



August 1, 2023

Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Greetings,

The purpose of this letter is to submit a new academic program proposal for a Lower Division Certificate in Transfer Studies (HEGIS: 495001; CIP: 240102) at Carroll Community College. The complete proposal accompanies this cover letter.

Thank you in advance for the Commission's consideration of this new program.

If there are questions regarding the program or materials, please direct them to Dr. Michelle Kloss, Associate Provost of Assessment and Institutional Effectiveness, mkloss@carrollcc.edu or 410-386-8411.

Sincerely,

A handwritten signature in black ink that reads "Rosalie Mince".

Dr. Rosalie V. Mince
Provost

cc: Dr. Michelle Kloss



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Carroll Community College
---------------------------------	---------------------------

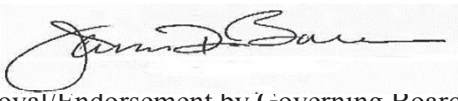
Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <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 checked="" 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"/> R*STARS # 0159711	Payment Amount: 850.00	Date Submitted: 8/1/2023
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 0159711		

Department Proposing Program	Academic Affairs		
Degree Level and Degree Type	Lower Division Certificate (L.D.C.)		
Title of Proposed Program	Transfer Studies		
Total Number of Credits	30		
Suggested Codes	HEGIS: 495001.00	CIP: 240102.0000	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2024		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.carrollcc.edu/		

Preferred Contact for this Proposal	Name: Michelle Kloss		
	Title: Associate Provost, Assessment and Inst. Effectiveness		
	Phone: (410) 386-8411		
	Email: mkloss@carrollcc.edu		

President/Chief Executive	Type Name: James Ball		
	Signature: 	Date: 05/17/2023	
	Date of Approval/Endorsement by Governing Board: 05/17/2023		

Revised 1/2021

**CARROLL COMMUNITY COLLEGE
NEW PROGRAM PROPOAL
TRANSFER STUDIES L.D.C.
HEGIS 495001 CIP 240102**

A. Centrality to institutional mission statement and planning priorities:

Carroll Community College's Lower Division Certificate (L.D.C.) in Transfer Studies prepares students to transfer to an associate degree program or baccalaureate degree program for continued study in a variety of fields.

Carroll Community College's mission is to provide "accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community" it serves. This mission is conveyed through seven College goals, two of which are expressly addressed by the proposed Lower Division Certificate in Computer Programming. Those two are:

Goal 1: Provide associate degree programs, career, and credentialing preparation, job skill enhancement, continuing professional education, and career resources and support to strengthen the regional workforce.

Goal 3: Delivers training and essential services to businesses and entrepreneurs and creates and sustains strategic community partnerships to support business and economic development.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The L.D.C. in Transfer Studies prepares students for further study at a two- or four-year institutions. Students' expenses are greatly reduced when they complete one or two years of their education at Carroll Community College. The chart below compares tuition at the 4-year state and private institutions, to which Carroll students transfer the most, with the cost of attending Carroll Community College. Decreased expenses allow many students to complete a postsecondary program they would otherwise be unable to complete, supporting Goal 1, Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents of the *2022 Maryland State Plan for Higher Education*.¹

Institution	Rate	Cost per credit 2022-23	Cost for one year (30 credits)	Savings over 2 years
Carroll Community College	In-county	\$136	\$4,080	-
University of Maryland Baltimore County	In-state	\$375	\$8,878	\$4,768
Salisbury University	In-state	\$309	\$9,270	\$5,190
Towson University	In-state	\$310	\$9,300	\$5,220
University of Maryland Global Campus	In-state	\$312	\$9,360	\$5,280
University of Maryland College Park	In-state	\$404	\$9,886	\$5,806
Stevenson University	Private	\$900	\$36,036	\$31,956
McDaniel College	Private	N/A	\$48,672	\$44,592

¹ 2022 Maryland State Plan for Higher Education. Retrieved February 7, 2023 from <https://mhec.maryland.gov/Documents/2022-Maryland-State-Plan-for-Higher-Education.pdf>

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

The Transfer Studies Certificate program will prepare students for any job that requires a wide variety of skills: analytic, communication, interpersonal, leadership, teamwork, technical, etc. Employers want employees who have a broad background of knowledge, skills, and abilities that prepare them to take on new tasks and jobs easily, as well as for advancement.

D. Reasonableness of program duplication

A search of the Maryland Higher Education Commission's Academic Program Inventory² database reveals only five other L.D.C.'s in Transfer/General Studies in Maryland.

Institution	Program Name	Degree Offered
Chesapeake College	Transfer Studies - Advanced	Lower Division Certificate
College of Southern Maryland	General Studies	Lower Division Certificate
Community College of Baltimore County	General Studies Transfer	Lower Division Certificate
Montgomery College	Transfer Studies	Lower Division Certificate
Prince George's Community College	Transfer Studies	Lower Division Certificate

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBI's.

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

This program is designed for maximum flexibility for students, and graduates of Carroll's L.D.C. program in Transfer Studies could choose to attend any of the state's Historically Black Institutions to earn their bachelor's degree.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter

The following information on program requirements, learning outcomes, and course descriptions will be made available to students in the college catalog, which is available on the Carroll Community College website. Students may also consult with advisors and faculty members to learn about this program.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College's academic and student services departments widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The

² Maryland Higher Education Commission, Academic Program Inventory. Retrieved February 7, 2023 from [https://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspxAcademic Program Inventory \(maryland.gov\)](https://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspxAcademic%20Program%20Inventory)

Enrollment Development and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

Faculty at Carroll Community College design all courses and programs, which are then presented to the Academic Council, a committee comprised primarily of faculty, for approval.

Program Description

The Transfer Studies Certificate is designed for students who intend to transfer to a four-year college or university. The flexible program combines core general education requirements and elective credit to create a certificate program that can be built upon at a four-year college or university. Students should familiarize themselves with the requirements of the major department at the institution to which transfer is being considered and consult with the Carroll Community College Transfer Advisor in planning and appropriate program of student. The Transfer Advisor can also provide additional information regarding the transfer requirements of institutions within the University of Maryland System.

Term-By-Term Plan

The proposed L.D.C. program in Transfer Studies requires the following courses:

Course Prefix and Number	Course Title	Credits
ENGL 101	College Writing ENGLISH COMPOSITION	3
	ARTS AND HUMANITIES ELECTIVE	3
	MATHEMATICS ELECTIVE	3-4
	SOCIAL AND BEHAVIORAL SCIENCES	3
	GENERAL EDUCATION ELECTIVE	3
	Semester Total	15-17
ENGL 102	Writing About Literature	3
	ARTS AND HUMANITIES ELECTIVE	3
	BIOLOGICAL AND PHYSICAL SCIENCES ELECTIVE	4
	SOCIAL AND BEHAVIORAL SCIENCES	3
	GENERAL EDUCATION ELECTIVE	3
	Semester Total	15-16
Total Credits		30-33

Course Descriptions

ENGL 101 - College Writing

Number of Credits: 3

Develop critical reading, thinking, and writing skills for the purpose of exploring ideas and issues relevant in a participatory society. Use an inquiry-based writing process to engage in ethical public discourse. Develop sound perspectives supported by evidence; identify and address bias; consider

the needs and interests of different audiences. Must earn a final grade of C or higher to meet General Education requirements for graduation, to transfer course to a 4-year institution, or to enroll in any class for which ENGL-101 is a prerequisite. *(Fall, Spring & Summer Only) Three hours lecture each week. Three Credits. Three billable hours.*

ENGL 102 - Writing About Literature

Number of Credits: 3

Read and analyze literature from three genres (fiction, poetry, and drama). Research background information to develop context for literary interpretations. Define and explore themes about the human condition, including minority perspectives, as depicted in works of literature. Write three or more extended essays (4500+ words in total). Document sources in MLA-style. GENERAL EDUCATION and DIVERSITY *Three hours lecture each week. Three Credits. Three billable hours.*

Electives

Arts and Humanities General Education

- ART 125 - Art Appreciation *(Fall, Spring & Summer Only)* - Diversity
- ART 135 - Art of the West World (prehistoric-1300) *(Fall Term Only)*
- ART 136 - Art of the West World (1300-Present) *(Spring Term Only)*
- COMM 105 - Introduction to Speech Communication *(All Terms)*
- COMM 120 - Introduction to Film *(Fall, Spring & Summer Only)* - Diversity
- ENGL 102 - Writing About Literature ** - Diversity
- ENGL 211 - Introduction to American Literature *(Summer Term Only)* - Diversity
- ENGL 212 - Contemporary World Literature *(Winter Term Only)* - Diversity
- ENGL 225 - Classical Mythology *(Spring Term Only)*
- ENGL 240 - British Literature: Love, Money and Empire *(Fall Term Only)* - Diversity
- FPA 101 - Introduction to the Arts *(Fall & Spring Only)*
- FREN 100 - Elementary French 1 *(Fall Term Only)*
- FREN 102 - Elementary French 2 *(Spring Term Only)*
- FREN 201 - Intermediate French 1 *(Fall term)* - Diversity
- FREN 202 - Intermediate French 2 *(Spring Term Only)* - Diversity
- GERM 100 - Elementary German 1 *(Fall Term Only)*
- GERM 102 - Elementary German 2 *(Spring Term Only)*
- GERM 201 - Intermediate German 1 *(Fall Term Only)* - Diversity
- GERM 202 - Intermediate German 2 *(Spring Term Only)* - Diversity
- HIST 101 - Western Civilization 1
- HIST 102 - Western Civilization 2 *(Fall, Spring & Summer Only)*
- HIST 105 - History of the United States to 1876
- HIST 106 - History of the United States From 1876 *(Fall, Spring & Summer Only)*
- HIST 110 - World Culture-1200 to Present *(Fall & Spring)*
- MUSIC 101 - Music Appreciation
- MUSIC 102 - The History of Rock and Roll *(Fall, Spring & Summer Only)*
- MUSIC 104 - World Music *(Spring Term Only)* - Diversity
- MUSIC 105 - Fundamentals of Music *(Fall, Spring & Summer Only)*
- MUSIC 106 - History of Jazz *(Fall & Spring Only)*
- MUSIC 108 - Exploration of Making Rap *(Fall, Spring & Summer Only)* - Diversity
- MUSIC 110 - Theory of Music 1 *(Fall & Spring Only)*
- PHIL 101 - Introduction to Philosophy
- PHIL 105 - Ethics

- PHIL 107 - Contemporary Issues in Social Justice (*Fall, Spring & Summer Only*) - Diversity
- PHIL 120 - World Philosophy (*Fall & Spring Only*) - Diversity
- PHIL 130 - Introduction to World Religions (*Spring & Summer Only*) - Diversity
- SPAN 100 - Elementary Spanish 1 (*Fall and Spring Only*)
- SPAN 102 - Elementary Spanish 2 (*Fall & Spring Only*)
- SPAN 201 - Intermediate Spanish 1 (*Fall, Spring & Summer Only*) - Diversity
- SPAN 202 - Intermediate Spanish 2 (*Spring Term Only*) - Diversity
- THTR 101 - Theatre Appreciation (*Fall Term Only*)
- THTR 110 - Acting for Non-Majors (*Fall & Spring Only*)

Biological and Physical Sciences General Education

- BIOL 100 - General Biology (*Fall, Spring & Summer Only*)
- BIOL 101 - Fundamentals of Biology 1 (*Fall, Spring & Summer Only*)
- BIOL 105 - Human Biology (*Fall, Spring & Summer Only*)
- BIOL 107 - Introduction to Evolution (*Fall & Spring Only*) (no lab)
- BIOL 108 - Introduction to Marine Biology (*Fall & Spring Only*)
- BIOL 202 - Fundamentals of Biology 2: Organismic & Population Biology (*Spring Term Only*)
- BIOL 210 - Human Anatomy & Physiology 1 (*Fall, Spring & Summer Only*)
- CHEM 101 - Introduction to Chemistry (*Fall, Spring & Summer Only*)
- CHEM 105 - Principles of General Chemistry 1 (*Fall, Spring & Summer Only*)
- GEOSC 100 - Earth and Space Science (*Fall & Spring Only*)
- GEOSC 103 - Environmental Sustainability (*Fall & Spring Only*) (no lab)
- GEOSC 105 - Introduction to Oceanography (*Fall, Spring & Summer Only*)
- GEOSC 110 - Physical Geography (*Fall & Spring Only*)
- GEOSC 115 - Meteorology (*Fall, Spring & Summer Only*)
- GEOSC 121 - Physical Geology (*Fall & Spring Only*)
- GEOSC 123 - Historical Geology (*Summer Term Only*)
- PHSC 100 - General Physical Science (*Fall & Spring Only*)
- PHYS 101 - Fundamentals of Physics 1 (*Fall & Spring Only*)
- PHYS 111 - Physics 1 for Scientists and Engineers (*Fall & Spring Only*)

English Composition and Literature General Education

- ENGL 101 - College Writing (*Fall, Spring & Summer Only*)
- ENGL 102 - Writing About Literature - Diversity

Mathematics General Education

- MATH 111 - Fundamentals of Geometry and Measurement (*Fall, Spring & Summer Only*)
- MATH 115 - Introduction to Statistical Methods (*Fall, Spring & Summer Only*)
- MATH 118 - College Algebra (*Fall, Spring & Summer Only*)
- MATH 121 - Introduction to College Mathematics (*Fall, Spring & Summer Only*)
- MATH 122 - Mathematical Concepts and Structures (*Fall & Spring Only*)
- MATH 130 - Precalculus (*Fall, Spring & Summer Only*)
- MATH 132 - Applied Calculus (*Fall, Spring & Summer Only*)
- MATH 135 - Calculus of a Single Variable 1 (*Fall, Spring & Summer Only*)

Social and Behavioral Sciences General Education

- ANTH 101 - Intro to Cultural Anthropology (*Fall, Spring & Summer Only*) - Diversity
- CRIM 101 - Introduction to the Criminal Justice Sys (*Fall Term Only*)

- CRIM 105 - Criminology
- ECON 100 - Principles of Micro Economics (*All Terms*)
- ECON 102 - Principles of Macro Economics
- ENGR 100 - Introduction to Engineering (*Fall Term Only*)
- GEOG 105 - Human Geography (*Fall & Spring Only*) - Diversity
- GEOG 201 - Regional Geography and Global Awareness (*Fall, Spring & Summer Only*) - Diversity
- PSLS 100 - American Government
- PSYC 101 - General Psychology (*All Terms*)
- PSYC 211 - Human Development Through the Life Span (*All Terms*)
- SOC 101 - Introduction to Sociology (*All Terms*) - Diversity
- SOC 210 - Social Problems (*Fall & Spring Only*) - Diversity
- SOC 215 - Diversity in U.S. (*Fall & Spring*) - Diversity

General Education Electives

- ANTH 101 - Intro to Cultural Anthropology (*Fall, Spring & Summer Only*) - Diversity
- ART 125 - Art Appreciation (*Fall, Spring & Summer Only*) - Diversity
- ART 135 - Art of the West World (prehistoric-1300) (*Fall Term Only*)
- ART 136 - Art of the West World (1300-Present) (*Spring Term Only*)
- BIOL 100 - General Biology (*Fall, Spring & Summer Only*)
- BIOL 101 - Fundamentals of Biology 1 (*Fall, Spring & Summer Only*)
- BIOL 105 - Human Biology (*Fall, Spring & Summer Only*)
- BIOL 107 - Introduction to Evolution (*Fall & Spring Only*)
- BIOL 108 - Introduction to Marine Biology (*Fall & Spring Only*)
- BIOL 202 - Fundamentals of Biology 2: Organismic & Population Biology (*Spring Term Only*)
- BIOL 210 - Human Anatomy & Physiology 1 (*Fall, Spring & Summer Only*)
- CHEM 101 - Introduction to Chemistry (*Fall, Spring & Summer Only*)
- CHEM 105 - Principles of General Chemistry 1 (*Fall, Spring & Summer Only*)
- COMM 105 - Introduction to Speech Communication (*All Terms*)
- COMM 120 - Introduction to Film (*Fall, Spring & Summer Only*) - Diversity
- CRIM 101 - Introduction to the Criminal Justice Sys (*Fall Term Only*)
- CRIM 105 - Criminology
- ECON 100 - Principles of Micro Economics (*All Terms*)
- ECON 102 - Principles of Macro Economics
- ENGL 102 - Writing About Literature - Diversity
- ENGL 211 - Introduction to American Literature (*Summer Term Only*) - Diversity
- ENGL 212 - Contemporary World Literature (*Winter Term Only*) - Diversity
- ENGL 225 - Classical Mythology (*Spring Term Only*)
- ENGL 240 - British Literature: Love, Money and Empire (*Fall Term Only*) - Diversity
- ENGR 100 - Introduction to Engineering (*Fall Term Only*)
- FN 100 - Personal Finance (*Fall, Spring & Summer Only*)
- FPA 101 - Introduction to the Arts (*Fall & Spring Only*)
- FREN 100 - Elementary French 1 (*Fall Term Only*)
- FREN 102 - Elementary French 2 (*Spring Term Only*)
- FREN 201 - Intermediate French 1 (*Fall term*) - Diversity
- FREN 202 - Intermediate French 2 (*Spring Term Only*) - Diversity
- GEOG 105 - Human Geography (*Fall & Spring Only*) - Diversity
- GEOG 201 - Regional Geography and Global Awareness (*Fall, Spring & Summer Only*) - Diversity
- GEOSC 100 - Earth and Space Science (*Fall & Spring Only*)

- GEOSC 103 - Environmental Sustainability (*Fall & Spring Only*)
- GEOSC 105 - Introduction to Oceanography (*Fall, Spring & Summer Only*)
- GEOSC 110 - Physical Geography (*Fall & Spring Only*)
- GEOSC 115 - Meteorology (*Fall, Spring & Summer Only*)
- GEOSC 121 - Physical Geology (*Fall & Spring Only*)
- GEOSC 123 - Historical Geology (*Summer Term Only*)
- GERM 100 - Elementary German 1 (*Fall Term Only*)
- GERM 102 - Elementary German 2 (*Spring Term Only*)
- GERM 201 - Intermediate German 1 (*Fall Term Only*) - Diversity
- GERM 202 - Intermediate German 2 (*Spring Term Only*) - Diversity
- HIST 101 - Western Civilization 1
- HIST 102 - Western Civilization 2 (*Fall, Spring & Summer Only*)
- HIST 105 - History of the United States to 1876
- HIST 106 - History of the United States From 1876 (*Fall, Spring & Summer Only*)
- HLTH 101 - The Science & Theory of Health And Wellness (*Fall, Spring & Summer Only*)
- HLTH 201 - Women's Health (*Fall, Spring & Summer Only*) - Diversity
- MATH 115 - Introduction to Statistical Methods (*Fall, Spring & Summer Only*)
- MATH 118 - College Algebra (*Fall, Spring & Summer Only*)
- MATH 121 - Introduction to College Mathematics (*Fall, Spring & Summer Only*)
- MATH 122 - Mathematical Concepts and Structures (*Fall & Spring Only*)
- MATH 130 - Precalculus (*Fall, Spring & Summer Only*)
- MATH 132 - Applied Calculus (*Fall, Spring & Summer Only*)
- MATH 135 - Calculus of a Single Variable 1 (*Fall, Spring & Summer Only*)
- MUSIC 101 - Music Appreciation
- MUSIC 102 - The History of Rock and Roll (*Fall, Spring & Summer Only*)
- MUSIC 104 - World Music (*Spring Term Only*) - Diversity
- MUSIC 105 - Fundamentals of Music (*Fall, Spring & Summer Only*)
- MUSIC 106 - History of Jazz (*Fall & Spring Only*)
- MUSIC 108 - Exploration of Making Rap (*Fall, Spring & Summer Only*) - Diversity
- PHED 101 - Lifetime Fitness & Wellness (*All Terms*)
- PHIL 101 - Introduction to Philosophy
- PHIL 105 - Ethics
- PHIL 107 - Contemporary Issues in Social Justice (*Fall, Spring & Summer Only*) - Diversity
- PHIL 120 - World Philosophy (*Fall & Spring Only*) - Diversity
- PHIL 130 - Introduction to World Religions (*Spring & Summer Only*) - Diversity
- PSLS 100 - American Government
- PSYC 101 - General Psychology (*All Terms*)
- PSYC 211 - Human Development Through the Life Span (*All Terms*)
- SOC 101 - Introduction to Sociology (*All Terms*) - Diversity
- SOC 210 - Social Problems (*Fall & Spring Only*) - Diversity
- SOC 215 - Diversity in U.S. (*Fall & Spring*) - Diversity
- SPAN 100 - Elementary Spanish 1 (*Fall and Spring Only*)
- SPAN 102 - Elementary Spanish 2 (*Fall & Spring Only*)
- SPAN 201 - Intermediate Spanish 1 (*Fall, Spring & Summer Only*) - Diversity
- SPAN 202 - Intermediate Spanish 2 (*Spring Term Only*) - Diversity

Program Goals

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

1. Identify opportunities for learning and working in a diverse multi-cultural and global society for personal and professional development.
2. Apply written and oral communication skills for clear expression and problem solving.
3. Employ both quantitative and qualitative reasoning in the scientific process with a focus on technological and information literacy.
4. Analyze issues and problems from a multidisciplinary perspective with an appreciation in the arts, humanities, sciences, and math promoting critical thinking and problem-solving skills.

H. Adequacy of articulation

ARTSYS, at artsys.usmd.edu, is an online system created to help students from Maryland community colleges transfer to most programs in the University System of Maryland and other participating four-year institutions. Through ARTSYS, Carroll Community College maintains articulation (transfer) agreements with the following colleges and universities:

- Bowie State University
- Capitol College
- Coppin State University
- Frostburg State University
- Goucher College
- Hood College
- McDaniel College
- Morgan State University
- Mount Saint Mary's University
- Salisbury University
- Saint Mary's College of Maryland
- Stevenson University
- Towson University
- Universities at Shady Grove
- University of Baltimore
- University of Maryland Baltimore
- University of Maryland Baltimore County
- University of Maryland College Park
- University of Maryland Eastern Shore
- University of Maryland Global Campus
- University System of Maryland (Hagerstown)
- Washington College

The State policies regarding transfer can be found in the College Regulations and Policies. It has been agreed that all General Education courses will transfer as General Education to any of our Maryland State public colleges and universities.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11)

No additional new faculty are needed, as all courses in the program already exist. There are a number of qualified full-time and adjunct faculty currently employed by the College to teach General Education and required program courses in the specific disciplines.

The College adheres to the following COMAR requirements:

- The minimum educational attainment of the faculty shall be the appropriate degree commensurate with the degree level of the proposed program.
- The doctorate is the appropriate terminal degree for bachelor's and graduate programs; however, the Master of Fine Arts (M.F.A.) or another professional degree may be adequate and appropriate for the proposed program.
- If specialized accreditation or State licensure is an expectation, the number of terminal degree holders shall meet the minimum requirements of the appropriate accrediting association or licensing agency.
- Programs shall involve credentialed full-time faculty in teaching, program development, and student academic support.
- Adjunct and part-time faculty are an important and necessary component of some programs. Except in circumstances to be determined by the Secretary, at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.
- Adjunct and part-time faculty shall: (1) Possess the same or equivalent qualifications as the full-time faculty of the institution; and (2) Be approved by the academic unit through which the credit is offered.

There are numerous faculty that teach the general education courses that are part of the Transfer Studies L.D.C. program. The chart below contains a sampling of full-time faculty and their credentials.

Faculty Member	Degree Title	Degree Field	Academic Title/Rank	Full-time or Adjunct	Courses Taught
Isabel DeFeo	M.S. B.A.	English	Assistant Professor	Full-time	ENGL 101 – College Writing
Jennifer Greenwood	M.S. B.S.	Mathematics	Professor	Full-time	MATH 111 – Fundamentals of Geometry and Measurement
Roxanna Harlow	Ph.D. M.A. B.A.	Sociology	Associate Professor	Full-time	SOC 101 – Introduction to Sociology
Raza Khan	Ph.D.	Chemistry	Associate Professor	Full-time	CHEM 201 – Organic Chemistry 1
Gregory Leppert	Ph.D. B.S.	Biology	Assistant Professor	Full-time	BIOL 210 – Human Anatomy and Physiology
Mary Wallace	M.F.A.	Communications	Assistant Professor	Full-time	COMM 105 – Introduction to Speech Communications

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

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12)

The Transfer Studies program is supported by the Carroll Community College Library and Media Center, which purchases print and electronic reference sources, DVDs, and books, subscribes to periodical database and streaming media services, and provides other resources to facilitate student research and learning. The library has been consulted regarding provisions and resources for the Transfer Studies certificate program. Because Carroll already has a degree program in General Studies, relevant resources are already available. The library staff is highly committed to procuring literature and technical information specific to the learning needs for students.

K. Adequacy of physical facilities, infrastructure, and instructional equipment (as outline in COMAR 13B.02.03.13)

Current physical facilities and infrastructure at Carroll Community College are adequate to offer the new program without the need for additional resources. All faculty and students have the opportunity to utilize all physical facilities on campus, which includes eight buildings used for instruction.

Available technology includes state-of-the-art smart classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide course management system, Canvas, which can provide on-line learning to supplement courses.

The computer classrooms are equipped with powerful workstations running the Windows 11 operating system. These rooms have dedicated high-speed internet access, a ceiling mounted room camera with microphone to stream for hybrid classes, and specialized furniture to allow computer monitors to drop into the desks for unimpeded group work. The Information Technology department supports this equipment with software updates and any maintenance or repairs necessary to maintain quality instruction.

The department has sufficient dedicated office space for program faculty and staff. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources, and a locked file cabinet to secure program materials.

There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs, and telephones.

Multiple rooms are available for faculty meetings and or private conferences with students.

The College complies with the American with Disabilities Act and has the necessary infrastructure and instructional equipment for ADA accommodations.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$48,360	\$65,475	\$83,547	\$102,601	\$122,673
a. Number of F/T Students	7	9	11	13	15
b. Annual Tuition/Fee Rate	\$5,160	\$5,315	\$5,474	\$5,638	\$5,807
c. Total F/T Revenue (a x b)	\$36,120	\$47,835	\$60,219	\$73,297	\$87,105
d. Number of P/T Students	5	7	9	11	13
e. Credit Hour Rate	\$136	\$140	\$144	\$148	\$152
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	\$12,240	\$17,640	\$23,328	\$29,304	\$35,568
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$48,360	\$65,475	\$83,547	\$102,601	\$122,673

Narrative for Table 1: Resources

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

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
1. Faculty (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$2,000	\$2,000	\$1,000	\$1,000	\$1,000
TOTAL (Add 1 – 7)	\$3,000	\$3,000	\$2,000	\$2,000	\$2,000

Narrative for Table 2: Expenditures

1. **Faculty (#FTE, Salary, and Benefits):** Carroll Community College already has multiple full-time faculty members on staff that will teach the program's general education courses.
2. **Administrative Staff:** No additional administrative staff is expected in the first five years of the program.
3. **Support Staff:** No additional support staff is expected in the first five years of the program.
4. **Equipment:** No additional equipment is expected in the first five years of the program.
5. **Library:** The current library loan mechanism and the electronic retrieval methods will be used for the Transfer Studies program. Even though it is not anticipated that any new library holdings will be required, for the betterment of students who wish to become members of professional organizations or go beyond the required expectations, the Division will request that the library invests in subscriptions to one or two professional journals.
6. **New or Renovated Space:** No new or renovated space needs are expected in the first five years of the program.
7. **Other Expenses:** Marketing and faculty development expenses are expected in the first five years of the program.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.12.13.15)

Students in the Transfer Studies L.D.C. program will be required to demonstrate their competency regarding the stated learning outcomes for each course and the program. This will be achieved through various deliverables, which include projects, written quizzes and exams, exercises, written assignments, and oral presentations.

Courses and faculty will be evaluated based on how effective they cover the stated learning goals, as well as through the parameters outlined in the student evaluation process.

The College has a rigorous course and program assessment process. Data from these course and program assessments are collected and analyzed to improve courses and to ensure program learning outcomes are met.

At the program level, the Program Director and faculty conduct and document an annual assessment report of select goals that are chosen and responded to on a yearly basis. In addition, as part of the quality improvement process, a comprehensive program review is conducted once every five years. The purpose of the review is to evaluate the effectiveness of the academic program through the evaluation of curriculum, faculty, student enrollment and retention, and student learning goals. Each program has an advisory board consisting of professionals in the field to assist in the construction and analysis of program review data. The information collected is used to determine many things, including cost-effectiveness and program viability. The review process ensures that the following are reflected in the document:

- the mission of the College and how the needs of the community are met
- student performance
- transferability and /or workforce applicability
- curriculum strengths and weakness
- adequacy of resources to support the program

The Provost, along with the Student Learning Improvement Committee, the General Education Committee, and the Program Review Committee coordinate these processes.

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

Carroll Community College is committed to the recruitment and retention of minority students and will expand its services and policies to include the Transfer Studies program students. The College employs broad recruitment efforts to attract a racially diverse student body and support them with the services they need to be retained and successful. The entire staff supports the College goal of providing a "safe learning environment that models respect, acceptance, inclusion, and empathy towards diverse ways of thinking and being." Statements of non-discrimination are included in College publications and will appear in any marketing pieces for the programs.

O. Relationship to low productivity programs identified by the Commission

Currently, there are no low-productivity programs at the College from which resources can be redirected.

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

In January 2018, the Middle States Commission on Higher Education confirmed that Carroll Community College had completed the review process and was approved to offer academic programs for which 50 percent or more of the degree or academic program will be offered through an alternative method of delivery without additional approvals. Notification of such was sent to the Maryland Higher Education Commission on April 27, 2018.

The College follows the C-RAC guidelines to assure comparable national standards for interstate offering of postsecondary distance education courses and programs.