

WOR-WIC
COMMUNITY COLLEGE

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November 16, 2020

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

Dear Dr. Fielder:

Please accept this letter requesting the approval of the Associate of Applied Science in Business Management, Professional License Studies Concentration. The Professional License Studies area of concentration has been recommended through the college curriculum committee and approved by the president and Board of Trustees.

A check will be mailed with a letter and summary of the changes requested for Wor-Wic Community College. This letter, corresponding coversheet and new area of concentration proposal are being sent electronically.

Please contact me should you have any questions and/or need further information. Thank you for your time and consideration.

Sincerely,



Kristin L. Mallory, Ed.D.
Vice President for Academic Affairs



Office Use Only: PP#

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

Institution Submitting Proposal

Wor-Wic Community College

Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" 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 ☒ YesPayment ☐ R*STARSPayment
Submitted: ☐ NoType: ☒ Check

Amount: \$250

Date
Submitted: 11/18/2020

Department Proposing Program	Business and Hospitality Management Department		
Degree Level and Degree Type	Associate of Applied Science		
Title of Proposed Program	Business Management, Professional License Studies Concentration		
Total Number of Credits	60		
Suggested Codes	HEGIS: 500101.00	CIP: 52.0201	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
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: 2021		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.worwic.edu/		
Preferred Contact for this Proposal	Name:	Dr. Kristin L. Mallory	
	Title:	Vice President for Academic Affairs	
	Phone:	(410) 334-2814	
	Email:	kmallory@worwic.edu	
President/Chief Executive	Type Name:	Dr. Murray K. Hoy	
	Signature:	Date: 11/16/2020	
	Date of Approval/Endorsement by Governing Board:	11/12/2020	

Revised 4/2020

Associate of Applied Science in Business Management, Professional License Studies AOC

Wor-Wic Community College

A. Centrality to Institutional Mission Statement and Planning Priorities

A.1. Description of program:

Wor-Wic Community College is applying to expand the Business Management AAS degree by adding the Professional License Studies program area of concentration. The new concentration will recognize a select group of skilled trades for which a State of Maryland license is required to practice in the trade field. Through providing business management courses to skilled trades professionals, graduates will gain knowledge that will provide career advancement within a company or business for incumbent workers as well as for graduates who seek to start their own businesses in the future. The skilled trades recognized by the Professional License Studies concentration are ones that require a combination of hours through training, journeyman, apprenticeship, and/or working under the supervision of a state licensed supervisor for a total of 600 hours or more which exceeds the total number of classroom and lab hours that students would complete if Wor-Wic Community College were to schedule required courses in the trade field area.

The MD State Licenses recognized by the Professional License Studies concentration program are:

Barbers, Barber-Stylist Limited, Master Barber, Cosmetologists, Hairstylist, Esthetician

HVAC Journeyman License or higher HVAC license (HVAC Master License, HVAC Master Restricted License, HVAC Limited License)

Master Electricians

Journey Plumber/Gas Fitter License or higher Plumber/Gas Fitter license (Master Plumber/Gas Fitter, Apprentice Plumber/Gas Fitter)

Plumbing Inspector (Certification)

Journey Natural Gas Fitter License or higher Natural Gas Fitter license (Master Natural Gas Fitter)

Licensed Real Estate Appraisers, Certified Residential Real Estate Appraisers, Certified General Real Estate Appraisers

Stationary Engineers (Grade 1 license, Grade 2 license, or Grade 3 license only)

Though the Professional License Studies concentration program is an AAS degree designed for career and workforce employment, the General Education, Business, Accounting and Economics courses are transferrable for students to apply towards a Baccalaureate degree at most 4-year institutions; the gaining institution will evaluate

courses that are applicable toward the student's selected Baccalaureate major and the program's required courses. Graduates will need to request prior learning or alternative course credit recognition at the 4-year institution to receive credits for their professional trade training and state recognition; therefore, it will be up to the granting institution to determine the number of credits awarded towards the higher-level degree. This is common for most AAS graduates looking to continue their education in pursuit of a higher-level academic degree.

The proposed Professional License Studies concentration program supports Wor-Wic Community College's mission by "enhanc[ing] local economic growth by addressing the educational, training and workforce development needs of the residents of Worcester, Wicomico and Somerset counties." Through offering "high quality, affordable educational offerings and comprehensive support services designed to facilitate student goal completion," Professional License Studies concentration program students will gain business management knowledge at an affordable tuition cost and serve the residents of the college's service area.

A.2. Support of strategic goals:

The proposed area of concentration directly supports the following strategic priority for the college:

Strategic Priority One: Student Success

Increase student success by delivering relevant courses and programs, providing flexible scheduling and diverse delivery methods, and improving developmental education student outcomes.

The Professional License Studies concentration program provides a relevant program to the Wor-Wic Community College service area through enhancing the employable skills of working residents practicing an MD professional licensed trade career.

College goal #1: Provide service area residents with access to quality education and training at a reasonable cost.

Wor-Wic Community College's tuition and fees are affordable and the lowest for colleges within Maryland's tri-county region of the lower eastern shore.

College goal #2: Offer courses and programs to prepare students for entry into the workforce, career advancement, licensure, certification, transfer to four-year colleges and universities, and personal development.

The Professional License Studies concentration program will enhance students' entry level skills and increase their competitiveness when seeking employment. The skills and knowledge gained through the business management courses will enhance students' qualifications for employment and upward mobility within their employer's organization.

College goal #3: Promote economic development by providing innovative programs and services that address the needs of business, government, nonprofits and other community groups.

The Professional License Studies concentration program supports future economic development by preparing students to be successful in leadership positions within a company or business and encourages students to become small business owners.

College goal #5: Partner with local high schools and universities to facilitate seamless transitions through the levels of education.

Area CTE high schools offer one or more career trade programs that lead to an MD state license recognized by the Professional License Studies concentration program. In addition, all three CTE high schools have articulation agreements with Wor-Wic Community College for at least one required course in the Professional License Studies concentration program.

A.3. Funding for first five years

To support the Professional License Studies concentration program, the only additional costs that the college will incur will be additional faculty release time (0.5 credit) for the Business and Hospitality Management Department Head for supervising the program. Additional faculty salaries, professional development, course supplies or equipment are not needed for the program.

Wor-Wic Community College will provide funding support through the college's operational budget allocations to the Business Management programs.

A.4. Institutional Commitment

Wor-Wic Community College is committed to the Professional License Studies concentration program. The additional concentration to the Business Management AAS degree demonstrates Wor-Wic Community College's commitment to the strategic and college goals outlined below:

Strategic Priority One: Student Success

Increase student success by delivering relevant courses and programs, providing flexible scheduling and diverse delivery methods, and improving developmental education student outcomes.

College goal #1: Provide service area residents with access to quality education and training at a reasonable cost.

College goal #2: Offer courses and programs to prepare students for entry into the workforce, career advancement, licensure, certification, transfer to four-year colleges and universities, and personal development.

College goal #3: Promote economic development by providing innovative programs and services that address the needs of business, government, nonprofits and other community groups.

College goal #5: Partner with local high schools and universities to facilitate seamless transitions through the levels of education.

The program supports the college's mission, vision and values in serving Maryland's tri-county region's lower eastern shore communities:

Mission: Wor-Wic is a comprehensive community college that enhances local economic growth by addressing the educational, training and workforce development needs of the residents of Worcester, Wicomico and Somerset counties. The college serves a diverse student body through its high quality, affordable educational offerings and comprehensive support services designed to facilitate student goal completion.

Vision: Wor-Wic will be a leader in enhancing the quality of life on the Lower Eastern Shore by developing a world-class workforce and providing excellence in education and training.

Values:

Accessibility is the availability of educational services for all members of the community regardless of geographic, physical or economic limitations.

Community is the result of collaboration and cooperation among employees, students and stakeholders to meet the needs of the service area.

Diversity is embracing all people, ideas and experiences by providing an inclusive and supportive environment.

Integrity is honest and ethical behavior that allows for mutual respect, responsibility and accountability among employees, students and the community.

Innovation is the adoption of new or creative ideas and technologies to enhance learning and institutional performance.

Learning is the acquisition of knowledge and skills that lead to intellectual and personal growth.

Excellence is the highest level of performance, professionalism and standards.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

B.1

The City of Salisbury, MD, ranked 13th in *US News and World Reports: Fastest-Growing Places in the US in 2020-21*. The Maryland Department of Planning, using projected population data for 2020 which will be updated when the 2020 Census data is received, forecasts that between 2020-2025 the population will increase in the Wor-Wic

Community College tri-county service area by 0.95% (10,850 residents). This data does not include recent population movements due to events that occurred during the 2020 calendar year resulting in residents relocating from large cities to smaller cities, suburban areas and rural communities.

The job outlook between 2019-2028 per the Maryland Department of Labor for the following career trades that are recognized by the Professional License Studies concentration program are:

Hairdressers, Hairstylists, and Cosmetologists: 9.4%

Electricians: 8.1%

Heating, Air Conditioning, and Refrigeration Mechanics and Installers: 10.7%

Plumbers, Pipefitters, and Steamfitters: 11%

Appraisers and Assessors of Real Estate: 10.8%

Real Estate Sales Agents: 10.6%

The job outlook for licensed trade careers are similar in Maryland's lower eastern shore region. Wor-Wic Community College's tri-county service area of Somerset, Wicomico and Worcester counties as well as the communities in the neighboring border counties of Dorchester, MD, Sussex, DE and Accomack, VA. The projected increase, per EMSI for MD licensed career trades which are recognized by the Professional License Studies concentration program, between 2020 and 2025 are:

Hairdressers, Hairstylists, and Cosmetologists: 12%

Electricians: 26%

Heating, Air Conditioning, and Refrigeration Mechanics and Installers: 27%

Plumbers, Pipefitters, and Steamfitters: 17%

Real Estate Sales Agents and Appraisers: 4%

For the licensed career trades recognized by the program, over 50% of the incumbent workers are over the age of 45; this includes existing business owners. 30% are over the age of 55, and 10% are over the age of 65. Therefore, businesses and companies who employ licensed skill trade professionals recognized by the Professional License Studies concentration program will benefit from the program by having employees with the skills and knowledge to advance to supervisory positions and positions of greater responsibility than those of entry level positions. Employees who are both skilled in their trade and knowledgeable about business management and business practices will enable companies and businesses to be positioned for growth and succession as they make plans to meet the needs of the growing region as well as the coastal seasonal tourism areas of Rehoboth Beach, DE, Bethany Beach, DE, Ocean City, MD and Chincoteague, VA which are transitioning to year-round tourism. In addition, graduates of the Professional License Studies concentration program can utilize their knowledge and skills to open their own business or assume a business ownership should the opportunity become available.

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

C.1. 1. Employment opportunities

Completing the Business Management AAS degree with the concentration in Professional License Studies and having an active MD State license in one of the selected career trade areas will provide graduates with the skills to advance to a supervisory position, own their own business, or be highly competitive when seeking a position in their trade field. Throughout Maryland's lower eastern shore counties and neighboring counties in the border states of Delaware and Virginia, there has been a population increase and a steady growth of new construction or renovations of residential and commercial buildings. In addition, over 50% of incumbent workers in Wor-Wic Community College's service area are in the 45 and above age range which is slightly higher than 47% of incumbent workers in the same age group throughout the State of Maryland (EMSI Q4 2020).

Wor-Wic Community College's service area includes the City of Salisbury, the coastal seasonal tourism region of Ocean City, MD and numerous communities within the region which are attracting retirees from the Washington DC, Baltimore, MD, Philadelphia, PA regions and other areas in the northeast. Residents from these regions will also add to seasonal tourism in the Ocean City coastal region.

With the current and future influx of families and retirees relocating and vacationing in Maryland's lower eastern shore communities, there is a continuous demand on the existing businesses and companies that employ MD State licensed workers.

In Wor-Wic Community College's tri-county service area and border counties, there were a total of 4,083 jobs in 2017 for all of the selected licensed career trades with an estimated total of 4,730 by 2025 (EMSI Q4 2020). The projected totals for 2025 do not consider the increase in relocating families which can be attributed to recent events surrounding the pandemic. The communities in the lower eastern shore are particularly attractive to relocating families.

C.2. Data analysis projecting market demand

Between 2017 to 2025, it is expected that there will be a 16% increase in positions across the six counties in Wor-Wic Community College's greater service area (three counties in Wor-Wic Community College's service area plus three border counties of which two are in neighboring states) (EMSI, Q4 2020 data).

Barbers and Cosmetologists	12%
Electricians	26%
HVAC Technicians	27%
Plumbers	17%
Real Estate	4%
Stationary Engineers	---

Currently, more than 50% of all incumbent workers in the six career trades are 45 years or older, and there is an annual average total of 606 job openings (EMSI Q4 2020 data).

	Workers Age 45+	Avg # Job Openings Each Yr.
Barbers and Cosmetologists	398	155
Electricians	348	125
HVAC Technicians	438	135
Plumbers	213	81
Real Estate	694	110
Stationary Engineers	---	---

According to EMSI Q4 2020 data, the population is expected to increase from 2017 to 2025 by 35,158. With the influx of relocating families to the region, there will be an anticipated increased demand for the six career trades to support the new residential and commercial construction and renovations. In addition, demand for services, normal maintenance needs throughout the region and continuous demands to support the coastal tourism industry serving Ocean City, MD, Bethany Beach, DE, Rehoboth Beach, DE and Chincoteague, VA will also rise.

C.3. Educational and training needs over the next 5 years

Given the average number of job openings for each licensed career trade and the number of workers who are over the age of 45, there will be an increased number of junior or less experienced workers in each career trade and an increased demand for experienced workers to fulfill supervisory positions. In addition, the population increase within Wor-Wic Community College's tri-county service area and neighboring counties will place more demands across all licensed skill trades which will encourage more licensed professionals to start their own businesses. In both scenarios, business management knowledge and skills will be valuable for the success of supervisors and business owners.

C.4. Current and Projected supply of prospective graduates

The Professional License Studies concentration program does not exist in the lower eastern shore region or on the Delmarva Peninsula. It is expected that there will be 5-10 graduates each year. Students enrolled in the program are expected to attend part-time due to their day-time working hours in the trade or attending classes while participating in their required apprenticeships to complete the requirements for the MD state license.

D. Reasonableness of Program Duplication

D.1. Similar programs in state or surrounding area:

There are no similar or comparable academic programs which combine business and business management courses with trade skills that are offered by community or technical colleges or 4-year institutions within Wor-Wic Community College's service area or the neighboring border counties to include Sussex County, Delaware.

Within the State of Maryland, there are two community colleges that offer academic programs in which state professional licenses or career trades are recognized. Both programs award college credits through prior learning assessments in which awarded credits can vary between MD professional licensed career trades and the level of the prospective student's license.

The following colleges offer programs in one or more trade areas that are recognized by the Professional License Studies concentration program:

Community Colleges within Maryland that offer Associate degree programs similar to the Professional License Studies concentration program:

Anne Arundel Community College, MD

- Technical Studies: Apprentice, AAS.

Hagerstown Community College

- Technical Studies, AAS

Colleges within Wor-Wic Community College's service area and neighboring border states and neighboring MD counties which offer programs that lead to MD State Professional License eligibility are:

Colleges within Wor-Wic Community College's larger service area, which includes a neighboring MD community college and two border states community colleges, who offer training programs that lead to MD State Professional License eligibility for career trades recognized by the program are:

Chesapeake College, MD

- Electrician, CEWD
- Heating, Ventilation, Air Conditioning (HVAC), CEWD
- Real Estate Licensure Prep, CEWD

Delaware Technical Community College, DE

- Refrigeration, Heating, & Air Conditioning, AAS (there are no Business courses are included in the program)
- Refrigeration, Heating, & Air Conditioning Studies, Certificate

Eastern Shore Community College, VA

- Hair Braiding & Weaving, CEWD
- Electricity Assistant Career Studies Certificate, Electricity Helper Career Studies Certificate
- Heating, Ventilation and Air Conditioning (HVAC) Technician Assistant Career Studies Certificate, Heating, Ventilation and Air Conditioning (HVAC) Technician Helper Career Studies Certificate

For each licensed career trade recognized by the Professional License Studies concentration programs, community colleges and universities with programs that lead to MD State licenses are listed with the degree type.

Barber/Cosmetologists

None

Electrician/Electrical

College of Southern Maryland	Electric Power Technician	Associate Degree
College of Southern Maryland	Electric Wiring Technician	Associate Degree
Frederick Community College	Electrical Certificate	Lower Division Certificate
Montgomery College	Electrical Wiring Area of Concentration, Building Trades Technology	Associate Degree
Montgomery College	Electrical Wiring Certificate	Lower Division Certificate

HVAC

Community College of Balt County	Advanced HVAC & Energy Technology	Lower Division Certificate
Community College of Balt County	Basic HVAC & Energy Technology	Lower Division Certificate
Community College of Balt County	HVAC & Energy Technology	Associate Degree
Frederick Community College	HVAC Certificate	Lower Division Certificate
Montgomery College	HVAC Area of Concentration, Building Trades Technology	Associate Degree
Montgomery College	HVAC Certificate	Lower Division Certificate

Plumbers

None

Real Estate

Institution	Program	Degree
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Community College of Balt County	Real Estate	Lower Division Certificate
Johns Hopkins University	Real Estate and Infrastructure	Master's Degree
Univ. of Maryland, College Park	Real Estate and The Built Envir	Bachelor's Degree
Univ. of Maryland, College Park	Real Estate Development	Master's Degree
University of Baltimore	Real Estate & Economic Development	Bachelor's Degree
<u>Stationary Engineers</u>		
None		

D.2. Justification for Proposed Program

The Professional License Studies concentration program will provide MD licensed trade professionals within select trades additional skills and knowledge in the areas of business, business management, accounting and finance, and economics to enhance their employers' businesses, provide upward mobility to both supervisory positions and positions with more responsibility and the skills to run their own business. The populations who will benefit from the Professional License Studies concentration are incumbent workers, newly licensed workers and graduates from area CTE high schools. The services provided by the MD licensed trade professionals to communities across the country are vital to the economic stability, vibrancy and health of the nation, states, and counties. Many of the trade skills recognized by the Professional License Studies concentration are necessary for the installation, repair and maintenance of critical systems in residential, commercial and municipal properties. In addition, many of the major industries in Wor-Wic Community College's tri-county service area rely on licensed skill trade professionals. The industries range from the poultry industry, agriculture industry, hotel and property rental industries, tourism industry, public and private K-12 and higher education industries, medical and health care industries, retail industry, food service industry, and public service industries to name a few. Many companies and corporations across Maryland's lower eastern shore have licensed trade professionals on their staff.

The requirements to be eligible for an MD State license in the recognized skill trades includes a total of 600 hours or more of one or more of the following: education training, supervision by a license professional, journeyman and/or apprenticeship. Due to the variety of requirements across the skilled trades to be eligible for a state license, Wor-Wic Community College will award 12 college credits for the training which is equivalent to the required technical education credits for Associate of Applied Science (AAS) degrees.

E. Relevance to High Demand Programs at Historically Black Institutions

Though the Professional License Studies concentration program is not a transfer associate's degree program, many of the General Education, Business, Accounting, and Economics courses required in the program are transferrable to many HBCUs towards a baccalaureate degree in Business. The following HBCUs from the Top 50 HBCUs offer Business or Business Administration baccalaureate degrees and are within a 200 mile radius of Wor-Wic Community College:

Bowie State University, MD
Coppin State University, MD
Morgan State University, MD
University of Maryland Eastern Shore, MD

The Professional License Studies concentration program offers an opportunity for underrepresented students to both further their career goals and, because the courses associated with the program have a high probability of being transferrable, achieve a four-year degree should they choose to continue their education. HBCUs are in a unique position to further this goal particularly in relation to increasing the number of minority owned businesses and the number of executive level and supervisory level positions held by minorities. This is critical in achieving a more equitable economic system and increasing opportunities overall. A Gallup-Perdue survey found that 55 percent of HBCUs graduates were better prepared for life after college as compared to 30 percent of students who did not attend a HBCU. Also, the survey found that HBCU graduates were financially better than non-HBCU graduates: 40 percent compared to 29 percent (AACSB International: Business Education and Historically Black Colleges and Universities). Ensuring that HBCUs are aware of the program is a priority and reflects Wor-Wic Community College's commitment to increasing diversity and offering programs which address the need for viable opportunities for underrepresented populations.

F. Relevance to the Identity of Historically Black Institutions

The Professional License Studies concentration program encourages and prepares licensed trade professionals for supervisory positions, positions with increased responsibility and business ownership. All three of these are in support of HBCUs' mission to prepare students for successful careers and to become community leaders.

After the Professional License Studies concentration program completes the approval process, HBCUs within a 130 mile driving distance from Wor-Wic Community College will be contacted to investigate articulation opportunities. The HBCUs within a 130 mile driving distance from Wor-Wic Community which offer a related baccalaureate degree, as noted above, are:

Bowie State University, MD
Coppin State University, MD
University of Maryland Eastern Shore, MD

G. Adequacy of Curriculum Design and Delivery to Related Learning Outcomes

G.1. Describe how the program was established and the faculty who will oversee the program.

For over a year, the Professional License Studies concentration program was initially planned as a standalone Occupational Studies AAS program. After recognizing potential conflicts and students' confusion between the Occupational Therapy Assistant AAS programs and this one, an alternative program title was sought. After review of the selected courses for the proposed program, the majority of which were Business and Business Management courses, the decision was made for the program to become a concentration of the Business Management AAS degree.

G.2. Educational Objectives and Student Learning Outcomes:

Student Learning Outcomes for the Professional License Studies concentration are:

1. Describe activities occurring within the basic functions of a business
2. Create and communicate written and oral reports for internal and/or external stakeholders
3. Demonstrate business skills and knowledge in a workplace setting and exhibit professional behaviors as per the standards of the respective agency
4. Demonstrate communication, planning, execution and assessment skills

Graduates of the Professional License Studies concentration will be able to:

1. Apply basic business and accounting practices and principles to the workplace environment
2. Apply appropriate techniques when communicating with supervisors, employees, and customers

G.3. Assessment

a. Student Learning Outcomes

Wor-Wic Community College maintains academic policies and procedures in the college Policies and Procedures Manual (PPM) which are reviewed on a regular basis and revised or updated as needed. In accordance with the PPM, academic programs, courses and faculty are reviewed and assessed annually on the student learning outcomes (SLOs). The standard benchmark for courses is a 70% pass rate for course objectives on the end of semester final exam. In the department head's annual program report, plans of action are developed for the upcoming year to address steps of improvement when benchmarks are not met. The plans of action are reviewed and updates are prepared twice during the upcoming year: 6 months and 1 year. Both the dean for the program's division and the Vice President for Academic Affairs prepare responses to the department heads' annual reports.

Faculty are evaluated annually on their job performance and teaching. Included in the faculty evaluation process is the review of a course required writing assignment, a plan of instruction for one of the faculty's assigned courses during the academic year and students' course evaluations. All of these items are incorporated in the faculty evaluation which are reviewed for the renewal faculty employment contracts.

b. Program Learning Outcomes

Wor-Wic Community College has an extensive and thorough assessment plan that is managed by the Director of Assessment who has revamped the assessment process since coming to Wor-Wic. Under the Director, all courses and programs have annual reviews validating that General Education objectives and student learning outcomes are met. Annually, department heads prepare reports on the status of the programs within the department, course assessments and assessment results and action plans for the next academic year. All programs are reviewed on a five-year cycle.

G.4. Course list including title, credit hours, and course descriptions:

<i>Business Management</i> Associate of Applied Science Degree <i>Professional License Studies Concentration</i>		
<u>Summer II</u>	<u>First Year</u>	Credit Hours
SDV 100	Fundamentals of College Study	<u>1</u> 1
<u>Fall</u>		
*BMT 101	Introduction to Business	3
BMT 115	International Business	3
*ENG 101	Fundamentals of English I	3
*GEN ED	Mathematics Requirement	3
		12
<u>Spring</u>		
*ACT 101	Financial Accounting	3
*BMT 125	Finance	3
*BMT 160	Customer Relationship Management	3
*ENG 151	Fundamentals of English II	<u>3</u>
		12
<u>Second Year</u>		
<u>Fall</u>		
*ACT 223	Income Tax	3
BMT 102	Marketing	3
ECO 151	Principles of Macroeconomics	3
GEN ED	Biological/Physical Science Requirement	<u>3</u>
		12
<u>Spring</u>		
BMT 203	Organizational Communications	3
BMT 205	Business Law	3
BMT 260	Business Management Field Experience	2
*ECO 151	Principles of Microeconomics	<u>3</u>
		11
	**MD State Professional License Requirement	12
		Total: 60

* Prerequisite required

**** Students are required to have one of the following active MD State Professional Licenses for graduation:**

Barbers, Barber-Stylist Limited, Master Barber, Cosmetologists, Hairstylist, Esthetician

HVAC Journeyman License or higher HVAC license

Master Electricians

Journey Plumber/Gas Fitter License or higher Plumber/Gas Fitter license

Plumbing Inspector (Certification)

Journey Natural Gas Fitter License or higher Natural Gas Fitter license

Licensed Real Estate Appraisers, Certified Residential Real Estate Appraisers, Certified General Real Estate Appraisers

Stationary Engineers (Grade 1 license, Grade 2 license, or Grade 3 license only)

Accounting Courses:

ACT - 101 - Financial Accounting (3 Credits)

This course offers a comprehensive study of basic accounting principles and procedures. Students record accounting transactions, prepare financial statements, apply internal controls, account for assets and liabilities, and utilize ratio analysis. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 and MTH 091 with grades of "C or better, acceptable reading and mathematics placement test scores or permission of the department head. Usually offered in the fall and spring.*

ACT - 223 - Income Tax (3 Credits)

This course offers an introduction to federal taxation. It provides an overview of the federal tax system, the determination of taxable income and the payment of taxes for the individual taxpayer. This course also provides an overview of the tax characteristics of business entities. Students determine the tax status, gross income, taxable income and tax liability of an individual taxpayer. Students also prepare an income tax return for a typical individual taxpayer. *Lecture Hours: 39. Prerequisite(s): ACT 101 with a grade of "C" or better or permission of the department head. Usually offered in the fall.*

Business Management Courses:

BMT - 101 - Introduction to Business (3 Credits)

This course covers the role and function of the business enterprise within the U.S. economic framework. Students explore the internal and external environments that impact business organizations and the various forms of business ownership. Students study the responsibilities of

functional groups that work together to achieve business success and evaluate real-life business situations. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

BMT - 102 – Marketing (3 Credits)

This course covers the various activities that are required for businesses to successfully develop their products and services, bring them to the consumer, encourage sales and secure earnings. Students analyze marketing situations and recommend an appropriate marketing strategy. *Lecture Hours: 39. Usually offered in the fall and spring.*

BMT - 115 - International Business (3 Credits)

This course examines the impact of international business on countries, small and large businesses, and individuals. The theoretical foundations of international business, culture and customs of various regions and countries, and the international business environment are explored. Students learn how business opportunities are analyzed, how market entrance approaches are determined and how the global enterprise is managed. Examples of international cooperation and controversy are integrated throughout the course. *Lecture Hours: 39. Usually offered in the fall and spring.*

BMT - 125 – Finance (3 Credits)

This course is designed to provide essential financial tools and knowledge to start or operate small business enterprises. Material covered includes financial and economic concepts, financial planning and management, the preparation and analysis of financial statements, forecasting, working capital management, capital budgeting and principles of personal finance. *Lecture Hours: 39. Usually offered in the fall and spring.*

BMT - 160 - Customer Relationship Management (3 Credits)

This course prepares students to apply positive guest service skills to both internal and external customers. Students develop communication skills, problem-solving skills, positive attitudes and behaviors, professionalism and the art of cordiality. Topics include exceeding guest expectations, handling difficult guests, resolving conflicts and analyzing guest comment cards to improve performance. *Lecture Hours: 39. Prerequisite(s): BMT 101, BMT 115 or HMR 101 with a grade of "C" or better. Usually offered in the fall and spring.*

BMT - 203 - Organizational Communications (3 Credits)

This course enables students to apply the theories and processes of successful communications. The focus is on the use of effective communications for correspondence, presentations and interviews. Students plan and execute strategies for solving communication problems within organizations. *Lecture Hours: 39. Usually offered in the fall and spring.*

BMT - 205 - Business Law (3 Credits)

This course presents the basic framework of commercial and administrative law. Students explore law as it relates to contracts, agency and employment, business torts and crimes, the organization of business ownership, product safety and liability, warranties, antitrust regulations, and real and personal property. *Lecture Hours: 39. Usually offered in the fall and spring.*

BMT - 260 - Business Management Field Experience (2 Credits)

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. *Field Experience Hours: 100. Prerequisite(s): Permission of the department head. Usually offered in the fall and spring.*

General Education Courses:

SDV - 100 - Fundamentals of College Study (1 Credit)

This course is designed to introduce students to the information and habits that facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility, active learning and critical thinking skills, increasing motivation and decreasing stress, analyzing the syllabus, instructor and course, establishing a learning style, organizing and balancing family, work and school, improving study and note-taking skills, and test-taking strategies, advisement, registration and the college catalog, safety, student services and other administrative resources, rules, regulations and civility, and lifelong learning. Students who do not pass this course must take it again the following fall or spring term. *Lecture Hours: 15. Usually offered in the fall, spring and summer.*

GEN ED – Arts and Humanities requirement – 6 Credits

ENG - 101 - Fundamentals of English I (3 Credits)

This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of “C” or better in this course in order to enroll in ENG 151 . *Lecture Hours: 39. Prerequisite(s): ENG 095 and ENG 096 , or ENG 097 , with grades of “C” or better, or acceptable reading and writing placement test scores. Usually offered in the fall, spring and summer.*

ENG - 151 - Fundamentals of English II (3 Credits)

This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. *Lecture Hours: 39. Prerequisite(s): ENG 101 with a grade of “C” or better. Usually offered in the fall, spring and summer.*

GEN ED – Behavioral Social Science requirement – 6 Credits

ECO - 151 - Principles of Macroeconomics (3 Credits)

This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students examine how

an economy allocates and uses resources, and they evaluate its economic condition. Students investigate different markets and the relationships among the markets. Students also study the interdependency of global economies. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

ECO - 201 - Principles of Microeconomics (3 Credits)

This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students apply an economic perspective to questions that firms and households must answer before making decisions. Students also study the interdependency of global economies. *Lecture Hours: 39. Prerequisite(s): ENG 095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.*

GEN ED - Mathematics Requirement – 3 Credits

Complete one of: MTH-102 Applications in College Mathematics, MTH-104 Fundamental Concepts II, MTH-121 Precalculus I, MTH-122 Precalculus II, MTH-152 Elementary Statistics, MTH-160 Applied Calculus or MTH-201 Calculus I.

GEN ED - Science Requirement – 3 Credits

Complete one of: BIO 101 Fundamentals of Biology, BIO 105 Principles of Biology, BIO 115 Introduction to Human Structure and Function, BIO 202 Anatomy and Physiology I, BIO 203 Anatomy and Physiology II, BIO 220 Microbiology, CHM 105 General Chemistry, ENV 101 Environmental Science, GEO 101 Earth and Space Science, IDS 200H Scientific Thought and Data Analysis, Honors, PHY 104 Physical Science, PHY 121 General Physics or PHY 141 Principles of Physics I (Previously CHM 101).

G.5. General Education requirements:

Associate of Applied Science degrees require programs to contain 18 credit hours from mathematics, social science, humanities and science courses. The Professional License Studies concentration program meets this requirement through:

3 credits	Biological/Physical Science	Elective course
3 credits	Mathematics Requirement	Elective course
6 credits	Arts and Humanities requirement	ENG 101, ENG 151
6 credits	Behavioral Social Science requirement	ECO 101, ECO 151
30 credits	Accounting, Business, Business Management courses	
<u>12 credits</u>	MD State Professional License recognition	
60 credits		

G.6. Specialized Accreditation

The Professional License Studies concentration program will not require a special accreditation.

G.7. Contracts with other Institutions

N/A

G.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.

Wor-Wic Community College documents the curricula requirements for all programs in the annual college catalog. In addition to curricula, the program's learning objectives are also documented in the catalog along with each course description. For programs with special admission requirements, the requirements are clearly documented in the catalog. Consistent with standard college catalog practices, the catalog includes the academic calendar, college admissions process and requirements, tuitions and fee schedule, financial aid and loans process, student advisement and academic standards and processes for student grievance and complaints. Current and past college catalogs are accessible on the Wor-Wic Community College website.

H. Adequacy of Articulation

Wor-Wic Community College has articulation agreements with each of the three county school systems within the college's service area and universities in the region. Articulations with the county school systems are on a course-by-courses basis and are reviewed annually during a joint meeting with faculty from Wor-Wic Community College and faculty from all three county school systems.

Though the Business Management AAS degree program and program concentrations are not designed for direct transfer to baccalaureate degrees, the Business Transfer AA degree program is designed for transfer to baccalaureate Business programs for which articulation agreements are in place with Salisbury University and University of Maryland Eastern Shore.

I. Adequacy of Faculty Resources

I.1 Faculty Summary

Faculty within the Business/Hospitality Management Department who teach Business Management, Accounting, Economics, and Office Technology courses in support of the Business Management AAS degree and concentrations are:

Faculty Member	Faculty Rank	Degrees	Work Experience	Full or Part-time	Courses Taught
Anjali Chatelle	Instructor	BS, Business, Trinity University in DC MBA, Finance and IT Management, American University MS, Information Systems, UMBC	Over twenty years of accounting, audit, tax, and financial systems work for individuals, corporations, and nonprofit entities. This work also includes some years as a government contractor and in public service.	Part-Time	BMT 205-Business Law
Marrietta Downing	Instructor	BS, Accounting, Delaware State University Master of Business Administration (MBA), University of Maryland University College	Positive Aspirations Learning Academy, (2017-2020) State of Maryland University Systems -(2006-2016) Chesapeake College (2016-2017) Wor-Wic Community College, PT- ESL Instructor (2017-2018; 2014-2015) Chesapeake College, PT-ESL Instructor (2013-2015)	Part-Time	ACT 250-Payroll & Accounting Applications
Matthew Geel	Assistant Professor	B.A., History, Dalhousie University M.Acc., Rider University	Montgomery College - Adjunct Accounting Professor Metalogix Software - Staff Accountant Buchanan & Company, PLLC - Staff Accountant American International Group Inc. (AIG) - Staff Accountant	Full-Time	ACT 101-Financial Accounting ACT 151-Managerial Accounting ACT 153-Microcomputer Accounting ACT 223-Income Tax
Dr. Jae Jung	Assistant Professor	B.S., Economics, Ajou University M.M.H., Hospitality, Cornell University Ph.D., Hospitality, Sejong University	Lecturer - School of Management, Ithaca College, January 2016 – August 2019 Chief Financial Officer (CFO) - IT Ventures: Mphene LLC, 2015	Full-Time	BMT 101-Introduction to Business BMT 203-Organizational Communications

			<p>General Manager & Marketing Director - Tokyo Seoul Restaurant Inc., 2013-2017</p> <p>President - Dasan-J Restaurant LLC, 2003-2016</p> <p>Licensed Real Estate Salesperson & Development - Audrey Edelman Realty U.S.A, 2012-2016</p> <p>President - Dasan-J International LLC, 2007-2014</p> <p>President and Co-founder - Dasan-J Beauty Supply Inc., 2009-2013</p> <p>Conducted a \$300 million consulting project for Starwood conference hotel property in Boston</p> <p>Capital Sales Manager – Kukmin Life Insurance (Current: Mirae Asset Life Insurance Co.), 1991-1996</p>		
Dr. Denise Marshall	Instructor	<p>BS, Nursing, Hampton University</p> <p>MS, Nursing Education, Brookline College</p> <p>Med, Salisbury State University</p> <p>EdD, Innovation & Leadership, Wilmington College</p>	<p>Norfolk Community Hospital- Neonatal Nursery & Medical Surgical Nursing</p> <p>Wicomico County Health Department- Director of the Addictions Program</p> <p>Peninsula Regional Medical Center- part-time in neonatal nursery</p>	Part-Time	OFT 140- Medical Terminology

			<p>Wor-Wic Community College- Department Chair</p> <p>Shore Up Shady Pines</p> <p>Educator for ATI Review and Capstone Review</p> <p>Part-time Nursing Instructor at Wor-Wic Community College</p>		
Dr. George Ojie-Ahamiojie	Professor	<p>Certified Hotel Educator (CHE) (American Hotel and Lodging Association)</p> <p>A.A. Arts, Houston Community College, Houston, Texas</p> <p>B.Sc. Hotel and Restaurant Management – University of Houston, Houston, Texas</p> <p>M.A. Organizational Management/Human Resources – University of Phoenix, Orlando, Florida</p> <p>M.A. Conflict Analysis and Dispute Resolution – Salisbury University, Salisbury, Maryland</p> <p>Ed.D. Educational Leadership and Administration – Argosy University, Sarasota, Florida</p> <p>Ed.S Educational Leadership and Administration – Argosy University, Sarasota, Florida</p>	Over 28 years industry experience working hotels, restaurants, theme parks, and resorts.	Full-Time	<p>BMT 115- International Business</p> <p>BMT 160- Customer Relationship Management</p> <p>BMT 204- Supervisory Development</p>

Wendy Postles	Assistant Professor	<p>A.A.S in computer science, Wor-Wic Community College</p> <p>B.S., in Applied computer Science, University of Maryland Eastern Shore</p> <p>M.S. Learning Design and Technology, University of Maryland University College</p>		Full-Time	<p>CMP 100- Introduction to Computers</p> <p>OFT 155-Word Processing</p> <p>OFT 160- Introduction to Spreadsheets</p> <p>OFT 162- Introduction to Database Design</p>
Susan Simpson	Assistant Professor	<p>B.S., Business & Finance, Mount St. Mary's University</p> <p>B.A., Economics, Mount St. Mary's University</p> <p>M.A., Economics, University of Colorado Boulder</p>	<p>Utility Analyst; University of Colorado Boulder</p> <p>NCAA Athletes Academic Tutor; University of Colorado Boulder</p> <p>Instructor of Economics; Front Range Community College</p> <p>Set Manager; Revans University, University of Action Learning</p> <p>Financial Analyst; City of Boulder Department of Public Works</p> <p>Financial Analyst; Boulder Community Hospital</p>	Full-Time	<p>BMT 125- Finance</p> <p>ECO 151- Principles of Macroeconomics</p> <p>ECO 201- Principles of Microeconomics</p>
Dr. Lucinda Stanley	Professor	<p>B.S., Business Administration, Regis University,</p> <p>M.S., Business Education, Emporia State University</p> <p>M.S., Instructional Design and Technology,</p>	<p>Business and Information Technology Instructor - Accomack County Public School System</p> <p>Maryland Environmental Service - Administrative Assistant, Westover, MD</p>	Full-Time	<p>BMT 101- Introduction to Business</p> <p>BMT 102- Marketing</p> <p>BMT 130-Social Media Marketing</p>

		Emporia State University Ph.D., Instructional Design and Online Learning, Capella University	Department of Defense - Purchasing Agent - Patuxent River NAS, Lexington Park, MD Northampton Cooperative Bank - Northampton MA Maryland Savings and Loan - Lexington Park, MD First National Bank of Maryland - Salisbury, MD Maryland National Bank - Pocomoke, MD Owner/Operator: Avelyn's Closet Owner Operator: MIST Academy Owner/Operator: J & L Construction		BMT 203-Organizational Communications BMT 220-Professional BMT 235-Social Media Practicum BMT 260-Business Mgmt. Field Experience OFT 270-Medical Office Field Experience
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The courses taught by the above faculty support the following Business and Business Management programs:

- Business Management, AAS
- Business Management, Social Media Specialist Concentration, AAS
- Business Transfer, AA
- Business Management, General Business, Certificate

There are no additional faculty needed to support the addition of the Professional License Studies concentration program to the Business Management programs.

I.2. Ongoing pedagogy training for faculty

a. Pedagogy that meets the needs of the students

Annually, Wor-Wic Community College coordinates a professional development day for faculty. Topics scheduled for the PD day are based around current and relevant teaching topics and best practices. Faculty are encouraged to participate in discipline specific PD, and eligible faculty have the opportunity to apply for college and grant funds.

b. The learning management system

Wor-Wic Community College adopted Blackboard for the college's LMS. All faculty are required to use Blackboard class shells for each of their class sections. The shells are

prepared through an automated process based on class sections that are scheduled for the semester. Faculty have access to class shells prior to the semester which provides them access to upload class syllabi and configure the online gradebook. Blackboard training and support is provided by the college's Instructional Technologist. The technologist also prepares instructional videos and provides additional instruction during faculty professional development sessions.

c. Evidenced-based best practices for distance education, if distance education is offered.

Wor-Wic Community College is increasing the number of courses which are scheduled using the online modality. Courses are required to be approved for online scheduling by the Distance Education Committee which is comprised of faculty, deans and the Instructional Technologist. Online courses are evaluated and assessed by using the Quality Matters methodology in which department peers participate in the course review process.

J. Adequacy of Library Resources

Wor-Wic Community College utilizes electronic resources for the college library that are accessible both on and off campus. The Professional License Studies concentration program will not require additional library or reference resources. In addition to the Wor-Wic Community College online library, current students have access to the libraries at Salisbury University and the University of Maryland Eastern Shore campuses. Both libraries are traditional libraries with both electronic and physical resources.

K. Adequacy of Physical Resources, Infrastructure and Instructional Equipment

K.1. Physical facilities, infrastructure, and instructional equipment

The Professional License Studies concentration program will not require additional or specialized classrooms, labs, equipment or supplies. All resources needed to deliver and assess students enrolled in the program are already available through the delivery of the parent program – Business Management AAS degree program.

K.2. Distance Education Assurances

To support distance education and off-campus access to college and class resources, Wor-Wic Community College students receive log-on access to a college myWor-Wic portal. The myWor-Wic portal provides access to Blackboard LMS, an email account, electronic Library resources and student registration information. Students who register for online scheduled courses are required to complete a mandatory Blackboard tutorial which includes an assessment prior to accessing course material.

L. Adequacy of Financial Resources.

L.1. Table 1 – Resources and Narrative Rationale

The Professional License Studies concentration program will attract more part-time students than full-time students due to eligible students working in their career trade

during daytime hours. However, there will be a small number of students who will be able to attend in a full-time capacity while they are attending night-time training classes for their career trade or whose schedules will allow them to enroll in 12 credits each semester. Future tuition and fees for each year are calculated at the rate of a 3% increase from the previous year's tuition and fees.

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	16644	35065	59499	70044	81072
a. Number of F/T students	2	5	9	9	9
b. Annual tuition/fee rate	3504	3593	3685	3780	3878
c. Total F/T revenue (a * b)	7008	17965	33165	34020	34902
d. Number of P/T students	3	6	9	12	15
e. Credit hour rate	146	150	154	158	162
f. Annual credit hour	22	19	19	19	19
g. Total P/T revenue (d * e * f)	9636	17100	26334	36024	46170
3. Grants, Contracts & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	16644	35065	59499	70044	81072

L.2. Table 2 – Program Expenditures and Narrative Rationale

The Professional License Studies concentration program does not require additional faculty, staff, equipment or supply resources. The department head would receive an additional 0.5 workload credit for supervising the new program which is in accordance with the Wor-Wic Community College Policy and Procedures Manual.

TABLE 2: EXPENDITURES					
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
TOTAL (Add 1 - 7)	0	0	0	0	0

M. Adequacy of provisions for evaluation of program

M.1. Evaluation Procedures – Courses, Faculty, Student Learning Outcomes

In accordance with the PPM, academic programs, courses and faculty are reviewed and assessed annually on the student learning outcomes (SLOs) which result from annual assessment activities. The standard benchmark for courses is a 70% pass rate for course objectives on the end of semester final exam. In the department head's annual program report, plans of action are developed for the upcoming year to address steps of improvement when benchmarks are not met. The plans of action are reviewed and updates are prepared twice during the upcoming year: 6 months and 1 year. Both the dean for the program's division and the Vice President for Academic Affairs prepares responses to the department head's annual reports.

Faculty are evaluated annually on their job performance and teaching. Included in the faculty evaluation process are the reviews of a course required writing assignment, a plan of instruction for one of the faculty's assigned courses during the academic year and students' course evaluations. All of these items are incorporated in the faculty evaluation which are reviewed for renewing faculty employment contracts.

M.2. Evaluation of Proposed Program's Effectiveness

In accordance with Wor-Wic Community College's Assessment policies and procedures, all programs and courses are reviewed annually to validate the status with meeting objectives and outcomes. Department heads prepare an annual report on the success, challenges and achievements. Programs are also reviewed using a standard program review process every five years

N. Consistency with the State's Minority Student Achievement Goals

Per Wor-Wic Community College's policies and procedures, the college has a standing Cultural Diversity committee consisting of representation from students, faculty, college staff and administrators. The committee is responsible for annually reviewing the Cultural Diversity Plan and scheduling events for the college community.

The Cultural Diversity Plan states:

“Wor-Wic Community College is committed to a plan of cultural diversity that promotes inclusivity of diverse students and employees. The college has created a welcoming atmosphere on campus and has infused cultural diversity in all college programs, services and communications. The college has demonstrated this commitment to cultural diversity through the vision, values, mission, and goals stated in the strategic plan. The strategic plan of the college is in alignment with the diversity goals of the Maryland State Plan for

Higher Education, including implementation strategies and timelines for meeting the goals. The college adheres to the definition of cultural diversity as *inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education* [Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)].”

In accordance with the Maryland Higher Education Commission (MHEC) reporting requirements for college cultural diversity plans (Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)), an annual report is prepared which documents cultural diversity initiatives and achievements accomplished during the academic year.

O. Relationship of Low Productivity Programs

N/A

P. Adequacy of Distance Education Programs

The Professional License Studies concentration program will benefit from existing courses within the Business Management AAS degree program that are scheduled online as well as traditional in-person and hybrid delivered classes. Wor-Wic Community College complies with the Middle States Commission on Higher Education and Maryland Higher Education Commission (MHEC) requirements for offering distance education programs and courses.