the exploratory phase, the College, in conjunction with the Sheriff's Office, reviewed alternative cohort models to identify best practices; fully vetted the Sheriff's annual Academy PELT Objectives/Lesson Plans/Schedule to identify overlap and gaps in Carroll's program courses; created multiple academic models with variant face to face and asynchronous online general education

course options; reviewed PELT instructor credentials to ensure College standards were met; developed zero based financial analysis to identify optimal cost structure.

It was determined the best approach to meet the Sheriff's Office higher education goals was to adapt the College's existing Certificate in Law Enforcement program into a voluntary cohort program with an academic schedule that best served student needs to ensure successful completion and appropriate balance between the PELT Academy and academic cohort program workload intensity.

It was also mutually determined that it was in the best interest of the cohort students for the College to provide face to face instruction at the Academy Training Facility 15 miles away from the College's main campus.

*Consistency with State Plan.* This program meets a critical and compelling regional or statewide need as identified in the *Maryland State Plan for Postsecondary Education*, Section 3 on Innovation, Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.<sup>2</sup>

The Maryland State Plan states, Postsecondary institutions are vital to helping Maryland meet changing workforce education and training needs. An educated workforce that can adapt to changes in the global market is a vital resource in creating and attracting new businesses and in supporting a healthy, knowledge-based economy. In addition, scholarly research and development must continue to ensure that innovations are brought to market to generate greater economic growth. To remain nationally and globally competitive, Maryland's postsecondary institutions must continue to innovate and collaborate with private industry, nonprofits, and each other so that 1) graduates' education and training align with business and workforce prerequisites and emerging needs, and 2) intellectual properties developed through innovation and invention at the State's university research facilities are commercialized. Strategy 8 of *Maryland State Plan* outlines key considerations for developing partnerships addressing the State's education and training needs as well as promoting the commercialization of research.<sup>3</sup>

### **C. Quantifiable & reliable evidence and documentation of market supply & 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 program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
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.
4. Provide data showing the current and projected supply of prospective graduates.

*Employment Opportunities.* CareerExplorer rates police officers with moderate employment opportunities for the foreseeable future. Although budgets of state and local governments directly influence the demand and job prospects for police officers, population growth, the ongoing need to

<sup>2</sup> Retrieved from <https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

<sup>3</sup> Retrieved from <https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

ensure public safety, and turnover in the field will result in openings for qualified candidates. Layoffs of police officers are rare because needed staffing cuts generally occur due to retirements. Over the next 10 years, it is expected that US will need 51,600 police officers. That number is based on 47,700 additional police officers, and the retirement of 3,900 existing police officers.<sup>4</sup> Maryland is expected to have 840 annual job openings through 2026.<sup>5</sup>

*Market Demand.* The majority of jobs in the field are with city police forces, but opportunities also exist with state police, federal agencies, and private security services. Positions with state and federal agencies, such as the FBI and CIA, will remain among the most competitive, due to their higher salaries and greater opportunities for promotions and inter-agency transfers. Aspiring officers with a degree in law enforcement or criminal justice will increase their marketability; these candidates are the most likely to be admitted to a department's police academy. Physical strength, ability to manage stressful situations, communication skills, and leadership abilities are also viewed as core competencies for this occupation. Military or investigative experience and bilingualism are viewed as further assets. While each police department has specific hiring criteria, most require that applicants be at least twenty-one years of age and pass a background check and psychological examinations.

*Market Surveys.* In a study done by the Police Executive Research Forum (PERF) it was found that 67% of agencies surveyed only require a high school diploma or equivalent for new hires. However extensive research has been conducted to examine the relationship between education and police performance to determine what, if any, relationship exists. Many of these studies— generally— support the concept that education enhances an officer's performance. Findings include that college educated officers have less authoritarian beliefs (Dalley<sup>6</sup>, 1975), exhibit enhanced communication skills (Worden<sup>7</sup>, 1990; Carter, Sapp & Stephens<sup>8</sup>, 1989), have overall heightened job performance (Brandl, Strohshine & Frank<sup>9</sup>, 2001), and tend to receive fewer complaints (Kappeler, Sapp & Carter<sup>10</sup>, 1999, Cascio<sup>11</sup>, 1977).

*Supply of Prospective Graduates.* From 1997 to 2016, the number of full-time sworn officers in law enforcement agencies increased by about 52,500 (up 8%). During the same period, the total U.S. population increased by about 56 million (up 21%). As a result, the number of full-time sworn officers per 1,000 residents decreased, from 2.42 in 1997 to 2.17 in 2016 (down 11%)<sup>12</sup>. What that means is that the United States simply doesn't have enough police officers. Agencies are struggling to build

<sup>4</sup> Retrieved from <https://www.careerexplorer.com/careers/police-officer/job-market/>

<sup>5</sup> Retrieved from <https://www.onetonline.org/link/wages/33-3051.00?e=1&st=MD&g=Go>

<sup>6</sup> Dalley, A. F. (1975). University and non-university graduated policeman: A study of police attitudes. *Journal of Police Science and Administration*, 12, 101-118.

<sup>7</sup> Worden, R. E. (1990). A badge and a baccalaureate: Policies, hypotheses, and further evidence. *Justice Quarterly*, 7(3), 565-592.

<sup>8</sup> Carter, D. L., Sapp, A. D., & Stephens, D. W. (1989). *The state of police education: Policy direction for the 21st century*. Washington, DC: Police Executive Research Forum.

<sup>9</sup> Brandl, S. G., Strohshine, M. S., & Frank, J. (2001). Who are the complaint prone officers? An examination of the relationship between police officers' attributes, arrest activity, assignment, and citizens' complains of excessive force. *Journal of Criminal Justice*, 29, 521-529.

<sup>10</sup> Kappeler, V. E., Sapp, A. D., & Carter, D. L. (1992). Police officer higher education, citizen complaints and departmental rule violations. *American Journal of Police*, 11, 37-54.

<sup>11</sup> Cascio, W. F. (1977). Formal education and police officer performance. *Journal of Police Science and Administration*, 5, 89-96.

<sup>12</sup> Bureau of Justice Statistics, *Law Enforcement Management and Administrative Statistics Survey* (2016).

their ranks in the middle of a hot job market and often offer incentives to entice individuals that choose a law enforcement career.

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

*Similar Programs.* Six other community colleges in the State of Maryland offer certificate programs in Law Enforcement. Only one of those colleges is in the region, the Community College of Baltimore County (CCBC). However, CCBC is approximately 40 miles and an hour's drive away from Carroll Community College making it difficult for students to get to.

<b>College</b>	<b>Certificate</b>	<b>Associate of Applied Science</b>
Allegany College of Maryland	Criminal Justice	Criminal Justice
Anne Arundel Community College	Law Enforcement and Criminal Justice and Police Academy Law Enforcement and Criminal Justice	Law Enforcement and Criminal Justice and Police Academy Law Enforcement and Criminal Justice
Chesapeake College	Criminal Justice	Criminal Justice
College of Southern Maryland	Criminal Justice	Criminal Justice
Community College of Baltimore County	Criminal Justice	Criminal Justice
Wor-Wic Community College	Law Enforcement	Law Enforcement

*Justification.* This program is being offered at the request of the Carroll County Sheriff Office (CCSO) and the curriculum is being changed to meet their needs. It is their belief that offering their officers the chance to obtain a college credential at no cost (CCSO will pay the tuition and related costs) will improve recruitment and retention. At this time, the only students who will be allowed to enroll in the program are police recruits enrolled in the Police Entry Level Training Academy and recent graduates.

#### **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 HBIs.

*Impact on HBIs.* No such program currently exists at any of Maryland's Historically Black Institutions (HBIs).

#### **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.

*Relevance to HBIs.* The proposed program will not have an impact on the uniqueness or institutional identity of any Maryland HBIs.

**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.
2. Describe the educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
3. Explain how the institution will:
  - a. provide for assessment of student achievement of learning outcomes in the program
  - b. document student achievement of learning outcomes in the program
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.
5. Discuss how general education requirements will be met, if applicable.
6. Identify 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.
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.
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.

*Program Establishment.* The curriculum was developed based on faculty research and expertise. Additionally, the program has an advisory committee of community stakeholders and workforce experts in order to ensure that the program will meet the needs of local business and industry. The program will be overseen by the Program Director of Criminal Justice/Law Enforcement, William (Bill) Bergan. He and the Division Chair of Social Sciences will manage, supervise and provides quality oversight to program content, technology, staffing, budget, and facilities associated with this program.

*Educational Objectives and Learning Outcomes.* The educational goals of this program are to prepare individuals to:

1. Communicate in written and oral modes to express knowledge of law enforcement situations.
2. Employ various thinking strategies to develop well-reasoned judgements in commonly-encountered policing situations.
3. Identify a given crime, crime classification, and section number utilizing the Annotated Code of Maryland Criminal Law digest and proper investigative techniques.
4. Demonstrate acceptable practical skills required for an entry-level police officer.

*Assessment and Student Learning Outcomes.* The College has a rigorous course and program assessment process. Course assessment takes place by using assignments that address specific course



learning outcomes. Data from these course assessments are collected and analyzed to improve courses and student learning.

Complete program assessment takes place every five years, with progress toward achievement of program learning outcomes being evaluated annually. Data regarding enrollment, retention, and graduation is collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field to assist in the construction and analysis of program review data.

Faculty members are evaluated yearly by students and administrators. Each year, faculty members have their course material and student evaluations assessed by their division chairs, with final verification of the assessment conducted by the Vice President and Academic and Student Affairs. In order to receive high evaluations, faculty members must demonstrate effective teaching above all, but professional development in the discipline and participation in departmental, divisional, and college-wide activities is also assessed. The process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service in order for each or any of those facets of the faculty member's career to be enhanced.

*Program Requirements.* Please see Appendix A for Program Requirements and Appendix B for course descriptions.

*General Education Requirements.* As a Lower Division Certificate program, students are not required to take General Education courses.

*Specialized Accreditation.* There are no specialized accreditation or certification requirements for this program.

*Contracts.* At this time, there are no agreements with other institutions or non-collegiate organizations.

*Assurance of Clear, Complete, and Timely Information.* Carroll Community College pledges to do the best job possible to retain all students that walk through its doors. All potential new students meet with an admissions counselor upon making application to the college. These individuals assist students by guiding them through the next steps in the enrollment process such as placement testing, advising, registration, tuition payment and financial aid. When they meet with an academic advisor, the advisor will help them select an appropriate program of study. After program selection, the student meets with a designated advisor or faculty member with expertise in the students major. This is to assure that the student receives relevant, timely information about their curriculum, courses, and degree or certificate requirements. Being a relatively small institution allows faculty to get to know their students and address challenges before the students feels lost and drop out. These relationships, as well as the schedule of classes, college catalog, and other promotional materials provide students with information they need about prerequisites, technical equipment, the learning management system (Blackboard) and services such as tutoring.

*Assurance of Accurate Materials.* Educational programs and services offered are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities at the College. All statements and representations are reviewed to ensure that they are clear, factually accurate, and current. Catalogs and other official publications are readily available and accurately depict the

institutional mission and core themes, entrance requirements and procedures, basic information on programs and courses, with required sequences and frequency of course offerings explicitly stated, degree and program completion requirements, including length of time required to obtain a degree or certification of completion, faculty (full-time and part-time) with degrees held and the conferring institution, student services, institutional facilities readily available for educational use, rules and regulations for conduct, tuition, fees, and other program costs, opportunities and requirements for financial aid, policies and procedures for refunding fees and charges to students who withdraw from enrollment, and the academic calendar.

#### **H. Adequacy of articulation**

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

*Articulation.* The Law Enforcement program is a certificate program; thus it is designed for students to enter into the workforce and is not intended or designed for transfer.

#### **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).
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.

*Quality of Program Faculty.* Please see Appendix C for program faculty. The full-time faculty member is employed by the College and provides overall supervision of the program. All part-time faculty members are Sheriff's Academy instructors. The Sheriff's Office provided the College each Academy instructor's Maryland Police & Correctional Training Commissions (MPCTC) credentials. They were vetted by the College and were deemed qualified to teach specific courses as either Senior Lecturers or as Ranked Faculty.

*Training for Faculty.* Training in pedagogy that meets the needs of students is provided through yearly through the use of Teaching Squares, mentoring, faculty coaching, and faculty workshops and supported by evidence-based best practices. Training for those new to the college's learning management system, Blackboard, is offered through open drop-in workshops every week. The college supports faculty attendance at related regional and national conferences.

#### **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.

*Library Resources.* The Law Enforcement program is supported by the Carroll Community College library, which purchases print and electronic reference sources, DVDs, and books; subscribes to periodical database and streaming media services; and other resources to facilitate student research and learning in the subject area of digital fabrication. An assigned librarian serves as the divisional liaison and coordinates material purchasing and collection development with full and part-time faculty depending upon departmental and class learning outcomes.

**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.
2. Provide assurance and any appropriate evidence that the institution will ensure student 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

*Facilities.* Current physical facilities, equipment, and infrastructure at Carroll Community College and the Academy training facility are adequate to offer the program without the need for additional resources. Both have the technology infrastructure to support high quality technology-assisted instruction.

*Access to Email and the Learning Management System.* Carroll Community College faculty receive an employee email address and access to the college email system on their first day of employment. Students receive a student email address upon enrollment. Students receive access instructions at the email address listed on their application. Students are requested to activate their college email account immediately and must use that email address for all College correspondence. Once activated, this is also the only email address that the college will use to contact students. Students are asked to check their Carroll email, even when classes are not in session.

To facilitate learning, all credit-courses use Blackboard (Bb), Carroll's learning management system. Blackboard sites support easy access to course materials, interactions with the instructor and other students, course grades, and much more. Students are automatically enrolled into Blackboard course sites. Faculty are given Blackboard access and training within their first week of employment. At a minimum, faculty are required to use Blackboard to post their syllabus, faculty contact information, and announcements and course communications. In addition, the gradebook within Blackboard must be used to provide students with a reasonable understanding of the status of their grades through the duration of the course.

**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 the 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.

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of the program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

*Resources and Narrative Rationale.* Please see Appendix D for Resources and Narrative Rationale.

*Expenditures and Narrative Rationale.* Please see Appendix E for Expenditures and Narrative Rationale.

**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.
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.

*Program Evaluation.* Students in the Digital Design and Fabrication A.A.S. program will be required to demonstrate their competency with regard to the stated learning outcomes for each major course and the program. This will be achieved through various deliverables, which include projects, written quizzes and exams, exercises, written assignments, and oral presentations. Courses and faculty will be evaluated based on their effectiveness of student learning, as well as, through the parameters outlined in the student evaluation process.

*Program Effectiveness.* The Program Director and faculty will conduct and document an annual assessment report of select objectives that are chosen and responded to on a yearly basis. In addition, as part of the quality improvement process, a comprehensive program review is conducted once every five years. The purpose of the review is to evaluate the effectiveness of the academic program through the evaluation of curriculum, faculty, student enrollment and retention, and student learning outcomes. The review process ensures that the following are reflected in the document:

- a. The mission of the college and how the needs of the community are met
- b. Student performance
- c. Transferability and /or workforce applicability
- d. Curriculum strengths and weakness
- e. Adequacy of resources to support the program

The Vice President of Academic and Student Affairs, along with the Student Learning Improvement Committee, the General Education Committee, and the Program Review Committee coordinate these processes.

**N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education):**

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

*Minority Student Achievement Goals.* CCC has long been committed to the recruitment and retention of minority students and will expand its services and policies to include this program. Data on minority enrollment in the Law Enforcement program will be monitored by the Division Chair to determine how underrepresented minorities can be recruited and retained. CCC currently provides academic tutorial support and a retention alert system to identify academic related issues students are experiencing. A College-wide Diversity Committee identifies and promotes service-learning projects that are tied into academics and diversity awareness among the campus community.

**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.

*Relationship to low productivity programs.* The Law Enforcement certificate program is not related to any low productivity programs identified by the Maryland Higher Education Commission.

**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.

*Distance Education Program.* Although individual courses may be offered online for this program, at least 50% of the courses will be offered face-to-face. For the online component of the program, CCC has been approved by MHEC to offer distance education programs and is fully approved by the Middle States Commission on Higher Education to offer distance education programs. While not an individual member of C-RAC, the College complies with each of the nine guidelines through MHEC who is responsible for the academic integrity of higher education in Maryland.

## LAW ENFORCEMENT PROGRAM REQUIREMENTS

**Program Director:** William Bergan • Phone: 410-386-8211 • Email: WBergan@carrollcc.edu

**Faculty Advisor:** William Bergan • Phone: 410-386-8211 • Email: WBergan@carrollcc.edu

**Purpose:**

The Certificate in Law Enforcement provides students with introductory knowledge and skills needed for a career in law enforcement. Completion of the program is also intended to enhance the promotion and supervision opportunities of an in-service police officer.

Police officers who have completed an approved state certified police academy may articulated credits as approved by the Program Director. This program supports the College's mission to provide high-quality educational opportunities to advance careers.

**Curriculum:**

1 <sup>st</sup> Semester	Course	Credits
CRIM 106	Law Enforcement and the Community	3
CRIM 110	Criminal Law	3
CRIM 114	Constitutional Law for Police	3
CRIM 205	Criminal Justice Ethics	3
CRIM 215	Patrol Operations	3
LEA 103	Police Arsenal and Procedures	3
	Total	18

2 <sup>nd</sup> Semester	Course	Credits
CRIM 104	First Responder	3
CRIM 220	Basic Criminal Investigation	3
	Total	6

3 <sup>rd</sup> Semester	Course	Credits
CRIM 101	Introduction to the Criminal Justice System	3
CRIM 111	Criminal Evidence and Procedures	3
CRIM 130	Introduction to Homeland Security	3
CRIM 225	Motor Vehicle Collision Investigation	3
LEA 101	Emergency Vehicle Operations	3
LEA 102	Defensive Tactics	3
LEA 104	Forensic Science	3
	Total	21

	GRAND TOTAL	45
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**Program Goals:**

Upon successful completion of the program, students will be able to:

1. Communicate in written and oral modes to express knowledge of law enforcement situations.
2. Employ various thinking strategies to develop well-reasoned judgements in commonly-encountered

policing situations.

3. Identify a given crime, crime classification, and section number utilizing the Annotated Code of Maryland Criminal Law digest and proper investigative techniques.
4. Demonstrate acceptable practical skills required for an entry-level police officer.

## **LAW ENFORCEMENT COURSE DESCRIPTIONS**

### **CRIM-101: Introduction to the Criminal Justice System**

Introduction to Criminal Justice surveys the historical development of law enforcement, courts and corrections. It examines the organization within the United States of federal, state and local agencies and institutions with staff functions and appointment requirements. Prerequisite: eligibility for ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

### **CRIM-104: First Responder**

First Responder provides the student with the knowledge and skills necessary to render basic care to a sick or injured person until the arrival of emergency medical providers. The course focuses on performing patient assessments and managing life threatening situations. Successful completion allows the student to take the Maryland First Responder exam for which there is an additional fee. Attendance is mandatory for all classes. Prerequisite: exemption/completion of READ A-D or ENG-001. Thirty-eight hours of lecture and twelve hours of lab. Three credits. Three billable hours.

### **CRIM-106: Law Enforcement and the Community**

Law Enforcement and the Community is a study of the relationship between police and the community with recommendations for ways of working together to reduce crime. Emphasis is placed on police in a culturally diverse society. Prerequisite: eligibility for ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

### **CRIM-110: Criminal Law**

Criminal Law examines pertinent aspects of substantive criminal law in America, including statutory and common law. Basic elements of law and specific issues of interest to law enforcement, including constitutional law are presented and discussed. Prerequisite: eligibility for ENGL-101. Also offered as PSL-110; credit will not be given for both. Three hours lecture each week. Three credits. Three billable hours.

### **CRIM-111: Criminal Evidence and Procedure**

Criminal Evidence and Procedure examines the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions relating to admissibility is emphasized. Also offered as PSL-111; Credit will not be awarded for both. Prerequisite: eligibility for ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

### **CRIM-114: Constitutional Law for Police**

Constitutional Law for Police focuses on the United States Constitution as a document of fundamental importance to our system of criminal justice with particular emphasis on the Fourth, Fifth, and Sixth Amendments. Students will study leading cases concerning governmental powers and limitations and will learn to apply them to current issues. Prerequisite: CRIM-101 and CRIM110. Three hours lecture each week. Three credits. Three billable hours.

### **CRIM-130: Introduction to Homeland Security**

Introduction to Homeland Security presents a framework for understanding the role that both private and public homeland security personnel play in today's society. This course examines terrorism from a historical and global perspective and discusses specific strategies, operations, and tactics that can be



used to prevent and protect against future threats. Prerequisite: eligibility for ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

### **CRIM-205: Criminal Justice Ethics**

Criminal Justice Ethics will provide the student with a historical perspective of the moral and ethical issues encountered in our criminal justice system and examines the consequences of ethical and legal transgressions by criminal justice practitioners. Topics will include police misconduct, attorney/client relationships, prosecutorial misconduct, and sentencing behavior. Three hours lecture each week. Prerequisite: eligibility for ENGL-101. Three credits. Three billable hours. CRIM-215: Patrol Operations Patrol Operations is a study of the ever-increasing responsibilities and duties associated with the everyday activities of preserving the peace and tranquility of an officer's patrol area. Emphasis is placed on how and why certain procedures, functions, policies, supervisory directions, and personnel training issues affect the daily patrol. A variety of scenario situations will be the basis for much of this course study. Prerequisite: CRIM-101. Three hours lecture each week. Three credits. Three billable hours.

### **CRIM-220: Basic Criminal Investigation**

Basic Criminal Investigation is a study that combines the art of criminal investigation with the science of crime scene processing. Emphasis is placed on basic investigatory techniques used to identify and define participants in crimes, as well as procedures to secure, control, organize, and process various types of crime scenes. The primary focus of the course is suspect and evidence identification, documentation, and collection. Pre-constructed crime scenes and role-play scenarios will be used in connection with lectures. Prerequisite: CRIM-110(or PSL-110). Three hours lecture each week. Three credits. Three billable hours.

### **CRIM-225: Motor Vehicle Collision Investigation**

Motor Vehicle Collision Investigation provides a detailed study into basic vehicle collision investigations. The student will be provided with the knowledge to conduct such investigations, including terminology and investigative procedures, as well as to identify and collect evidence that may be encountered. Students will learn how to conduct an on-scene investigation, interview witnesses and those involved, examine skid marks, take photographs, and complete the Maryland Automated Accident Report. Prerequisite: exemption/completion of READ A-D or ENG-001. Three hours lecture each week. Three credits. Three billable hours.

### **LEA-101: Emergency Vehicle Operations**

Emergency Vehicle Operations course is designed to meet the Maryland Police Training Commission training objectives. Minimum requirements are mandated by the state of Maryland for every entry level police officer in the safe operation of an emergency vehicle operated in the state of Maryland. Each student will be lectured and tested on each objective and evaluated via practical exercises specifically designed to answer the individual objectives. Course also includes lab hours for traffic and vehicle stops. Fifteen hours of classroom lecture, sixty hours of lab experience. Three credits. Three billable hours. Available to Police Academy Students only.

### **LEA-102: Defensive Tactics**

Defensive Tactics focuses on principles and practical aspects of personal safety; covers methods and tactics of practical self defense including alternatives for situational defense strategies; provides rigorous conditioning exercises; develops skills in perception, analysis, escape, compromise, avoidance, blocking, throwing, striking. This course is only available through a police academy. Thirty hours of classroom lecture, ninety hours of lab experience. Five credits. Five billable hours. Available to Police

Academy Students only.

**LEA-103: Police Arsenal and Procedures**

Police Arsenal and Procedures will enable recruits to focus on weaponry and specifically the handgun, ASP baton, OD (Oleoresin Capsicum) Spray and other lethal and non-lethal weapons. The proper care, maintenance, and the use of the various weapons are highlighted. Each student will be required to demonstrate their proficiency with the various issued weapons. This course is only available through a police academy and only available to police recruits. Fifteen hours of classroom lecture and sixty hours of lab experience. Three credits. Three billable hours. Available to Police Academy Students only.

**LEA 104: Forensic Science**

Introduces the student to the various scientific disciplines involved in the collection and analysis of evidence in criminal investigations. Includes the history, theories, principles and practices of forensic sciences in the criminal justice system. Topics include crime scene investigation, trace evidence, fingerprints, forensic chemistry, firearms examination, DNA and bloodstain pattern analysis. Prerequisite: exemption/completion of MAT-099 and CRIM-101 with minimum of C grades. Three hours lecture each week. Three credits. Three billable hours.

**LAW ENFORCEMENT  
PROGRAM FACULTY**

<b>Faculty:</b> William R. Bergan	<b>Certifications:</b> <ul style="list-style-type: none"><li>Trooper, Maryland State Police Academy (1985)</li></ul>
<b>Status/Rank:</b> Full-time, Assistant Professor	
<b>Education:</b> <ul style="list-style-type: none"><li>M.S. Administration of Justice (1991), Shippensburg University</li><li>B.A. Sociology/ Criminology (1981), Mount Saint Mary's University</li></ul>	
<b>Teaching Experience:</b> <ul style="list-style-type: none"><li>Carroll Community College, 2013-Present</li><li>Frederick Community College, 1992-2010</li><li>Maryland State Police Academy, 2005-2010</li></ul>	
<b>Other Experience:</b> <ul style="list-style-type: none"><li>Chief of Public Safety, Frederick Community College, 2010–2013</li><li>Various Positions, Maryland State Police, 1985-2010</li></ul>	
<b>Faculty:</b> Gregory M. Bonn	<b>Certifications:</b> <ul style="list-style-type: none"><li>Police Academic Instructor (2018)</li><li>Police General Instructor (2018)</li><li>Police Firearms Instructor (2016)</li><li>Police Field Training Instructor (2013)</li><li>L.E. Emergency Medical Care First Aid (2012)</li><li>CPR/AED (2012)</li><li>Less Lethal User (2011)</li><li>Preliminary Breath Testing Operator (2010)</li><li>NHTSA Standardized Field Sobriety Testing (2010)</li><li>CapWin (2010)</li><li>Laser Operator (2010)</li><li>Radar Operator (2010)</li><li>Police Officer (2008)</li></ul>
<b>Status/Rank:</b> Part-time, Instructor	
<b>Education:</b> <ul style="list-style-type: none"><li>General Education Diploma</li></ul>	
<b>Teaching Experience:</b> <ul style="list-style-type: none"><li>Carroll County Sheriff's Office Police Entry Level Training Academy, 2016-Present</li></ul>	
<b>Other Experience:</b> <ul style="list-style-type: none"><li>Deputy, Carroll County Sheriff's Office, 2010-Present</li></ul>	
<b>Faculty:</b> Brandon M. Holland	<b>Certifications:</b> <ul style="list-style-type: none"><li>Field Training Officer (2019)</li><li>Simulation Scenario Instructor (2018)</li><li>Police EVOC Instructor (2018)</li><li>Narcan Instructor (2017)</li><li>NHTA SFST (2013)</li><li>L.E. Emergency Medical Care First Aid (2012)</li><li>CPR/AED (2012)</li></ul>
<b>Status/Rank:</b> Part-time, Instructor	
<b>Education:</b> <ul style="list-style-type: none"><li>General Education Diploma</li></ul>	
<b>Teaching Experience:</b> <ul style="list-style-type: none"><li>Carroll County Sheriff's Office Police Entry</li></ul>	

Level Training Academy, 2013-Present	<ul style="list-style-type: none"> <li>Police Firearms Instructor (2010)</li> <li>Police General Instructor (2010)</li> <li>CapWin (2010)</li> <li>Glock Armorer (2010)</li> <li>Police Officer (2007)</li> <li>Taser Instructor X26, X2, X26P (2007)</li> <li>Correctional Officer (2006)</li> </ul>
<b>Other Experience:</b> <ul style="list-style-type: none"> <li>Deputy, Deputy First Class, Master Deputy, Corporal, Sergeant, Carroll County Sheriff's Office, 2007-Present</li> <li>Correctional Officer 1, Carroll County Detention Center, 2006-2007</li> </ul>	
<b>Faculty:</b> Kent E. Martin	<b>Certifications:</b> <ul style="list-style-type: none"> <li>Field Training Officer (2019)</li> <li>Simulation Scenario Instructor (2018)</li> <li>Remington 870 Shotgun Armorer (2017)</li> <li>M16/AR15 Rifle Armorer (2017)</li> <li>Narcan Instructor (2017)</li> <li>Baton (2017)</li> <li>Glock Armorer (2016)</li> <li>L.E. Emergency Medical Care First Aid (2012)</li> <li>CPR/AED (2012)</li> <li>Less Lethal User (2010)</li> <li>CapWin (2009)</li> <li>Radar Instructor (2002)</li> <li>Police Firearms Instructor (2002)</li> <li>Police General Instructor (2002)</li> <li>Police Officer (2001)</li> </ul>
<b>Status/Rank:</b> Part-time, Instructor	
<b>Education:</b>	
<b>Teaching Experience:</b> <ul style="list-style-type: none"> <li>Carroll County Sheriff's Office Police Entry Level Training Academy, 2016-Present</li> </ul>	
<b>Other Experience:</b> <ul style="list-style-type: none"> <li>Deputy, Deputy First Class, Master Deputy, Corporal, Carroll County Sheriff's Office, 2001- Present</li> </ul>	
<b>Faculty:</b> Brian J. Moore	<b>Certifications:</b> <ul style="list-style-type: none"> <li>Field Training Officer (2019)</li> <li>Police Firearms Instructor (2017)</li> <li>Remington 870 Shotgun Armorer (2017)</li> <li>M16/AR15 Rifle Armorer (2017)</li> <li>Police General Instructor (2017)</li> <li>Glock Armorer (2017)</li> <li>Field Training Officer (2013)</li> <li>Laser Operator (2011)</li> <li>Radar Operator (2011)</li> <li>CapWin (2011)</li> <li>Police Officer (2011)</li> <li>Taser Instructor X26, X2, X26P (2010)</li> <li>Correctional Officer (2009)</li> </ul>
<b>Status/Rank:</b> Part-time, Instructor	
<b>Education:</b> <ul style="list-style-type: none"> <li>General Education Diploma</li> </ul>	
<b>Teaching Experience:</b> <ul style="list-style-type: none"> <li>Carroll County Sheriff's Office Police Entry Level Training Academy, 2015-Present</li> </ul>	
<b>Other Experience:</b> <ul style="list-style-type: none"> <li>Deputy, Deputy First Class, Master Deputy, Carroll County Sheriff's Office, 2011-Present</li> <li>Correctional Officer, Carroll County Detention Center, 2009-2011</li> </ul>	
<b>Faculty:</b> Larry E. Naill, Jr.	<b>Certifications:</b> <ul style="list-style-type: none"> <li>Firearms Instructor (2017)</li> <li>OC Instructor (2017)</li> <li>Narcan Instructor (2017)</li> <li>PepperBall Instructor (2017)</li> </ul>
<b>Status/Rank:</b> Part-time, Instructor	
<b>Education:</b> <ul style="list-style-type: none"> <li>General Education Diploma</li> </ul>	

<b>Teaching Experience:</b> <ul style="list-style-type: none"> <li>Carroll County Sheriff's Office Police Entry Level Training Academy, 2016-Present</li> </ul>	<ul style="list-style-type: none"> <li>Taser Instructor X26, X2, X26P (2017)</li> <li>Corrections Firearms Instructor (2017)</li> <li>Corrections General Instructor (2017)</li> <li>Mental Health First Aid (2016)</li> <li>First Aid (2014)</li> <li>Baton User (2012)</li> <li>Stun-Cuff User (2011)</li> <li>Taser User (2010)</li> <li>Field Training Officer (2006)</li> <li>Correctional Officer (2004)</li> </ul>
<b>Other Experience:</b> <ul style="list-style-type: none"> <li>Correctional Officer 1, 2, 3, Corporal, Sergeant, Carroll County Detention Center 2002-2011</li> </ul>	
<b>Faculty:</b> Andrew R. Spencer	<b>Certifications:</b> <ul style="list-style-type: none"> <li>Corrections DT Instructor (2019)</li> <li>Corrections General Instructor (2018)</li> <li>Defensive Tactics Instructor (2018)</li> <li>Mental Health First Aid (2016)</li> <li>Field Training Officer (2015)</li> <li>First-Aid (2014)</li> <li>Stun-Cuff User (2012)</li> <li>Correctional Officer (2012)</li> </ul>
<b>Status/Rank:</b> Part-time, Instructor	
<b>Education:</b> <ul style="list-style-type: none"> <li>High School Diploma</li> </ul>	
<b>Teaching Experience:</b> <ul style="list-style-type: none"> <li>Carroll County Sheriff's Office Police Entry Level Training Academy, 2018-Present</li> </ul>	
<b>Other Experience:</b> <ul style="list-style-type: none"> <li>Correctional Officer, Carroll County Detention Center 2011-Present</li> </ul>	
<b>Faculty:</b> Russell Tourangeau	<b>Certifications:</b> <ul style="list-style-type: none"> <li>Field Training Officer (2019)</li> <li>Police General Instructor (2019)</li> <li>Police Emergency Vehicle Operator Instructor (2018)</li> <li>Police Officer (2015)</li> </ul>
<b>Status/Rank:</b> Part-time, Instructor	
<b>Education:</b>	
<b>Teaching Experience:</b> <ul style="list-style-type: none"> <li>Carroll County Sheriff's Office Police Entry Level Training Academy, 2018-Present</li> </ul>	
<b>Other Experience:</b> <ul style="list-style-type: none"> <li>Deputy, Deputy First Class, Master Deputy, Carroll County Sheriff's Office, 2014-Present</li> </ul>	
<b>Faculty:</b> Alvin J.T. Zumbrun, Jr.	<ul style="list-style-type: none"> <li><b>Certifications:</b> Police Officer Certification(1977), Baltimore County Police Recruit Academy</li> <li>FBI Agent Certification (1992), FBI National Academy</li> </ul>
<b>Status/Rank:</b> Part-time, Instructor	
<b>Education:</b> <ul style="list-style-type: none"> <li>M.S. Criminal Justice (1976), University of Baltimore</li> <li>B.S. Criminal Justice (1974), University of Baltimore</li> </ul>	

<ul style="list-style-type: none"> <li>• A.A. Police Administration (1976), Catonsville Community College</li> </ul>	
<p><b>Teaching Experience:</b></p> <ul style="list-style-type: none"> <li>• Carroll County Sheriff's Office Academy, 2017-Present</li> <li>• Maryland State Police, 2015-Present</li> <li>• Maryland Natural Resources Police Academy, 2009-Present</li> <li>• Maryland Police Entry Level Training Program, 2009-Present</li> <li>• Carroll Community College, 2006</li> <li>• Community College of Baltimore County, 2004-Present</li> <li>• Maryland Transportation Authority Police Academy, 2004-2011</li> <li>• Baltimore Police Academy, 2001-2004</li> <li>• Baltimore City Community College, 2001-2004</li> <li>• University of Baltimore, 1999-2006</li> <li>• Howard County Police Academy, 1994-Present</li> <li>• Howard Community College, 1994-2001</li> <li>• Baltimore County Police Academy, 1981-Present</li> <li>• Community College of Baltimore County, 1981-2001</li> <li>• Howard County Police Department, 1977-2001</li> </ul>	
<p><b>Other Experience:</b></p> <ul style="list-style-type: none"> <li>• Officer, Sergeant, Lieutenant, Captain, Carroll County Sheriff's Office, 1977-2001</li> </ul>	

**LAW ENFORCEMENT  
RESOURCES AND NARRATIVE RATIONAL**

<b>TABLE 1: RESOURCES:</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$40,240	\$41,450	\$42,690	\$43,980	\$45,300
a. Number of F/T Students	10	10	10	10	10
b. Annual Tuition/Fee Rate	\$4,024	\$4,145	\$4,269	\$4,398	\$4,530
c. Total F/T Revenue (a x b)	\$40,240	\$41,450	\$42,690	\$43,980	\$45,300
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$40,240</b>	<b>\$41,450</b>	<b>\$42,690</b>	<b>\$43,980</b>	<b>\$45,300</b>

**Narrative for Table 1: Resources**

1. Reallocated Funds: Carroll Community College does not anticipate any need to reallocate funds from any other area to support this program.
2. Tuition and Fee Revenue: The cost of both full-time and per-credit tuition is subject to a 3% increase each year.
3. Grants and Contracts: Not applicable.
4. Other Sources: Not applicable.

**LAW ENFORCEMENT  
EXPENDITURES AND NARRATIVE RATIONAL**

<b>TABLE 2: EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
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
<b>TOTAL (Add 1 – 7)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Narrative for Table 2: Expenditures

1. Faculty:

The College already has one full-time Criminal Justice/Law Enforcement faculty member on staff. No additional full-time faculty members are expected to be needed for the program.



2. Administrative Staff:  
No additional administrative staff is expected to be needed for the program.
3. Support Staff:  
No additional support staff is expected to be needed for the program.
4. Equipment:  
No additional equipment is expected to be needed for the program.
5. Library:  
The current library loan mechanism and the electronic retrieval methods will be used for the program. New library holdings related to Law Enforcement will be added on a regular basis.
6. New or Renovated Space:  
No new or renovated space needs are expected for the program.
7. Other Expenses:  
No additional expenses are anticipated.