



OFFICE OF THE PRESIDENT

April 12, 2021

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

Dear Dr. Fielder:

Montgomery College respectfully requests approval of the following academic program action:

**Creation of the new Behavioral Health Associate of Arts, HEGIS 5216.01,
CIP 51.1502, effective fall 2021.**

Montgomery College is prepared to offer the new behavioral health associate of arts. The program is designed to train students for entry-level positions such as aides or technicians in various mental health disciplines. The curriculum is 60 credits and provides students with a firm foundation in General Education courses, as well as 23 credits of discipline-specific coursework. Embedded within the discipline coursework is a five-credit practicum which allows students to observe behavioral health professionals in the field and explore career opportunities. The new program is a complete redesign of Montgomery College's mental health associate of applied science (suspended summer 2020).

The new behavioral health associate of arts provides students with a seamless transition to the University of Maryland, Baltimore County bachelor's program in social work at the Universities at Shady Grove campus, while providing exposure to behavioral health coursework and real world experience early in the academic program. The College plans to pursue statewide and health occupation shortage designation for the new program.

The fee of \$850 for a new academic program will be sent to the Maryland Higher Education Commission via U.S. mail.

Thank you in advance for your time and consideration of this request. Feel free to contact Dr. Carolyn Terry, senior vice president for academic affairs, at 240-567-4226 or carolyn.terry@montgomerycollege.edu if you have questions.

Sincerely,

DeRionne P. Pollard, Ph.D.
President



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Montgomery College
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Each action below requires a separate proposal and cover sheet.

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> No	R*STARS #	Payment Amount: \$850	Date Submitted:
Submitted: <input type="radio"/> No		Type: <input checked="" type="radio"/> Check #		
Department Proposing Program	Academic Affairs			
Degree Level and Degree Type	Associate of Arts			
Title of Proposed Program	Behavioral Health			
Total Number of Credits	60			
Suggested Codes	HEGIS: 5216.01		CIP: 51.1502	
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: catalog.montgomerycollege.edu			
Preferred Contact for this Proposal	Name: Ms. Betsy Leonard			
	Title: Planning & Support Specialist			
	Phone: (301) 807-7857			
	Email: betsy.leonard@montgomerycollege.edu			
President/Chief Executive	Type Name: Dr. DeRionne P. Pollard			
	Signature:			Date: 04/13/2021
	Date of Approval/Endorsement by Governing Board:			01/27/2021

Revised 1/2021

Montgomery College
Behavioral Health Associate of Arts

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Behavioral health is an overarching term which includes the study of mental health/illness, substance abuse prevention, intervention, treatment and recovery, as well as marriage/family counseling and chronic disease management. It is the study of the biological, psychological, and social determinants of human behavior and how behavior impacts health. Often called "integrated behavioral health", the focus is on behavior: how to influence the acquisition of health enhancing behaviors while mitigating the impact of health risk behaviors.

Montgomery College is prepared to offer the new associate of arts (A.A.) in behavioral health. The curriculum is 60 credits and provides students with a firm foundation in General Education courses, as well as 23 credits of discipline-specific coursework. Embedded within the discipline coursework is a 5-credit practicum which allows students to observe behavioral health professionals in the field and explore career opportunities. This new A.A. is a complete redesign of Montgomery College's [mental health associate of applied science](#) (A.A.S.) that was suspended summer 2020.

The proposed behavioral health A.A. provides students with a seamless transition to the University of Maryland, Baltimore County bachelor's program in social work at the Universities at Shady Grove campus, while providing exposure to behavioral health coursework and real world experience early in the academic program.

The new behavioral health A.A. supports Montgomery College's [mission](#) to empower our students to change their lives, enrich the life of our community, and hold ourselves accountable for their academic success. Montgomery College is serving the needs of our students and our community by training competent professionals to help meet the diverse needs of our citizens and community and also address the behavioral health needs of Montgomery County, the state of Maryland, and beyond. Finally, the behavioral health program holds itself accountable through curriculum and workforce alignment, program assessment, faculty evaluations, and student feedback through evaluations.

Montgomery College's [vision statement](#) focuses on both academic excellence as well as opportunity. The institution is characterized as agile and relevant as it meets the dynamic challenges facing our students and community. This vision is supported through the implementation of a program that provides cogent, well-paying jobs for our graduates as well as providing our community with a trained behavioral health workforce.

The College plans to pursue statewide and health occupation shortage designation for the new A.A.

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

The [2017-2021 Maryland State Plan for Postsecondary Education](#) set the goals of access, success, and innovation to support student success with less debt. This sentiment is echoed throughout Montgomery College's [MC2025 Strategic Plan](#) and supported by the new behavioral health A.A.:

- **Goal I: Empower our students to start smart and succeed.** The new behavioral health program not only supplies students with opportunities for entry level jobs, it also paves the way for students to transfer seamlessly to the University of Maryland, Baltimore County's baccalaureate program in social work at the Universities at Shady Grove campus. This pathway was designed in consultation with program faculty from both institutions to ensure appropriate transfer of the full 60 credits. Every course in the program is designed to propel students forward towards completion of both the associate and bachelor degrees.
 - **Goal II: Enhance transformational teaching practices and learning environments.** Key to this goal is excellence, rigor, and equity. This is exemplified by offering students accurate and current information in the classroom, the opportunity to observe professionals in the field, and timely advising from program faculty who are most able to offer students advice on both their current academic plan as well as future career opportunities.
 - **Goal III: Fuel the economy and drive economic mobility.** The best way to ensure economic mobility is to enable students to earn meaningful degrees that allow them to secure jobs after they graduate. The new behavioral health program encourages students to continue on to completion of a bachelor's degree in social work via implementation of a program articulation with the above social work program.
- 3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.).**

The proposed behavioral health program will be implemented with existing institutional resources from the suspended mental health A.A.S. and personnel from the Department of Health Enhancement, Exercise Science and Physical Education. The 14 full-time faculty, 30 part-time faculty, and 4 support staff are sufficient to meet the requirements of the new program. No additional resources or faculty are needed.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

Montgomery College has a commitment to excellence and innovation. The administration has always been supportive of cutting-edge programs. This program proposal is proceeding with the full support of the department chair, dean, and provost under which this program was developed. The program also has the full support of the offices of the senior vice president for academic affairs and Montgomery College president, as well as the Board of Trustees.

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

When Montgomery College allows a new program proposal to move forward, it is with the understanding that it may take time to build enrollment. Part of the program coordinator's responsibility is to generate informational materials and participate in activities to build awareness of and enrollment in new programs.

Montgomery College is committed to providing all students an opportunity to complete their program of study. Students may elect to graduate from a curriculum by meeting the curriculum requirements as outlined in any catalog in effect during their enrollment, provided they graduate within seven years of the chosen catalog. Since courses and programs may be discontinued at the discretion of the College without prior notice, the College and administering academic department will provide all students affected by such decisions with assistance in choosing appropriate courses and programs for completion.

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.

The A.A. in behavioral health is designed to provide students with entry level knowledge and skills for immediate employability and a firm foundation for continuing their education to the bachelor's level and beyond. Although individuals with an A.A. in behavioral health are not able to practice as licensed mental health professionals, they can find employment as mental health technicians/aides, psychiatric health technicians/aides, behavioral health technicians/aides, and human and social services technician/aides.

There is a critical shortage of trained professionals to meet the behavioral health needs of both Montgomery County and the state of Maryland. Within a 50-mile radius of the College, there are presently 45,000+ jobs, and this need is expected to reach over 52,000 jobs by 2029; an overall gain of 16 percent. In 2019, there were almost 6,000 jobs available within Montgomery County, Maryland alone. The regional salary is 29 percent higher than national compensation. This represents an average salary of \$67,616 locally as compared to \$52,406 nationally. It is incumbent on the field of behavioral health to learn how to provide for the mental health needs of our local and national communities.

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

Montgomery College has a stellar track record of reaching and supporting minority and disadvantaged populations. The list below includes a sample of the many programs and outreach efforts:

- [Combat2College](#) provides veterans, active-duty service members, and reservists with specialized academic support, resources, and services.
- The [Federal TRIO program](#) is a grant-funded program designed to help students from disadvantaged backgrounds remain in school until graduation or transfer to a four-year college or university.
- [Achieving the Promise Academy](#) is a collegewide program that provides academic support for any Montgomery College student through embedded classroom support and one-on-one individual academic coaching.
- [Boys to Men. \(BTM\)](#) and [Sister to Sister \(S2S\)](#) are mentoring programs for African American male and female students with the goals of keeping these students enrolled, helping them raise their grade point average, and ensuring they earn a degree or certificate and/or meet the requirements to transfer to a four year institution.
- The [Challenge Program](#) offers courses to help adults with developmental disabilities function more independently at home, at work, and in the community.
- The [MC Mentoring Network](#) includes mentoring programs such as the **Advancing Latino Male Achievement (ALMA)** which provides holistic academic and personal guidance, support, and development for Hispanic/Latino/Native American males; the **International Buddy Program** which offers support to students classified as immigrants, non-immigrants, or F-1/International Visa holders; the **Mentoring Project for Women** which targets cross cultural, African American, and Latina first year and continuing students; and numerous other discipline-specific support programs.

- [ACES \(Achieving Collegiate Excellence and Success\)](#) helps historically underrepresented populations earn a baccalaureate degree. This program is a collaboration of Montgomery County Public Schools, Montgomery College, and the Universities at Shady Grove.
- The [Maryland Dream Act](#) allows high school graduates who are undocumented immigrants, United States citizens, and other statuses the opportunity to qualify for reduced tuition.

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](#).

The [2017-2021 Maryland State Plan for Postsecondary Education](#) lists several strategies to meet the goals of access, success and innovation to support student success with less debt. Montgomery College also has many strategies designed to ensure student success. Montgomery College offers a number of student success courses that help students focus on strategies which propel them toward degree completion. Academic advising and planning, as well as disability support services, further the College's commitment to degree completion. Additionally, Montgomery College is a participant in the [Achieving the Dream](#) network of community colleges which uses a culture of evidence and data to minimize barriers and maximize opportunity for our students. It should be noted that Montgomery College earned a national Achieving the Dream Leader College of Distinction award in 2019.

Strategy 6 of the Maryland State Plan speaks to improving the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements. The behavioral health program offers a variety of outreach programs which evolved from its partnership with Montgomery County Public Schools. These programs include dual enrollment programs such as the [Early College](#) and [Middle College](#) programs, as well as [Jump Start to College](#), which enables motivated high school students to earn up to 30 college credits before high school graduation. Particularly innovative are the [Dual Enrollment](#) pathways Montgomery College offers to students who are home schooled and/or attended private schools.

In addition to the outreach to high school programs, Montgomery College also offers pathways for students to earn an associate's degree at Montgomery College, then transition to the Universities at Shady Grove to complete the articulated degree. Accompanying the proposal for Montgomery College's new behavioral health A.A. is an articulation with the University of Maryland, Baltimore County that encourages students to earn a bachelor's degree in social work. The articulation agreement clearly defines what students need to do in order to successfully complete a degree at the College, then transfer to the Universities at Shady Grove campus to complete the B.A. in social work. Program advising bridges the gap between the two institutions, thereby removing certain barriers to completion.

Finally, for a full-time course load, annual tuition at Montgomery College is \$5,322 for Montgomery County residents, \$10,254 for Maryland residents, and \$14,034 for out-of-state residents. According to [College Tuition Compare](#), there are 94 schools in Maryland that offer undergraduate degrees. For the 2020-2021 school year, the annual average undergraduate tuition is \$6,410 for state residents and \$13,676 for out-of-state residents. Clearly, Montgomery College offers an economic advantage.

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

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

Behavioral health is an umbrella term which encompasses careers with a focus in mental health, substance abuse prevention, intervention, and treatment. It also includes marriage and family counseling, adolescent health, as well as social services integration and chronic disease management.

The career focus in this area is the biopsychosocial determinants of health. Health is a global term which includes all facets of human experience including the emotional, cognitive, and social aspects, as well as the physical.

The focus is on behavior: how to encourage protective behaviors while decreasing the incidence of health risk behavior. If risky behavior cannot be eliminated, the focus becomes mitigation of damage.

According to American Hospital Association's May, 2019 edition of [TrendWatch](#), behavioral health is essential in the quest for individual health as well as healthy communities. Since timely and affordable healthcare is an unfulfilled promise, access to behavioral health can improve health outcomes while lowering costs. For many behavioral health interventions, the focus is on prevention which traditionally has been cheaper than cure. Many hospitals and health systems are implementing strategies to increase access to behavioral health care while at the same time serving as employers of individuals with training in the field.

To address what behavioral health workers do, very often they are working under social workers and counselors who have more training and experience. These entry-level professionals conduct needs assessments and help develop and deliver treatment plans while coordinating delivery of necessary services.

Part of the service delivery includes helping patients determine eligibility and completing the necessary paperwork. For many individuals who receive behavioral health interventions, paperwork is barrier which is often difficult to surmount.

The client base for behavioral health services is broad, encompassing everyone from infants to elderly and the vulnerable, including substance abusers, people with disabilities, and those with mental illnesses. Also included are the social outliers, the homeless, LGBTQ, and the incarcerated.

The skills necessary for behavioral health workers are the basis for the program objectives in the proposed behavioral health A.A. These include critical thinking, facility in both written and verbal communication, as well as ethical and professional behavior.

Job titles for entry-level positions in behavioral health include case worker, psychiatric technician, psychiatric aide, community health worker, social work aide, certified addiction counselor (CAC), assistant behavioral health specialist, behavioral health technician, behavioral health coach, mental health promotion worker, mental health worker, behavioral health clinician, case manager, integrated behavioral health therapist, and more.

Behavioral health workers are employed by hospitals; health care systems; outpatient care centers; individual/family services care providers; local, state and federal government, senior centers, non-profits, clinics, and more.

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

According to Emsi dataset in Appendix A, the job posting demand in this area is high and expected to increase through 2029. There were 31,845 unique job postings with 4,526 competing employers. The median duration of job postings was 33 days, which is one day shorter than typical job postings in this region. Regional employment mirrors national demand. Within a 50-mile radius of Montgomery College there are 45,279 jobs available while nationally there are 46,674 jobs available for a region of comparable size. Wage compensation is 29 percent higher locally than nationally with a median wage of \$67,616 locally compared to \$52,406 nationally. Emsi data is derived from official government sources such as the United States Census Bureau, the Bureau of Labor Statistics, and the Bureau of Economic Analysis.

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.

Once again referencing the Emsi dataset in Appendix A, regional jobs in behavioral health careers are expected to increase 16 percent over the next nine years, from 45,279 jobs to 52,654, which reflects an increase of 7,366 jobs. Regarding educational and training needs, these are determined by the specific career path under the umbrella of behavioral health. Since the proposed behavioral health A.A. at Montgomery College prepares students for University of Maryland, Baltimore County's baccalaureate in social work, this program will be used as the example. The dataset referenced above lists 680 social work postings from January 2019 to January 2020 with 300 monthly hires. The projected retirement is 11,300 nationally, which is average.

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

In order to project the current and future supply of prospective graduates, it is necessary to extrapolate from data collected on an existing program. Montgomery College's community health program was chosen for this purpose since this program is housed under the same department as the proposed behavioral health A.A. and includes some of the same courses. Also, since this program has recently undergone a detailed program evaluation, cogent data is available. The new behavioral health program will be marketed to students currently taking health classes who have not yet chosen a course of study with the goal of attracting new majors.

Information from Health Program dataset, Appendix B, was compiled during the 2018-2019 program assessment. When examining the data it should be noted that the referenced community health program was originally titled the health education program. The program title was updated to community health via a curriculum action in 2017. When interpreting data for years 2017-2018, the data for community health and health education should be combined to correctly reflect student enrollment. For the five-year period including academic years 2013-2019, there was an average of seven graduates per year based on an average of 99 students enrolled as majors. Referring to the projected graduates' chart below, the first and second year of the program will not have any graduates since it will take the first cohort of students at least two years to complete the program if students are enrolled full time and taking 15 credits per semester.

It should also be noted that the community health/health education program has been in existence for 25 years and has name recognition with both department and collegewide counselors and program advisors. Comparison to a well-established program should be made

with care. That being said, it can be expected that there will initially be fewer new majors in a new program that has not yet garnered the attention of faculty and counseling staff.

Projected Graduates	Year 1	Year 2	Year 3	Year 4	Year 5
	0	0	7	9	11

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.

There are no other A.A. in behavioral health degree programs in the state of Maryland. The Community College of Baltimore County offers an 18-credit certificate in behavioral health counseling trainee that is designed to provide students with the necessary credits to apply for counselor trainee status with the Maryland Board of Professional Counselors and Therapists. It is not a degree. The proposed behavioral health program requires 75 hours of field work which affords students the opportunity to attain real world experience. Montgomery College's A.A. in behavioral health will be the first of its kind in the state of Maryland.

The University of Maryland, School of Social Work offers an area of concentration in behavioral health as part of its master's in social work. Since Montgomery College's proposed behavioral health program is designed to articulate with the bachelor's in social work program at University of Maryland, Baltimore County, Universities at Shady Grove campus, upon completion of the bachelor's degree, students may ultimately be able to continue a focus in behavioral health at the master's level.

The University of Maryland, College Park, offers a B.S. in behavioral and community health but the focus of this program is to prepare students to effectively plan, develop, implement, and evaluate community health education programs whereas, Montgomery College's proposed behavioral health program is designed to prepare students for entry into University of Maryland, Baltimore County's bachelor's program at the Universities at Shady Grove.

2. Provide justification for the proposed program.

Behavioral health is an overarching term which includes the study of mental health/illness, substance abuse prevention, intervention, treatment, and recovery as well as marriage/family counseling and chronic disease management. It is the study of the biological, psychological, and social determinants of human behavior and how behavior impacts health. Often called "integrated behavioral health", the focus is on behavior; how to influence the acquisition of health enhancing behaviors while mitigating the impact of health risk behaviors. This program is designed to articulate with University of Maryland, Baltimore County's bachelor's in social work housed on the Universities at Shady Grove campus. The program was developed in conjunction with the coordinator of the degree at Shady Grove to assure continuity and transferability of courses.

As discussed above, this program is designed to enable students to transfer seamlessly to University of Maryland, Baltimore County's bachelor in social work program housed at the Universities at Shady Grove. It is intended to replace the suspended A.A.S. in mental health that did not transfer well and was suspended summer 2020. Because of the inordinately large number of mental health classes which could only be used as lower level electives, students were transferring without several essential General Education classes. The behavioral health program is designed to remedy that situation. It is not intended for course-by-course transfer. It

is intended to transfer to Shady Grove as part of an articulated program. A letter of intent from the program coordinator at Shady Grove is included in Appendix C. The College plans to pursue statewide and health occupation shortage designation for the new A.A.

In order to provide students which as much flexibility as possible, the behavioral health program will closely follow the general studies social sciences and health program with the addition of three behavioral health courses. The three behavioral health courses require department permission to ensure prerequisites are met for the upper level courses and confirmation that all students enrolled are majors.

The proposed behavioral health program resonates with Montgomery College's mission to empower our students to change their lives and enrich the life of our community by providing cogent, well-paying jobs for our graduates as well as providing our community with a trained behavioral health workforce. The program also aligns with Montgomery College's vision to meet the dynamic challenges facing our students and community by preparing students for gainful employment in a growing field while training future professionals to minister to the mental health needs of their community. Given that this is the only behavioral health degree program in state, it serves to reflect Montgomery College's commitment to innovation.

According to Emsi dataset in Appendix A, there is an aggressive job posting demand in our region for jobs in behavioral health. The average salary is over \$67,000. Within a 50-mile radius of the college, there are over 45,000 jobs at present and the number of positions is projected to grow at a rate of 16 percent until 2029 reaching a total of 53,000 jobs. These jobs could be filled by Montgomery College graduates.

These are the reasons for Montgomery College's proposed behavioral health A.A.

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

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

There will be no impact on implementation or maintenance of high-demand programs at HBI's.

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.

There will be no impact on the uniqueness and institutional identities and missions of HBI's.

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 describe the faculty who will oversee the program.

The proposed behavioral health program was developed, first and foremost, to help meet the growing demand for trained professionals in the field.

As Montgomery College conducted a thorough examination of all programs and certificates, it was discovered that the suspended A.A.S. in mental health was not only out of date, it required 61 credits. When the program was designed in the 1970's, it trained students to work in large state-run mental institutions. They provided direct patient care such as assistance with activities of daily living (ADL's). Since these institutions no longer exist, students with the A.A.S. often found themselves unable to qualify for jobs in the field. Also, traditionally, students who wished to continue their education would use this program as a stepping stone to University of

Maryland, Baltimore County's bachelor in social work housed at the Universities at Shady Grove campus. Although technically the courses did transfer, in reality many of the courses transferred as general electives and did not advance students toward the degree. Students were frustrated to discover that the inordinately large number of credits in mental health (24) prevented them from graduating with the necessary General Education classes.

In addition, the mental health program required 400 hours of field work which is more in keeping with a master's program, not an associate's program. Many students identified this requirement as a barrier to completion and left Montgomery College without completing the degree. The proposed behavioral health program has been constructed to eliminate the problems with the previous program. The number of program-specific courses is reduced for completion of necessary General Education classes. The number of practicum or field work hours is reduced to 135 hours which equates to 9 hours per week over the course of a 15-week semester. This allows students to be employed while completing all degree requirements.

All faculty, both full and part time, who will teach this program have at a minimum a master's in health education/community health, counseling, or social work.

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

Following are the program outcomes for the new behavioral health A.A.:

Outcome	Upon completion of this program a student will be able to:
1	Acquire and apply the fundamental knowledge and skills of the behavioral health profession.
2	Model ethical and professional behavior in both classroom exercises and field placements.
3	Demonstrate effective verbal and written communication skills.
4	Demonstrate an understanding of how diversity and difference impacts behavior.
5	Use critical thinking skills to solve problems relevant to the field of behavioral health.

The initial program modality will be offered on campus or structured remote. As the program grows and numbers increase, the program will be offered at the three Montgomery College campuses (Rockville, Germantown, and Takoma Park/Silver Spring). Program growth will be enabled by offering both hybrid and on-line classes.

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**

Montgomery College conducts comprehensive and multifaceted assessment across all disciplines. The Office of Assessment supports the College's mission and vision by:

- Providing leadership, guidance, and data support for the assessment of student learning outcomes in all degree programs.
- Coordinating a comprehensive system of program reviews for academic areas.

- Collecting, analyzing and distributing reports and information to the College community about assessment results.
- Consulting with administrative areas, disciplines and academic programs on assessment and evaluation projects.

The following table represents an overview of the assessment process at Montgomery College:

Assessment Type	Purpose	Cycle
General Education Outcomes Assessment	To examine student acquisition of General Education competencies.	Once every three years
Program Assessment	To assess student attainment of the program's student learning outcomes for the purpose of discovering what is working well and where improvements can be made to increase student learning.	Once every three years
Program Review (also referred to as the College Area Review)	To examine the current alignment and relevance of a program's curriculum and success with retaining and matriculating students.	Once every five years
Administrative Assessment	To review an administrative area's success with achieving outcomes and institutional priorities.	Once every five years

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

Program Title: Mental Health Associate of Arts (Old Curriculum, Suspended Summer 2020)

Course Designator	Title	Credits
Foundation Courses		
ENGL 102	Critical Reading, Writing, and Research (ENGF)	3
MATH 117	Elements of Statistics (MATF)	3
Distribution Courses		
BIOL 101	General Biology (NSLD)	4
COMM 108	Foundations of Human Communication (HUMD)	3
PSYC 102	General Psychology (BSSD)	3
General Education Elective		
Elective	World Language Course † or ASLP 100 – ASL I	3
Elective	World Language Elective † or ASLP 110 – ASL II	3
Other Requirements		
ECON 101 or POLI 101	Principles of Economics I or American Government	3
ENGL 101	Introduction to College Writing *	3
PSYC 221	Introduction to Abnormal Psychology	3
SOCY 100	Introduction to Sociology * (BSSD)	3

Course Designator	Title	Credits
Elective	Natural Science Distribution without Lab (NSND) ***	3
Program Requirements		
MHLT 101	Introduction to Mental Health I	3
MHLT 102	Introduction to Mental Health II	3
MHLT 112	Group Dynamics I	3
MHLT 200	Practicum I, Fieldwork in Mental Health/Human Services ‡	6
MHLT 201	Practicum II, Fieldwork in Mental Health/Human Services ‡	6
MHLT 213	Group Dynamics II	3
	Total Credits	61

* ENGL 101/ENGL 101A, if needed for ENGL 102 or elective (recommended PHED activities or HLTH).

*** NUTR 101 is recommended.

† Students may choose any World Language course (Including American Sign Language).

Students are to enroll in the introductory and intermediate courses of the language they choose.

‡ See program coordinator for help with course selection.

Program Title: Behavioral Health Associate of Arts (New Curriculum)

According to the Agency for Healthcare Research and Quality, behavioral health is the study of “mental health and substance abuse, life stressors and crises, stress related physical symptoms and health behaviors.” It is a dynamic and growing field that focuses on promoting positive health behaviors while reducing or eliminating health risk behaviors. The goal of this program is to foster resilience in an environment that supports students from diverse backgrounds and life experience. The program is designed to transfer to University of Maryland, Baltimore County’s baccalaureate social work program at the Universities at Shady Grove campus. The program also serves to train students for entry level positions as aides or technicians in various mental health disciplines.

0-31 Credits at Montgomery College			
Courses May Be Taken in Any Order, Pending Prerequisites			
Fall Semester	Cr	Spring Semester	Cr
ENGL 101 Introduction to College Writing or HLTH Elective *	3	ENGL 102 Critical Reading, Writing, and Research (ENGF)	3
BIOL 101 General Biology (NSLD)	4	COMM 108 Foundations of Human Communication (HUMD)	3
MATH 117 Elements of Statistics (MATF)	3	HLTH Elective (HLTH 131 Drugs and Lifestyle Wellness, HLTH 170 Introduction to Aging, or HTH 200 Health Issues in Human Sexuality)	3
SOCY 100 Introduction to Sociology (BSSD)	3	PSYC 102 General Psychology (BSSD)	3
BEHE 100 Introduction to Behavioral Health Promotion	3	World Language Elective † (GEIR)	3-4
Total Credits	16	Total Credits	15

32-60 Credits at Montgomery College			
Fall Semester	Cr	Spring Semester	Cr
World Language Elective † (GEIR)	3-4	PSYC 203 Human Growth and Development During Life Span or PSYC 215 Child Psychology	3
Art Distribution (ARTD)	3	PSYC 221 Introduction to Abnormal Psychology	3
HLTH 225 Introduction to Health Behaviors	3	NUTR 101 Introduction to Nutrition (NSND)	3
BEHE 200 Group Dynamics	3	BEHE 201 Field Experience in Behavioral Health	5
POLI 101 American Government or ECON 201 Principles of Economics I	3		
Total Credits	15	Total Credits	14

* ENGL 101/ENGL 011, if needed for ENGL 102 or HLTH elective.

† World Language Electives: Choose a General Education language (SPAN, FREN, and CHIN) offering a 101, 102, and 201 sequence.

For students transferring to UMBC: students are required to complete one semester of a language at a 200 level. Students may be able to complete this requirement as part of the associate's degree if they test out of the 100-level class. If not, UMBC at the Universities at Shady Grove will allow students to transfer up to six additional credits of language.

List of Courses with Title, Semester Credit Hours, and Course Descriptions:

- CE: Credit by exam
- R: Courses held at Rockville Campus only

General Education Distributions:

- ARTD: Art Distribution
- BSSD: Behavioral and Social Sciences Distribution
- ENGF: English Foundation
- GEIR: General Education Institutional Requirement
- HUMD: Humanities Distribution
- MATF: Mathematics Foundation
- NSLD: Natural Sciences Distribution with Laboratory
- NSND: Natural Sciences Distribution without Laboratory

[BEHE 100 - Introduction to Behavioral Health Promotion](#)

A study of the fundamental concepts of mental health including emotional, psychological, physical, and social well-being. It includes the ability to cope with stressors, establish and maintain healthy relationships, engage in meaningful work, and contribute to society. Assessment level(s) [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week. 3 semester hours.

BEHE 200 - Group Dynamics

A study of the fundamental concepts and principles of group dynamics including group formation, structure, inclusion and identity. This course also includes the study of processes which occur within a group such as influence, power, conflict, and leadership. Prerequisite(s): BEHE 100. Three hours each week. 3 semester hours.

BEHE 201 - Field Experience in Behavioral Health

An opportunity for students to demonstrate an understanding of the fundamental concepts and skills of behavioral health in a community setting. In addition to the field work, students will explore core knowledge and fundamental principles of behavioral health in weekly lecture/discussion sessions. Prerequisite(s): BEHE 100, BEHE 200. Five hours each week. 5 semester hours.

BIOL 101 - General Biology (NSLD)

Designed to satisfy the General Education science requirement, this course introduces the basic principles governing living organisms with emphasis on the molecular and cellular basis of life. Concepts in genetics, reproduction, development, evolution, and ecology are discussed. Not recommended to those students with credit in [BIOL 150](#) or [BIOL 151](#). Assessment Level(s): [ENGL 101/ENGL 011](#), [MATH 050](#), [READ 120](#) Two hours lecture, four hours laboratory each week. 4 semester hours.

COMM 108 - Foundations of Human Communication (HUMD)

A survey course that covers communication theory and develops communication skills for personal and professional relationships in interpersonal, group, and public settings. Course content includes practice in the application of the principles of listening, verbal and nonverbal communication, group dynamics, and public speaking. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week. 3 semester hours.

ECON 201 - Principles of Economics I (CE, R)

Covers macroeconomics - the study of the economy as a whole. Macroeconomics can help students make personal and business decisions and assess public policy issues throughout their lives. Topics include: supply and demand, national income and product, unemployment, inflation, aggregate supply and demand, economic growth and development, money and banking, monetary and fiscal policy, international trade, and economic systems. PREREQUISITE(S): High school algebra or its equivalent or consent of department. Assessment Level(s): [ENGL 101/ENGL 011](#), [MATH 050](#), [READ 120](#). Three hours each week. 3 semester hours.

ENGL 101 - Introduction to College Writing (CE)

An introduction to college writing. The first of two sequential freshman composition courses, this course emphasizes the process of critical thinking, reading, and writing. Student writing progresses from a personal to an academic perspective. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to reading and are introduced to standard documentation procedures. Students are required to submit a final portfolio that meets department requirements. PREREQUISITE: Placement through assessment testing; or concurrent enrollment in [ENGL 011](#); or completion of [IERW 002](#) with a grade of A; or completion of AELW 940/[ELAI 990](#) with a grade of C or better; or consent of the department. Assessment Level(s): [READ 120](#). Three hours each week. 3 semester hours.

ENGL 102 - Critical Reading, Writing, and Research (ENGF)

Studies in argumentation and research. A second of two sequential freshman composition courses, this course is designed to help students learn to identify, critically read, analyze and evaluate, and write arguments using logic and appropriate rhetorical techniques. Students construct thesis-driven academic essays, synthesizing and incorporating the words and ideas of others and using formal documentation. Students learn to identify audience as well as employ effective tone, word choice, and sentence patterns. PREREQUISITE(S): A grade of C or better in [ENGL 101](#) or ENGL 101A or consent of department. Three hours each week. 3 semester hours.

HLTH 131 - Drugs and Lifestyle Wellness

An overview of the cultural drug phenomenon, its impact on society as well as the individual's quality of life. Course content includes physiological and psychological effects of the use and abuse of street, over-the-counter, prescription, and other drug substances. Additionally, wellness lifestyle strategies will be examined as methods to avoid all types of chemical dependency. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week. 3 semester hours.

HLTH 170 - Introduction to Aging (R)

An introduction to the study of the aging process. Personal and societal myths about older adults and the process of aging will be confronted via examination of demographic data, sociological trends, anatomical/physiological changes, and psychological issues such as memory, cognition, and personality. The influence of factors such as race, economics, globalization, living environment, long-term care, and health policy, as they impact quality of life will also be addressed. Assessment Level(s): [ENGL 101/ENGL 011](#). Three hours each week. 3 semester hours.

HLTH 200 - Health Issues in Human Sexuality

An introduction to the health issues of human sexuality, including, but not limited to, reproduction and contraception, sexually transmitted diseases, health issues for special populations, and sexual health through the life span. In this course, we will provide students with information that will empower them to make responsible and appropriate decisions regarding their sexual behavior. This course will focus on the health aspects of sexual behavior. Sexuality is a multifaceted and interdisciplinary topic; however, emphasis in this course is on health issues from a healthy lifestyle perspective. Students interested in exploring the psychological nature of sexuality are encouraged to enroll in [PSYC 206](#) Psychology of Human Sexuality. Assessment Level(s): [ENGL 101/ENGL 011](#). Three hours each week. 3 semester hours.

HLTH 225 - Introduction to Health Behaviors (R)

An intersection of psychology, biology and health. It is the study of the mind-body connection. This course explores health risk behaviors, health protective behaviors and the underlying processes and mechanisms by which health related decisions are made. Assessment Level(s): [ENGL 101/ENGL 011](#). Three hours each week. 3 semester hours.

MATH 117 - Elements of Statistics (MATF)

An introductory non-calculus statistics course to serve a variety of students who need a working knowledge of statistics. Descriptive analysis and treatment of data, probability and probability distributions, statistical inferences, linear regression and correlations, chi-square, and some nonparametric statistics. Preexisting statistical computer programs may be used for some applications. PRE- or COREQUISITE(S): Appropriate score on mathematics assessment

test, a grade of C or better in [MATH 050](#) or [MATH 092](#), or concurrent enrollment in [MATH 017](#), or consent of department. Assessment Level(s): [ENGL 101/ENGL 011](#) or AELW 940/[ELAI 990](#), [READ 120](#) or AELR 930/[ELAR 980](#). Three hours each week. 3 semester hours.

NUTR 101 - Introduction to Nutrition (NSND)

Study of nutrition as it relates to health and disease. Includes functions of nutrients; factors affecting nutrient intake, absorption, and utilization; and nutrient needs during the life cycle and illness. Emphasis on planning and preparing daily diets for optimal health. Course concludes by applying the principles of diet modifications to the treatment of disease. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#), [MATH 050](#), appropriate score on the mathematics placement test, or consent of department. Three hours each week. 3 semester hours.

POLI 101 - American Government

Structure, powers, and processes of the American political system: executive, legislative, and judicial branches; civil liberties, federalism, democratic patterns and backgrounds, public opinion, pressure group politics, political parties, constitutional mechanisms, and administrative establishment; foreign and domestic policy. Emphasis on national level. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week. 3 semester hours.

PSYC 102 - General Psychology (BSSD)

Introduction to the fields and research methods of psychology, including such topics as biological bases of behavior, human development, perception, learning, mental disorder, and social behavior. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week. 3 semester hours.

PSYC 203 - Human Growth and Development During the Life Span

Studies the life span; data, concepts, theories, and methods of contemporary psychology by focusing on the physical, intellectual, and social development of human behavior from conception through late adulthood. PREREQUISITE(S): A grade of C or better in [PSYC 102](#), or consent of department. Three hours each week. 3 semester hours.

PSYC 215- Child Psychology

Emotional, intellectual, social, physiological, and cognitive growth of the child based on pertinent psychological principles, research findings, and methodology. Critical periods in maturation and learning. PREREQUISITE(S): A grade of C or better in [PSYC 102](#), or consent of department. Three hours each week. 3 semester hours.

PSYC 221 - Introduction to Abnormal Psychology

Provides an introduction to and understanding of behavior disorders and insight into the personality of the disturbed person. Symptoms, contributing factors, treatment, diagnosis, and classification of the mentally ill and the mental defective, as well as the maladjusted person, will be studied. Roles of various members of the mental health team in the prevention, analysis, and rehabilitation of disturbed individuals will be discussed. PREREQUISITE(S): A grade of C or better in [PSYC 102](#), or consent of department. Three hours each week. 3 semester hours.

SOCY 100 - Introduction to Sociology (BSSD)

An exploration of fundamental sociological concepts, methods, and theories used to interpret the patterns of human society. Emphasis is placed on the connection between theory and practice in examining social interaction, cultural diversity, social structure, and global issues. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week. 3 semester hours.

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

The chart below reflects General Education designation per course. All General Education courses are evaluated on a three-year cycle under the discipline to which it belongs.

Course Designator	Title	Credits
Foundation Courses		
ENGL 102	Critical Reading, Writing, and Research (ENGF)	3
MATH 117	Elements of Statistics * (MATF)	3
Institutional Requirements		
COMM 108	Foundations of Human Communication (HUMD)	3
Elective	World Language Elective † (GEIR)	3-4
Distribution Courses		
BIOL 101	General Biology * (NSLD)	4
NUTR 101	Introduction to Nutrition (NSND)	3
SOCY 100	Introduction to Sociology * (BSSD)	3
PSYC 102	General Psychology * (BSSD)	3
Elective	World Language Elective † (GEIR)	3-4
ARTD	Arts Distribution (ARTD)	3
Program Requirements		
ENGL 101 or HLTH Elective	Introduction to College Writing or HLTH Elective	3
POLI 101 or ECON 201	American Government * or Principles of Economics I *	3
PSYC 203 or PSYC 215	Human Growth and Development During Life Span or Child Psychology	3
PSYC 221	Introduction to Abnormal Psychology	3
HLTH 200 or HLTH 131 or HLTH 170	Health Issues in Human Sexuality or Drugs and Lifestyle Wellness or Introduction to Aging	3
BEHE 100	Introduction to Behavioral Health Promotion	3
BEHE 200	Group Dynamics ‡	3
BEHE 201	Field Experience in Behavioral Health ‡	5
HLTH 225	Introduction to Health Behaviors	3
Total Credits		60

* UMBC social work prerequisite

‡ Any one of the following courses: BEHE 100, BEHE 200, or BEHE 201

† World Language Elective (102 and 201): If the student has completed an A.A. degree, UMBC will accept up to 66 credits from MC if the extra 6 credits are language courses.

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

Not applicable

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

Not applicable

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.

Montgomery College's online catalog enables students to locate the most current information about programs, schedule of classes, registration information, and other relevant details. The catalog is dynamic, meaning it reflects information in real time. The online catalog can be found at catalog.montgomerycollege.edu.

Each program at Montgomery College has an official program advising guide detailing program-specific information. Additionally, an advising worksheet is available for student use to keep track of the classes they have taken and those still needing completion.

Also, the College's Office of Communication works with faculty to produce materials which can be used to advertise and promote College programs. This office oversees publication of both hard copy and electronic marketing materials.

Students may find general information such as availability of academic support services, financial aid resources, tuition rates, and payment policies by using the search function at montgomerycollege.edu.

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.

If approved, the new behavioral health program will be published in the College catalog. The Office of the Senior Vice President for Academic Affairs oversees publication and maintenance of the online catalog.

Advertising and recruitment for the program will occur at College-sponsored events such as new student orientations, majors fairs, guest speaker symposia, college recruitment fairs, and networking opportunities from business and organizations external to the College. In addition, the College has an online publication, [Inside MC](#), which can be used as a medium to advertise a new program.

H. Adequacy of Articulation

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

Montgomery College vigorously pursues and supports articulation agreements. This program was designed with both Montgomery College and University of Maryland, Baltimore County at the Universities at Shady Grove faculty to ensure program requirements are met at both institutions. The suggested transfer pathway is included below. A sample articulation

agreement between Montgomery College's A.A. in behavioral health and University of Maryland, Baltimore County's B.A. in social work is included in Appendix D.

Suggested Transfer Pathway
Montgomery College A.A. in Behavioral Health to
University of Maryland, Baltimore County B.A. in Social Work

Year 1 - Montgomery College			
Courses May Be Taken In Any Order, Pending Prerequisites			
Fall Semester	Cr	Spring Semester	Cr
ENGL 101 Introduction to College Writing or HLTH Elective	3	ENGL 102 Critical Reading, Writing, and Research (ENGF)	3
BIOL 101 General Biology * (NSLD)	4	COMM 108 Foundations of Human Communication (HUMD)	3
MATH 117 Elements of Statistics * (MATF)	3	HLTH Elective (HLTH 131 Drugs and Lifestyle Wellness, HLTH 170 Introduction to Aging, or HTH 200 Health Issues in Human Sexuality)	3
SOCY 100 Introduction to Sociology * (BSSD)	3	PSYC 102 General Psychology * (BSSD)	3
BEHE 100 Introduction to Behavioral Health Promotion	3	World Language Elective *** (GEIR)	3-4
Total Credits	16	Total Credits	15

Year 2 - Montgomery College			
Fall Semester	Cr	Spring Semester	Cr
World Language Elective *** (GEIR)	3-4	PSYC 203 Human Growth and Development During Life Span or PSYC 215 Child Psychology	3
Art Distribution (ARTD)	3	PSYC 221 Introduction to Abnormal Psychology	3
HLTH 225 Introduction to Health Behaviors	3	NUTR 101 Introduction to Nutrition (NSND)	3
BEHE 200 Group Dynamics ‡	3	BEHE 201 Field Experience in Behavioral Health ‡	5
POLI 101 American Government or ECON 201 Principles of Economics I *	3		
Total Credits	15	Total Credits	14

Apply to graduate from Montgomery College with an Associate of Arts in Behavioral Health.

* UMBC social work prerequisite

‡ Any one of the following courses: BEHE 100, BEHE 200, or BEHE 201

** Minor area of study: UMBC's social work program requires a second area of concentration of at least 18 credit hours, such as another major or a minor. At UMBC, at least six credits of the area of concentration must be upper-level. A maximum of nine credits from Montgomery College can be used toward the minor at UMBC. Students who follow this pathway and complete PSYC 102, PSYC 203 or PSYC 215, and PSYC 221 will arrive at UMBC with half their psychology minor completed and will need to complete three more psychology courses at UMBC. Note: The minor in social welfare cannot be used to satisfy this requirement in conjunction with the social work major. Courses can be used to satisfy requirements when completed with a "C" or better.

*** Foreign Language Requirement: The language requirement consists of completion of a foreign language through the 201 level or demonstrated proficiency at that level. The proficiency requirement is met by previous experience as follows: 1) completion of level 4 or higher of a language in high school, or 2) corresponding AP, IB or CLEP credit, or 3) completion of a language through the 201 level at a regionally accredited college or university.

The Shady Grove Transfer Credit Limit Exception is available to students who earn an associate's degree prior to transferring to UMBC at Shady Grove and will permit the transfer of up to 66 credits, instead of the standard 60-credit transfer limit, from a Maryland two-year school to UMBC on the condition that six (6) of the 66 credits are language courses directly applicable toward the 201-level language sequence required as part of the UMBC General Education program.

Year 3 - University of Maryland, Baltimore Campus			
Fall Semester	Cr	Spring Semester	Cr
SOWK 250 Introduction to Social Work	3	SOWK 360 Social welfare, Social Policy and Social Work II	3
SOWK 260 Social welfare, Social Policy and Social Work 1	3	SOWK 389 Human Behavior & the Social Environment II	3
SOWK 388 Human Behavior & the Social Environment	3	SOWK 397 Methods I	3
Minor Area of Study	3	SOWK 470 Social Work Research	3
LANG 201 Taken at Montgomery College or University of Maryland, Baltimore County ***	3	Minor Area of Study	3
Total Credits	15	Total Credits	15

Year 4 - University of Maryland, Baltimore Campus			
Fall Semester	Cr	Spring Semester	Cr
SOWK 480 Field Instruction I	6	SOWK 482 Field Instruction II	6
SOWK 481 Methods II	3	SOWK 483 Methods III	3
SOWK 3XX Social Work Elective	3	Arts and Humanities GEP requirement	3
Minor Area of Study	3	Elective	3
Total Credits	15	Total Credits	15

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).**

The Department of Health Enhancement, Exercise Science and Physical Education offers a variety of courses, some of which are included in the new behavioral health program as electives. All faculty, both full and part-time, are expected to meet the same qualifications; a minimum of a master's degree in a health-related discipline and Certified Health Education Specialist or Master Certified Health Education Specialist. Faculty teaching the new behavioral health classes will hold the degrees listed in the chart below:

Name	Terminal Degree and Field	Academic Title and Rank	Courses Taught
Maureen Edwards	Ph.D. in behavioral and community health, University of Maryland College Park, MCHES (Master's in a health-related discipline plus CHES or MCHES also acceptable)	FT Professor	Program Coordinator; BEHE 100 Introduction to Behavioral Health Promotion
Anthony Solano	Master's in counseling psychology, Boston College, LCPC (Master's in counseling or social work also acceptable)	PT Professor FT Counselor	BEHE 200 Group Dynamics
TBD	Master's degree in counseling or social work preferred, Master's degree in health-related discipline plus CHES/MCHES also acceptable	PT Professor or FT Professor	BEHE 201 Field Experience in Behavioral Health

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.**

Montgomery College's E-Learning, Innovation, and Teaching Excellence (ELITE) department offers training in pedagogy and instructional technology. A team of instructional designers works closely with individual faculty, academic departments, and committees to design and deliver faculty professional development. In addition, ELITE offers several online and in-person training sessions for the College's learning management system (Blackboard), as well as Quality Matters training and semester-long training to prepare faculty for distance education courses.

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.

Behavioral health majors will have ready access to a supply of current and relevant books, journals, periodicals, and other reference materials needed to meet the requirements of the curriculum. The Montgomery College library has three locations with comfortable facilities conducive to academic work. Library services are available 73 hours per week. The library supports the academic goals of our students and employees through group instruction sessions, personal research consultations, and online support. Available technology includes computers, printers, charging stations, high-speed scanners, laptops, tablets, One Button Studios for easy video creation, and collaborative workstations for group projects. Web-delivered subscription databases cover academic disciplines, including behavioral health. The library also provides subject-specific support for programs taught at the College.

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.

The behavioral health program will be implemented with existing institutional resources from the suspended mental health A.A.S. and personnel from the Department of Health Enhancement, Exercise Science and Physical Education. A broad offering of coursework from several existing disciplines ensures adequate physical facilities, infrastructure, and instructional equipment to support the behavioral health program. Since this proposed program is being offered under the Department of Health Enhancement, Exercise Science and Physical Education, equipment and available instructional space will be utilized in the Physical Education Center.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and**
- b) A learning management system that provides the necessary technological support for distance education**

Montgomery College issues an email address to each student upon admission acceptance. The College utilizes Blackboard as its learning management system. Additionally, Montgomery College promotes distance learning by providing access to online counseling, advising, library resources, tutoring, and more.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

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

TABLE 1: PROGRAM RESOURCES

1. Reallocated Funds:

- Reallocated funds include faculty, administrator, and administrative staff salaries supporting the suspended mental health A.A.S. The same positions will support the new behavioral health A.A.

2. Tuition and Fee Revenue:

- The credit hour rate is based on 2020 in-county tuition and includes both tuition and fees. The first credit hour is \$201 (\$132 plus minimum \$50 consolidated fee and other fees); the rate is \$177.40 for two or more hours.
- Full-time enrollment is equivalent to 30 credit hours for the academic year; part-time enrollment is equivalent to 15 credit hours for the academic year.

3. Grants and Contracts:

- No grants or external funding needed to implement this program.

4. Other Sources:

- No additional funds needed to implement this program.

5. Total Year:

- Program resources reflect a conservative projection of full-time and part-time student enrollment over five years.

Table 1: Program Resources					
Resource Categories	Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)	Year 4 (2024-25)	Year 5 (2025-26)
1. Reallocated Funds	\$78,015	\$79,978	\$81,995	\$84,069	\$94,304
2. Tuition/Fee Revenue (c + g below)	\$90,474	\$109,320	\$131,835	\$155,358	\$179,889
a. Number of F/T Students	9	10	12	14	16
b. Annual Tuition/Fee Rate	\$5,322	\$5,466	\$5,610	\$5,754	\$5,898
c. Total F/T Revenue (a x b)	\$47,898	\$54,660	\$67,320	\$80,556	\$94,368
d. Number of P/T Students	16	20	23	26	29
e. Credit Hour Rate	\$177.40	\$182.20	\$187.00	\$191.80	\$196.60
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$42,576	\$54,660	\$64,515	\$74,802	\$85,521
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$168,489	\$189,298	\$213,830	\$239,427	\$274,193

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

TABLE 2: PROGRAM EXPENDITURES

1. Faculty (# FTE, Salary, and Benefits):

- The faculty below support the suspended mental health A.A.S. The same faculty will support the new behavioral health A.A. Part-time faculty are hired as needed per semester.
- Faculty salaries based on an annual increase of 2.75 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Maureen Edwards	Full-time Professor	30%
Anthony Solano	Full-time Processor	20%
TBD	Part-Time Faculty	25%

2. Administrative Staff (# FTE, Salary, and Benefits):

- The administrators below support the suspended mental health A.A.S. The same administrators will support the new behavioral health A.A.
- Administrative staff salaries based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Elizabeth Ridings	Department Chair	5%
Monique Davis	Dean	3%

3. Support Staff (# FTE, Salary, and Benefits):

- The support staff below support the suspended mental health A.A.S. The same staff will support the new behavioral health A.A.
- Support staff salaries based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Colette Brown	Administrative Aide II	5%

4. Equipment:

- No additional equipment needed to implement this program.

5. Library:

- No additional library resources needed to implement this program.

6. New and/or Renovated Space:

- No additional facilities needed to implement this program.

7. Other Expenses:

- No other expenses anticipated to implement this program.

8. Total Year:

- Expenditures include faculty, administrator, and administrative staff salaries supporting the suspended mental health A.A.S. The same positions will support the new behavioral health A.A.

Table 2: Program Expenditures					
Expenditure Categories	Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)	Year 4 (2024-25)	Year 5 (2025-26)
1. Faculty (b + c below)	\$63,417	\$64,976	\$66,577	\$68,222	\$69,912
a. Number of FTE	0.75	0.75	0.75	0.75	0.75
b. Total Salary	\$52,640	\$54,088	\$55,575	\$57,104	\$58,674
c. Total Benefits	\$10,777	\$10,888	\$11,002	\$11,118	\$11,239
2. Admin. Staff (b + c below)	\$11,148	\$11,463	\$11,786	\$12,120	\$12,463
a. Number of FTE	0.08	0.08	0.08	0.08	0.08
b. Total Salary	\$9,729	\$10,021	\$10,322	\$10,631	\$10,950
c. Total Benefits	\$1,419	\$1,442	\$1,465	\$1,488	\$1,513
3. Support Staff (b + c below)	\$3,450	\$3,540	\$3,632	\$3,728	\$3,826
a. Number of FTE	0.05	0.05	0.05	0.05	0.05
b. Total Salary	\$2,786	\$2,870	\$2,956	\$3,045	\$3,136
c. Total Benefits	\$663	\$670	\$676	\$683	\$690
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$4,276
5. Library	\$0	\$0	\$0	\$0	\$3,826
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$78,015	\$79,978	\$81,995	\$84,069	\$94,304

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

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

The College assesses and reviews programs on a regular basis based on the information noted in section G.3. All courses and programs at Montgomery College have clearly stated learning outcomes. The program learning outcomes align with and support the student learning outcomes of the individual courses that form a degree's curriculum. The program assessment process involves assessment planning, data collection, review of results, action plan development and implementation, and reassessment. The cyclical loop is closed by using the assessment results to improve teaching and learning experiences.

College faculty undergo an extensive and comprehensive evaluation process in compliance with the agreements between the College and the Montgomery College Chapter of American Association of University Professors (full-time faculty) and the Service Employees International Union (part-time faculty). This process includes student evaluations, self-evaluations, peer reviews, classroom observations, department chair reviews, and dean evaluation. The evaluation schedule varies from annually to every eight years, depending on the faculty contract type and contract year. Evaluations determine if faculty members demonstrate high-quality performance in their teaching assignments, seek professional growth in their teaching area, are available to students, meet special objectives from preceding evaluations, and demonstrate substantial progress in service to their campus, College, and/or community. The purpose of a performance review is to promote the highest quality teaching techniques, to ensure knowledge of subject matter, to encourage professional growth and development of faculty, to assess strengths and weaknesses in faculty performance, and to assess service to the College community.

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.

All programs at Montgomery College go through an academic program review every five years to determine program viability. The academic program review ensures all programs effectively use the College's instructional resources, support the College's mission, and serve the needs of students and the College community. The behavioral health program will go through the same academic program review process as all other programs at Montgomery College.

Montgomery College is proud to be selected as an [Achieving the Dream](#) (ATD) institution. ATD is a nationwide network of higher education institutions committed to systemic change to increase student success and completion, especially among disadvantaged students. As an ATD institution, Montgomery College works to build a culture of evidence that uses data to make informed decisions for student success. One example of the College's use of data is the [Student Success Score Card](#), which is a summary of indicators used to track student achievement. This document will be included as an attachment.

The academic program review process and the student success scorecard provide actionable information to help the College assess and improve its focus on achievement and the success of every student.

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

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

Montgomery College is committed to creating a welcoming and inclusive environment for all students. The Montgomery College community promotes an equity and inclusion focus where radical inclusion– or deeply rooted values of welcoming all individuals seeking higher education or continuing education– are essential elements of the College's mission and vision. The College's steadfast commitment to radical inclusion creates an inclusive, respectful learning environment that fosters critical thinking and civil discourse.

The behavioral health program is committed to serving Montgomery College's diverse student body and promoting equity and inclusion by: (1) encouraging student participation in real-world activities, (2) providing a safe space for growth, and (3) providing a solid, skills-based curriculum designed for student success, retention, and completion.

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

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable. This program is not related to 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.

Montgomery College is eligible to provide distance education programs. The College offers numerous online degrees and lower division certificates as noted on the [fully online degrees and certificates](#) webpage.

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

The Middle States Commission on Higher Education is the accrediting body for Montgomery College. The College received a positive outcome at the last reaccreditation in 2018.

Appendix A
Emsi Occupation Overview



Contents

What is Emsi Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	7
Job Posting Activity	8
Demographics	11
Occupational Programs	14
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Emsi Q1 2020 Data Set | www.economicmodeling.com

What is Emsi Data?

Emsi data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumes, and job postings to give you a complete view of the workforce.

Emsi data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



Report Parameters

9 Occupations

11-9111	Medical and Health Services Managers	21-1023	Mental Health and Substance Abuse Soc
21-1018	Substance Abuse, Behavioral Disorder, a	21-1099	Community and Social Service Specialist
21-1019	Counselors, All Other	29-2053	Psychiatric Technicians
21-1021	Child, Family, and School Social Workers	31-1013	Psychiatric Aides
21-1022	Healthcare Social Workers		

20 Counties

11001	District of Columbia County, DC	24021	Frederick County, MD
24003	Anne Arundel County, MD	24027	Howard County, MD
24005	Baltimore County, MD	24031	Montgomery County, MD
24013	Carroll County, MD	24033	Prince George's County, MD
24017	Charles County, MD	See Appendix A for all 20 Counties	

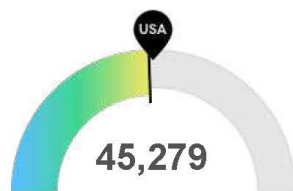
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.

Executive Summary

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



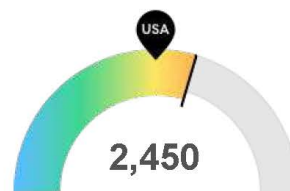
Jobs (2019)

Your area is about average for this kind of job. The national average for an area this size is 46,674* employees, while there are 45,279 here.



Compensation

Earnings are high in your area. The national median salary for your occupations is \$52,406, compared to \$67,616 here.



Job Posting Demand

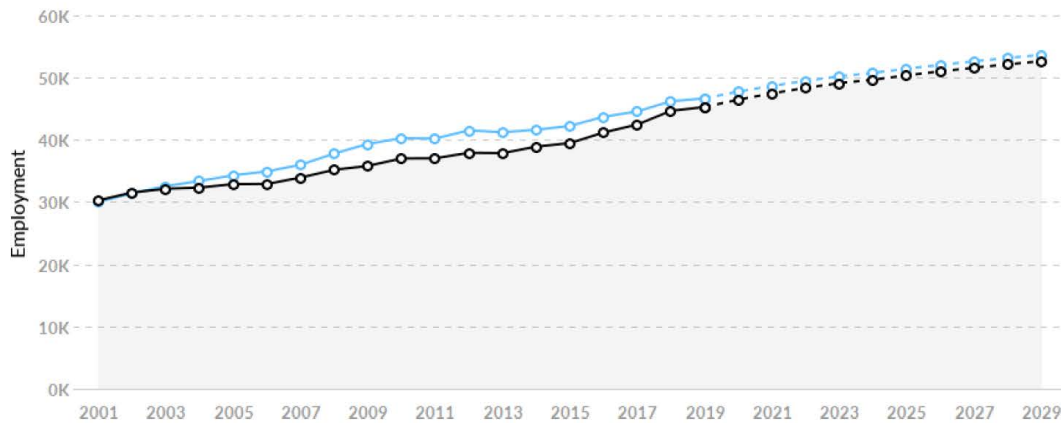
Job posting activity is high in your area. The national average for an area this size is 1,895* job posting/mo, while there are 2,450 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is About Equal to the National Average

An average area of this size typically has 46,674* jobs, while there are 45,279 here.



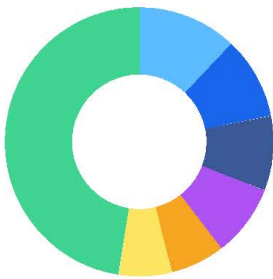
Region	2019 Jobs	2029 Jobs	Change	% Change	Openings
50-Mile Radius	45,279	52,645	7,366	16.3%	53,230
Maryland	32,419	37,729	5,310	16.4%	37,882
Montgomery County	5,986	7,026	1,040	17.4%	6,836






Regional Breakdown



County	2019 Jobs
District of Columbia County, DC	8,058
Baltimore City County, MD	6,409
Montgomery County, MD	5,986
Fairfax County, VA	5,170
Baltimore County, MD	4,534

Most Jobs are Found in the General Medical and Surgical Hospitals Industry Sector

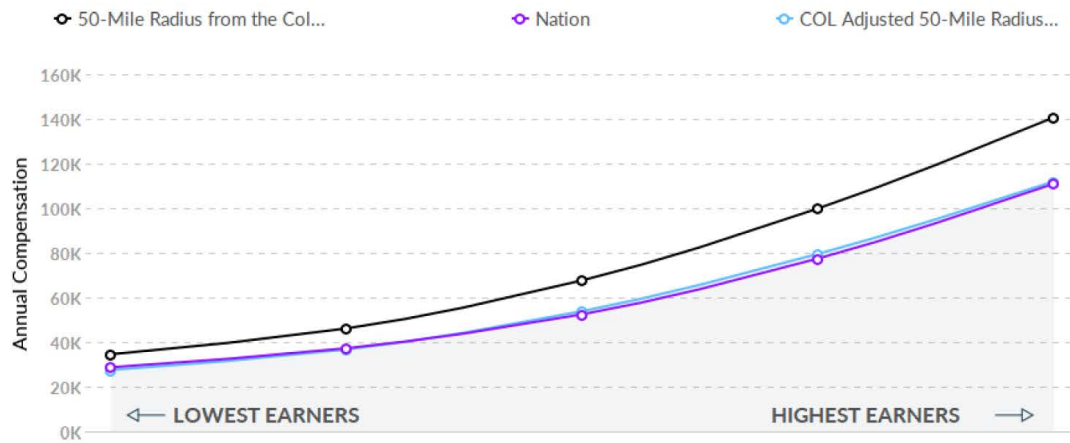


Industry	% of Occupation in Industry (2019)
 General Medical and Surgical Hospitals	11.9%
 Outpatient Care Centers	9.9%
 Individual and Family Services	9.0%
 State Government, Excluding Education and Hospitals	8.7%
 Local Government, Excluding Education and Hospitals	6.6%
 Federal Government, Civilian	6.4%
 Other	47.6%

Compensation

Regional Compensation Is 29% Higher Than National Compensation

For your occupations, the 2018 median wage in your area is \$67,616, while the national median wage is \$52,406.



Job Posting Activity



31,845 Unique Job Postings

The number of unique postings for this job from Jan 2019 to Jan 2020.



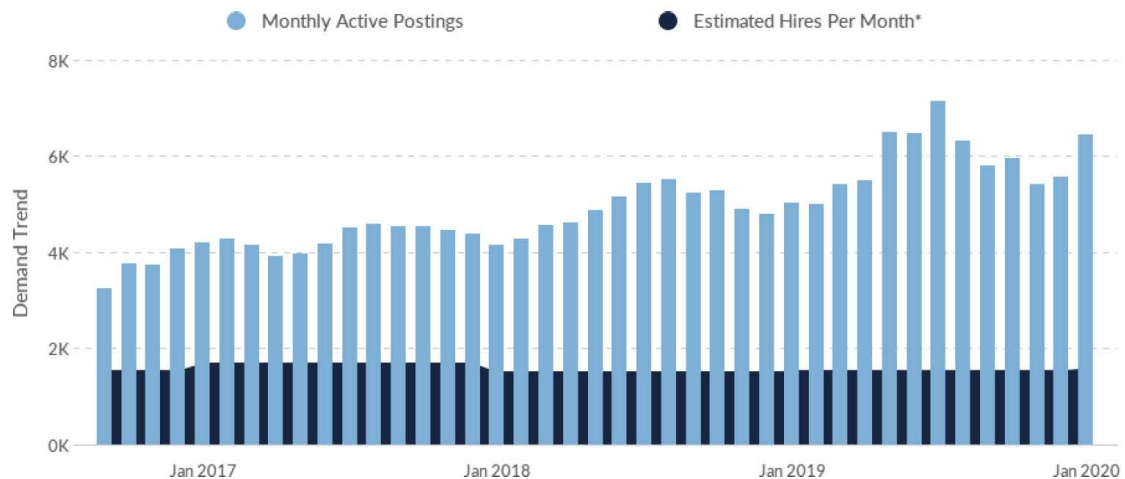
4526 Employers Competing

All employers in the region who posted for this job from Jan 2019 to Jan 2020.



33 Day Median Duration





















Posting duration is 1 day shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2019 - Jan 2020)	Avg Monthly Hires (Jan 2019 - Jan 2020)
Medical and Health Services Managers	3,132	400

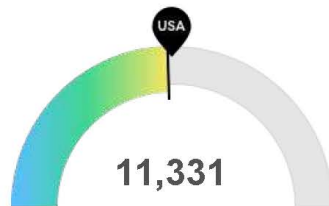
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Emsi hires are calculated using a combination of Emsi jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Occupation	Avg Monthly Postings (Jan 2019 - Jan 2020)	Avg Monthly Hires (Jan 2019 - Jan 2020)
Mental Health and Substance Abuse Social Workers	887	118
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	809	292
Child, Family, and School Social Workers	356	291
Healthcare Social Workers	324	231
Community and Social Service Specialists, All Other	249	99
Psychiatric Technicians	139	47
Psychiatric Aides	0	29

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Anthem, Inc.	2,766 	Medical Directors	1,833 
Inova Health System	765 	Licensed Clinical Social Worker...	1,020 
University of Maryland	705 	Health Services Directors	991 
Clinical Management Consultants	441 	Nurse Managers (Management)	774 
Sheppard Pratt Health System,...	389 	Directors of Nursing (Managem...	709 
Johns Hopkins Medicine Interna...	367 	Social Workers	690 
Kaiser Permanente	367 	Program Managers (Manageme...	624 
State of Maryland	362 	Clinical Managers (Management)	506 
Corizon Health, Inc.	349 	Mental Health Therapists	455 
CVS Health Corporation	286 	Practice Managers	439 

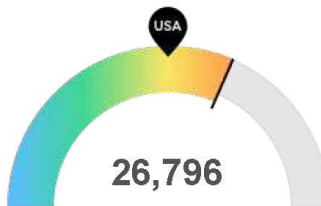
Demographics

Retirement Risk Is About Average, While Overall Diversity Is High



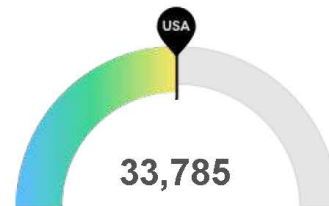
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 11,627* employees 55 or older, while there are 11,331 here.



Racial Diversity

Racial diversity is high in your area. The national average for an area this size is 18,594* racially diverse employees, while there are 26,796 here.

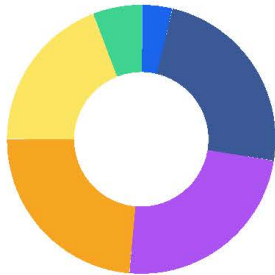


Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 33,749* female employees, while there are 33,785 here.

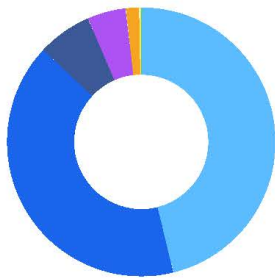
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



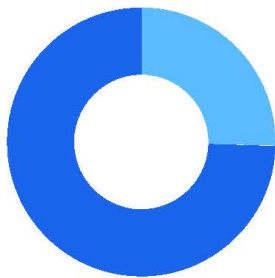
	% of Jobs	Jobs
<div></div> 14-18	0.1%	37
<div></div> 19-24	3.6%	1,616
<div></div> 25-34	23.8%	10,789
<div></div> 35-44	23.9%	10,801
<div></div> 45-54	23.6%	10,704
<div></div> 55-64	19.1%	8,656
<div></div> 65+	5.9%	2,675

Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
<input type="checkbox"/> Black or African American	46.1%	20,864
<input type="checkbox"/> White	40.8%	18,483
<input type="checkbox"/> Hispanic or Latino	6.5%	2,953
<input type="checkbox"/> Asian	4.7%	2,108
<input type="checkbox"/> Two or More Races	1.6%	736
<input type="checkbox"/> American Indian or Alaska Native	0.2%	105
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	0.1%	31

Occupation Gender Breakdown



	% of Jobs	Jobs
<input type="checkbox"/> Males	25.4%	11,494
<input type="checkbox"/> Females	74.6%	33,785

Occupational Programs



30 Programs

Of the programs that can train for this job, 30 have produced completions in the last 5 years.













6,218 Completions (2018)











The completions from all regional institutions for all degree types.



4,849 Openings (2018)

The average number of openings for an occupation in the region is 726.

CIP Code	Top Programs	Completions (2018)
44.0701	Social Work	1,304 
51.0701	Health/Health Care Administration/Management	913 
51.2201	Public Health, General	866 
51.2299	Public Health, Other	613 
51.2208	Community Health and Preventive Medicine	304 
44.0000	Human Services, General	241 
51.0702	Hospital and Health Care Facilities Administration/Managem...	221 
51.1501	Substance Abuse/Addiction Counseling	221 
51.1508	Mental Health Counseling/Counselor	207 
51.0001	Health and Wellness, General	175 

Top Schools	Completions (2018)
Johns Hopkins University	1,075 
George Washington University	818 
University of Maryland, Baltimore	604 
University of Maryland-College Park	423 
George Mason University	414 
University of Maryland-University College	408 
Towson University	400 
Catholic University of America	195 
Howard University	162 
Morgan State University	153 

Appendix A (Geographies)

Code	Description	Code	Description
11001	District of Columbia County, DC	51013	Arlington County, VA
24003	Anne Arundel County, MD	51059	Fairfax County, VA
24005	Baltimore County, MD	51061	Fauquier County, VA
24013	Carroll County, MD	51107	Loudoun County, VA
24017	Charles County, MD	51153	Prince William County, VA
24021	Frederick County, MD	51510	Alexandria City County, VA
24027	Howard County, MD	51600	Fairfax City County, VA
24031	Montgomery County, MD	51610	Falls Church City County, VA
24033	Prince George's County, MD	51683	Manassas City County, VA
24510	Baltimore City County, MD	51685	Manassas Park City County, VA

Appendix B

Health Program

HEALTH DEGREE INFORMATION

Program Enrollments

Health/PHED	FY13	FY14	FY15	FY16	FY17	FY18	Total	Avg	Change
Community Health Area of Concentration, Arts and Sciences AA: 186A					9	33	42		
Exercise Science Area of Concentration, Arts and Sciences AA: 157C						38	38		
Physical Education Teacher Education Area of Concentration, Arts and Sciences AA: 159A	75	68	68	79	63	55	408	68	-26.7%
Public Health Sciences AS: 415				29	130	137	296	49	
Advanced Personal Trainer Certificate: 191B	27	18	18	12	11	10	96	16	-63.0%
Health Education 186	77	104	110	130	96	37	554	92	
*Health Fitness 157A	71	60	55	30	20	8	244	41	
*Health Fitness 157B	30	64	104	131	160	117	606	101	

Program Awards (Graduates)

Health/PHED	FY13	FY14	FY15	FY16	FY17	FY18	Avg
Community Health Area of Concentration, Arts and Sciences AA: 186A						10	
Exercise Science Area of Concentration, Arts and Sciences AA: 157C						0	
Physical Education Teacher Education Area of Concentration, Arts and Sciences AA: 159A	1	1	1	3	3	4	2.17
Public Health Sciences AS: 415						4	
Advanced Personal Trainer Certificate: 191B	2	2	3	0	1	0	1.3
Health Education 186	8	4	8	10	5	3	6
*Health Fitness 157A	0	5	0	1	1	0	1
*Health Fitness 157B	0	3	6	15	35	31	15

HEALTH DISCIPLINE INFORMATION

Percentage of Cancelled Classes

Area	Title	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
HLTH	Germantown Campus	13%	0%	4%	4%	21%
	Rockville Campus	9%	5%	0%	6%	8%
	TPSS Campus	0%	9%	0%	5%	13%
Student Faculty Ratios						
HLTH	HLTH/PHED	22.5	21.1	20.8	20.5	19.5
Full-time Part-time Faculty Ratios						
HLTH	HLTH/PHED	56.6	55.7	53.1	57.1	57.9

Number of Low Enrollment Sections

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	Total Sections	Sections w/under 9 enrolled	% of sections w/under 9 enrolled	Total Sections	Sections w/under 9 enrolled	% of sections w/under 9 enrolled	Total Sections	Sections w/under 9 enrolled	% of sections w/under 9 enrolled	Total Sections	Sections w/under 9 enrolled	% of sections w/under 9 enrolled	Total Sections	Sections w/under 9 enrolled	% of sections w/under 9 enrolled
Germantown	26	1	4%	25	0	0%	23	0	0%	23	0	0%	19	0	0%
Rockville	80	2	3%	52	2	4%	51	2	4%	50	2	4%	44	2	5%
TPSS	22	0	0%	21	1	5%	18	0	0%	19	0	0%	14	1	7%

Appendix C

Letter of Intent from University of Maryland, Baltimore County for the Articulation Agreement Between Montgomery College A.A. in Behavioral Health and University of Maryland, Baltimore County B.A. in Social Work



UMBC AT THE UNIVERSITIES AT SHADY GROVE
Camille Kendall Academic Center
9636 Gudelsky Drive, Rockville, MD 20850

shadygrove@umbc.edu // p: 301.738.6081
shadygrove.umbc.edu

February 21, 2020

To Whom It May Concern:

I am writing to share support for the creation of the Behavioral Health Program at Montgomery College (MC). UMBC's Social Work Program at the Universities at Shady Grove was created based on an articulation agreement with Montgomery College's Mental Health Program in 2000. Now, 20 years later we are witnessing the changing needs in the community, specifically, Montgomery County's need for culturally cognizant social workers. Based on the changing demographics in the county, MC and UMBC are fortunate to have diverse student populations enrolling in their programs seeking to obtain their degrees with aspirations of giving back to their communities. The pathway from MC to UMBC has continually addressed the need for and creation of future social workers by providing a path from the local high schools to the associate's degree, a bachelor's degree in social work, and even a master's degree in social work all of which can be obtained in Montgomery County.

Over the past several years, the challenge has been that MC's Mental Health Associate in Applied Science (AAS) required too many credits and students were opting to obtain other associates degrees. In addition, many of the credits from the AAS in Mental Health transferred to UMBC as lower-level elective coursework. This resulted in students spending more time at both MC and UMBC, which was costly and counterintuitive to Maryland's SB740 legislation. As a result of this challenge, MC experienced a decline in the enrollment in the Mental Health Program. UMBC was also seeing a reduction in the number of students transferring from MC's Mental Health Program which was unfortunate as much of the MC course work prepared students for the social work curriculum. In response to this concern, I reached out to Elizabeth Ridings and Maureen Edwards to see if we could address the issue as MC is an essential partner with UMBC's Social Work Program. Another important aspect of the partnership is that the Healthcare Initiative Foundation (HIF) provides scholarships to students transferring from MC's Mental Health Program to UMBC's Social Work Program at USG. The partnership and supporting scholarship is essential to the students in the MC to UMBC at USG pipeline. Through the collaborative meetings with MC faculty, we were able to design a new curriculum creating the Associate in Arts (AA) in Behavioral Health. The Behavioral Health curriculum was designed to ensure the coursework will meet the requirements at MC and UMBC.

This new program will provide a cost-effective way for students to earn their AA degree at MC and transfer to UMBC's Social Work Program. We will communicate with HIF and address how the Behavioral Health Program will replace the Mental Health Program so students can continue to receive the needed scholarship at both institutions. MC and UMBC will also be helping the county by preparing future social workers that are well prepared to serve their communities. If you have any questions, please feel free to contact me at kath@umbc.edu or 301-738-6312.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kath J. Morris', with a stylized flourish at the end.

Katherine J. Morris
Program Director
UMBC Social Work at USG

Cc:
Dr. Carolyn Tice
Associate Dean
UMBC Social Work Program

Chelsea Moyer
Director
UMBC Department of Professional Studies at USG

Appendix D

Sample Articulation Agreement Between Montgomery College's A.A. in Behavioral Health and University of Maryland, Baltimore County's B.A. in Social Work

Example Program Articulation Agreement Addendum to Master Articulation Agreement

1. This Addendum supplements the Master Articulation Agreement entered into by Montgomery College (MC) and University of Maryland, Baltimore County (UMBC) on **TBD** (Execute Date day) of **TBD** (Execute Month), 2020 (the "Agreement"). Capitalized terms shall have the meaning set forth in the Agreement. This Addendum shall terminate upon termination or expiration of the Agreement. In the event that the Agreement is renewed, or that the parties enter into a new Master Articulation Agreement, this Addendum shall continue in effect unless the parties explicitly state otherwise.
2. This Addendum establishes a Transfer Pathway in which students from the Associate of Arts in Behavioral Health of MC may seamlessly transfer into the Bachelor of Arts in Social Work of UMBC.
3. The contacts for each party for all notices and other correspondence related to this Addendum are listed below:

If to UMBC:

University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250
Attn: Nathan Fanning
Phone: nfanning@umbc.edu
Email: (410) 455-3818

If to MC:

Montgomery College
9221 Corporate Blvd
Rockville, MD 20850
Attn: Justin Edgar
Phone: (240) 567-9047
Email: justin.edgar@montgomerycollege.edu

4. For each Behavioral Health of MC and Social Work of UMBC, both institutions agree that faculty representatives from both institutions will meet regularly to engage in ongoing discussion to enhance and strengthen this collaboration, provide a Program Articulation Pathway attached hereto and incorporated herein, and provide a Planning Guide attached hereto and incorporated herein which details a course of study at MC where course equivalencies, general education and major applicability are indicated.

Dr. Shelly Wiechelt
Associate Dean, Social Work
University of Maryland Baltimore County

Ms. Monique Davis
Dean, Health Sciences, Health, and
Physical Education
Montgomery College