January 2, 2024

Sanjay Rai, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Rai:

Garrett College is proposing a substantial change to our A.A.S Degree in Professional & Technical Studies. The existing program includes an Area of Concentration (AoC) in Machining that we are discontinuing via separate request. Resources are already in place to carry out this implementation and will not require any additional library resources, physical facilities, infrastructure or instructional equipment.

Thank you for your time and consideration. If you have any questions I can be reached at (301) 387-3054 or at christa.bowser@garrettcollege.edu.

Sincerely,

Christa Bowser
Interim Dean of Academic Affairs/CAO

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

Institution Submitting Proposal	Garrett College

*Each **action** below requires a separate proposal and cover sheet.*

- ○ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ◉ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ○ R*STARS # 61439 ◉ Check # 61439	Payment Amount: $250.00	Date Submitted: 01/02/24

Department Proposing Program	Academic Affairs
Degree Level and Degree Type	Associate of Applied Science Degree
Title of Proposed Program	Professional & Technical Studies
Total Number of Credits	60
Suggested Codes	HEGIS: CIP:
Program Modality	◉ On-campus ○ Distance Education (fully online) ○ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://www.garrettcollege.edu/images/academics/credit/catalogs/course-catalog.pdf

Preferred Contact for this Proposal	Name:	Christa Bowser
	Title:	Dean of Academic Affairs
	Phone:	(301) 387-3054
	Email:	christa.bowser@garrettcollege.edu

President/Chief Executive	Type Name: Christa Bowser
	Signature: *Christa Bowser* Date: 01/02/2024
	Date of Approval/Endorsement by Governing Board: 11/21/2023

Revised 1/2021

Substantial Modification for

Associate of Applied Science in Professional & Technical Studies

Garrett College, McHenry, MD

A. Centrality to Institutional Mission Statement and Planning Priorities:
1. Provide a description of the program, including each area of concentration (if applicable), and how it related to the institution's approved mission.

The mission statement of Garrett College includes the following commitments:

- To provide accessible, quality, and comprehensive educational experience in a supportive environment to a diverse student population in both traditional and non-traditional settings.
- To develop engaging, innovative and sustainable curricula, programs, and initiatives that are responsive to a changing world.

The modification of our Professional & Technical Studies degree program supports these commitments and also aligns with the College's strategic objective to "provide Garrett College students, credit and non-credit, with innovative, relevant curriculum…" (Garrett College FY2021-FY2025 Strategic Plan). The A.A.S. in Professional & Technical Studies is a career program that recognizes student's employable certifications. Many students have technical skills for in-demand careers, and this degree provides a pathway toward successful completion of an associate's degree.

The A.A.S. in Professional & Technical Studies is designed for students who plan to enter the workforce immediately upon graduation. The availability of this program will offer advantages for students including a career-ladder opportunity for students who begin their coursework in Continuing Education and Workforce Development (CEWD) and decide to continue their studies; a reduction of tuition costs for Garrett County high school graduates who take advantage of the Garrett County Scholarship Program; and increased employment opportunities for graduates in Garrett County, regionally and nationally.

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

The College's 20221-2025 Strategic Plan outlines several goals and objectives to provide linkages between noncredit and credit instruction. Specifically, Goal 1 of the plan calls for the College to "provide Garrett College students, credit and non-credit, with innovative, relevant curriculum…" (FY2021-FY2025 Strategic Plan). Strategy 3 of this goal specifically calls for the college to "develop educational pathways for students to seamlessly move between credit and not-credit".

The proposed substantial modification to the course design of the Professional & Technical Studies A.A.S. clearly defines a pathway for students to either complete credit courses and workforce programming simultaneously or to complete a workforce program and then begin credit coursework. Utilizing a set of core courses of introduction to business, leadership development and industry field experience, the degree provides students with technical certifications an opportunity to build stackable credentials of "soft skills" as identified by local employers.

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 program modifications will operate with existing resources within the College. Students will take courses in Garrett College's existing general education curriculum, and the proposed set of core courses for the degree will be taught by GC faculty. Workforce programming is currently offered through CEWD as noncredit. The noncredit programs offered through CEWD are designed to be self-sustaining, operating as a cohort model. Garrett College's CEWD considers Garrett County demographics as well as the concentrations of jobs which may be available upon the student's graduation at the local and/or regional level when they provide program opportunities.

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

The general education courses offered for this program are currently offered at the College. The offering of these courses is not tied to the direct enrollment numbers in this Professional & Technical Studies A.A.S. degree program. No specific equipment is being purchased for this program.

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

All courses included in the Professional & Technical Studies A.A.S. degree will be offered each academic year, allowing students to complete the degree on individual timelines. CEWD coursework and certification programs are offered on separate, independent schedules.

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 advancement and evolution of knowledge
      b. societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
      c. the need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The I-68 Regional Economic Partnership 2018 report recognizes workforce preparedness as a "key challenge among employers and stakeholders" in the region. In addition to a reduced workforce because of the increase of retirement-eligible employees, Garrett County's educational attainment levels fall below the national averages with just 24% of the population aged 25+ earning a bachelor's degree or higher (US Census Bureau, American Community Survey, 2021). Participating I-68 regional stakeholders report that "a shortage of available and trained workers is a top issue in many parts of the region," confirming national labor shortage trends in rural areas.

Several factors support the local and regional, as well as statewide, need for a Professional & Technical Studies A.A.S. degree program at Garrett College that will accept technical certifications for credit:

- Benefit to Garrett County Residents – the modifications to Garrett College's Professional & Technical Studies A.A.S. degree will continue to provide significant opportunities for

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employment after graduation. The existence of the Garrett County Scholarship Program removes financial barriers and provides a strong incentive for most Garrett County high school graduates to pursue higher education at Garrett College. This county-funded scholarship program provides up to 60 credits of free tuition for Garrett County high school graduates who attend Garrett College. Garrett County life is defined as rural with the characteristics of a rural population. Over 86% of the county's high school seniors graduate each year, and the modifications to the Professional & Technical Studies A.A.S. degree will provide greater educational opportunities for students interested in technical careers.

- Benefit to Students in the Region – Due to Garrett College's geographic location (bordering both West Virginia and Pennsylvania), the modifications to the Professional & Technical A.A.S. Degree, will not only benefit students in Garrett County, but students enrolling from surrounding counties in West Virginia and Pennsylvania as well.

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

Garrett College's proposed modifications to the existing A.A.S. program in Professional & Technical Studies aligns with all three goals outlined in the 2022 Maryland State Plan for Postsecondary Education. With respect to the Access Goal, this program specifically addresses Strategy 4 to "analyze systems that impact how specific student populations access affordable and quality postsecondary education." The goal of these modifications is to allow the application of prior industry certifications in various areas to count toward completion of a college degree. Many students in our local high schools have the opportunity to earn industry certificates during their Career and Technology coursework. These can be applied to this degree once this substantial modification request is approved. Certifications like that will reduce the expense and time required to obtain an associate's degree based on an accepted national standard, thereby offering these individuals an alternative pathway to access postsecondary education. This alternative approach supports the Success Goal and Strategy 6 to "improve systems that prevent timely completion of an academic program" in particular. The program's focus on awarding credit for nationally and state-recognized workforce certifications ties directly to Strategy 6 by granting of credit for prior learning. The proposed substantial modification to the Professional & Technical Studies A.A.S. degree also supports the Innovation Goal to "foster innovation in all aspects of Maryland higher education to improve access and student success". The basis of the program re-design is an attempt by Garrett College to accept nationally recognized certifications (for which the College offers preparation through multiple noncredit instructional programs) as satisfying the technical content portion of an A.A.S. degree program, all with the goal of saving students time and money toward degree completion.

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.

The Maryland Department of Labor reports 474,000 employees in the Trade, Transportation and Utilities fields (Oct. 2023 data). Further statistics show the Maryland workforce to be comprised of 167,300 jobs in the Construction fields; 108,600 jobs in Manufacturing; and 277,800 jobs in Professional, Scientific and Technical Services. Two of the top 5 major employers in Garrett County listed by the Maryland Department of Labor are places of business a student with technical certifications and this degree could

reasonably be employed. Construction and Manufacturing employers on this list account for over 700 jobs. The Western Maryland Workforce Region statistics show over 4,000 job opportunities in their 2021 Construction and Extraction occupation estimates.
(https://www.dllr.state.md.us/lmi/wages/westernmd/page0028.htm)

These job projection statistics are just a sampling of the opportunities that will be afforded to students completing the modified Professional and Technical Studies A.A.S. degree. The purpose of the substantial modification to our degree is to allow for a wide array of technical specializations to be recognize as a student pursues an associate's degree. The specific career/trade a student will enter after earning this degree cannot be predicted with any certainty.

The purpose of the substantial modification to this degree is to allow for a wide array of technical specializations to be recognize as a student pursues an associate's degree. The specific career/trade a student will enter after earning this degree cannot be predicted with any certainty. As is seen in many fields, possessing an Associates Degree and industry recognized certifications will increase employment opportunities.

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

Statewide, the Maryland Occupation Projections, 2016-2026 indicates over a 17.9% growth in the Production Managers, 9.5% growth in Engineers, 9.6% growth in Engineering technicians, 8.9% growth in Operating Engineers and Construction, 5.5% growth in Industrial Machinery Mechanics, and 20.9% growth in Assemblers and Fabricators.

The purpose of the substantial modification to this degree is to award credit for special knowledge and certifications in technical specializations as a student pursues an associate's degree. The specific career/trade a student will enter after earning this degree cannot be predicted with any certainty. As is seen in many fields, possessing an Associate's Degree and industry recognized certifications will increase employment opportunities.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs in the anticipated number of vacancies expected over the next 5 years.

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

The purpose of the substantial modification to this degree is to award credit for special knowledge and certifications in technical specializations as a student pursues an associate's degree. The specific career/trade a student will enter after earning this degree cannot be predicted with any certainty. Garrett County leaders recognize the critical role of sustainable growth and development (Garrett County Economic Development Strategic Plan, 2023-2027) by their commitment to increase the number of well-paying jobs and business growth in the county.

INSTITUTIONAL REQUIREMENT:........................... 1

FYE101 First Year Experience
 or FYE103 College & Career Prep Seminar ...1

GER REQUIRED CREDITS: 22

English Composition
 ENG101 Comp I--Expos Writing...................3
 -- *Min. C grade required.*
Arts and Humanities
 COM101 Introduction to Communication ...3
 GER Arts & Humanities Course ᴳ 6 3
Social and Behavioral Sciences
 GER Soc & Behavioral Sciences Course ᴳ 3
Science
 GER Science Lab Course ᴳ 4
Mathematics
 GER Mathematics Course ᴳ.........................3
Interdisciplinary/Emerging Issues
 GER Interdisciplinary/Emerging Issues ᴳ......3
 (CIS105 Intro to Comp recommended; CIS180 not allowed)

CORE COURSES: 9

BUS150 Personal & Consumer Finance 3
BUS101 Introduction to Business 3
BUS235 Leadership Development.................3
BUS294 Field Experience in Business 3
COM121 Workplace Communication.............3

CONCENTRATION CORUSES: 13

BUS294 Field Experience in Business 3
MCH101 Machining I 3
MCH102 Machining II 1
MCH201 Machining III 3
MCH202 Machining IV...................................3

ELECTIVES: 15

MAJOR ELECTIVES: 9

BUS150 Personal & Consumer Finance 3
BUS170 Introduction to Management 3
BUS201 Principles of Marketing.....................3
BUS287 Entrepreneurial Thinking 3
 Or BUS289 Entrepreneurship 3

RESTRICTED ELECTIVES:.......................................19

Students will work with advisor to select a combination of career courses that meet their specific career goals.

TOTAL CREDIT HOURS REQUIRED: 60

RECOMMENDED SEQUENCE

(F) Offered FALL semester only
(W) Offered WINTER semester only
(S) Offered SPRING semester only

FALL
 FYE101 First Year Experience 1
 ENG101 Comp I--Expos Writ...........................3
 GER Arts & Humanities Course ᴳ 3
 GER Mathematics Course ᴳ 3
 BUS101 Introduction to Business   3
 Restricted Elective 3
  TOTAL 16

SPRING
 COM101 Introduction to Communication.......3
 GER Science Lab Course ᴳ...............................4
 GER Soc & Behavioral Sciences Course ᴳ........3
 Major Elective...3
 Restricted Elective 3
  TOTAL 16

FALL
 GER Interdisciplinary/Emerging Issues ᴳ 3
 Restricted Elective 9
 Major Elective... 3
  TOTAL 15

SPRING
 BUS235 Leadership Development....................3 (S)
 BUS294 Field Experience in Business 3
 Restricted Elective 4
 Major Electives 3
  TOTAL 13

ᴳ **GER Courses must be on the Approved General Education Course list.**

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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.

Allegany College of Maryland (AMC), in Cumberland, MD (45 miles from Garrett College), offers an Applied Technical Studies degree which focuses on awarding up to 30 elective credits for a "successfully completed apprenticeship or training" (https://www.allegany.edu/applied-technical-studies/). The proposed program at Garrett College differs in several ways. This substantial modification of our degree will rearrange credits to have 9 credits of core courses and 9 credits of major electives beyond the general education courses, leaving only 19 credits for restricted electives that can be applied to prior certifications.

The Technology and Computer Studies Division at Hagerstown Community College (HCC) offers an Technology Studies degree, which is exclusively for students who have completed, or will complete an apprenticeship, internship, American Council for Education endorsed training program or recognized training provided by the student's employer (https://www.hagerstowncc.edu/technical-studies). Although this is a similar opportunity to the proposed Professional & Technical Studies A.A.S. substantial modification, HCC is a two-hour drive from Garrett College.

    2. Provide justification for the proposed program.

The proposed substantial modifications will still allow the Professional & Technical Studies A.A.S. to achieve Goal 2 of the I-68 Report, which states to "promote the region's available workforce and prepare I-68 residents for existing and future economic opportunities" by:
- Strengthening existing partnerships and create new connections among the I-68 region's employers, economic development organizations, workforce development entities, and educational institutions to ensure that the region's business needs are being met and residents are receiving optimal skills training to advance their careers and;
- Supporting regional efforts to increase K–12 and postsecondary student achievement and the educational attainment of regional citizens and ensure they are prepared for the future workforce.

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.

No impact on HBIs is anticipated from the proposed program.

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.

No impact on HBIs is anticipated from the proposed program.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Professional & Technical Studies A.A.S. modifications were inspired by the successful collaboration between credit and noncredit programming at Garrett College. Our CEWD programming offers many certifications and has the ability to quickly change programming options to meet community needs. The modifications to our degree will allow for a variety of technically skilled students to continue their education toward successful completion of an Associate's degree while having their prior skills and certifications recognized for credit.

By removing a specific concentration from our Professional and Technical Studies A.A.S degree, the majority of program oversight will be in the Office of Academic Affairs. Business faculty will assist in advising the students in this program. CEWD staff will be involved by offering various programming choices that lead to certifications. Mr. Josh Lear, Coordinator of Career and Technical Education will work in conjunction with Professional and Technical Studies advisors.

The local school system has several Career and Technical Education pathways in place for high school students. Students can graduate from these programs having earned multiple industry recognized credentials. By providing this degree, Garrett College can be the local destination for these students to pursue post-secondary education and earn credit for their industry credentials.

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

The Professional & Technical Studies A.A.S. degree curriculum is designed to provide business theory to enhance the certification knowledge and skills students possess, allowing them to enter the workforce as degreed specialists in their chosen career. Upon successful completion of the Professional & Technical Studies A.A.S. degree program, students will be able to:
- Effectively communicate in verbal and written formats related to general as well as technical fields.
- Demonstrate the ability to evaluate different leadership styles and anticipate the consequences resulting from the use of each of these styles.
- Demonstrate the ability to apply business principles to business solutions in the field of their major electives.
- Demonstrate the ability to identify the various forms of business organization (sole proprietorship, partnerships, corporations) and the advantages and disadvantages of each type of structure.
- Successfully complete an approved field experience in industry.

3. Explain how the institution will:
   a. Provide for assessment of student achievement of learning outcomes in the program;

Each program at Garrett College develops an assessment plan that outlines strategies for assessing specific student learning outcomes and explains how the outcomes will be assessed. Academic Program Directors provide a timeline and document results annually in Taskstream (an electronic portfolio and assessment management platform). The annual program assessment allows faculty and program directors

to develop an action plan to strengthen the program further. The table below outlines the Technical & Professional Studies A.A.S. program learning outcomes with assessment strategy.

Program Learning Outcome	Assessments
Students will be able to effectively communicate in verbal and written formats related to general as well as technical fields.	GER English Composition essays COM 101 assignments
Students will be able to demonstrate the ability to evaluate different leadership styles and anticipate the consequences resulting from the use of each of these styles.	BUS 235 essays
Students will be able to apply business principles to business solutions in the field of their major electives.	Major Elective Course assignment
Students will demonstrate the ability to identify the various forms of business organization (sole proprietorship, partnerships, corporations) and the advantages and disadvantages of each type of structure.	BUS 101 assignment
Students will successfully complete an approved field experience in industry.	BUS 294 assignments

   b. Document student achievement of learning outcomes in the program.

The above table outlines the annual program assessment. In the annual program assessment, student achievement is documented in a report which is accessible in Taskstream. Garrett College requires new programs to undergo a full program assessment after the first three years, and then the program enters into the College's program review cycle of every eight years. The Office of Institutional Research provides program review support and a template for program review.

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

The Professional & Technical Studies A.A.S. requires a first-year experience course for one credit, 22 credits of general education courses, 9 core course credits for the degree, 9 credits of major electives and 19 restricted elective credits as shown below.

   Institutional Requirement……………………………………….………………...1 credit
    FYE 101 First Year Experience or FYE 103 College and Career Prep (1 credit)
   General Education Requirements………..……………………………………..22 credits
       ENG 101 Composition I (3 credits)
       COM 101 Intro to Communications (3 credits)
       Arts & Humanities (3 credits)
       GER Social & Behavioral Sciences (3 credits)
       GER Science with Lab (4 credits)
       GER Mathematics (3 credits)
       GER Interdisciplinary/Emerging Issues (3 credits)—recommend CIS 105 Intro to Computers
   Core courses……… …………………………….…………………………………….9 credits
       BUS 101 Introduction to Business (3 credits)

BUS 235 Leadership Development (3 credits)
BUS 294 Field Experience in Business (3 credits)
Major Electives…………………………………………….…………………...9 credits
BUS 150 Personal & Consumer Finance (3 credits)
BUS 170 Introduction to Management (3credits)
BUS 201 Principles of Marketing (3 credits)
BUS 287 Entrepreneurial Thinking (3 credits)
OR BUS 289 Entrepreneurship (3 credits)
Restricted Electives…………………………………………….……………...<u>19 credits</u>
TOTAL CREDIT HOURS REQUIRED…………………………..………..60 credits

<u>Professional & Technical Studies A.A.S. – Core Courses (9 credits)</u>
BUS 101 Introduction to Business (3 credits)
An introductory course that surveys the nature of business, its opportunities, and its environment. Topics covered include various types of ownership, organization, management, marketing and human resources.
BUS 235 Leadership Development (3 credits)
This course is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve skills. Approaches to leadership are explored as well as the moral and ethical responsibilities of leaders.
BUS 294 Field Experience in Business (3 credits)
Students are involved in a field experience related to business. Career-related activities are supervised within the participating organization. Students record their activities, projects, and assignments for discussion and evaluation. Emphasis will be given to defining an appropriate internship site, resume development, interviewing, and gaining job experience to bolster the learner's ability for post-graduation employment.

<u>Professional & Technical Studies A.A.S. – Major Electives (9 credits)</u>
BUS 150 Personal and Consumer Finance (3 credits)
This course examines technology and its impact, real-world decision making, and provides the student with a strong foundation for current and future personal economic activities.
BUS 170 Introduction to Management (3 credits)
This course examines in depth the principles and responsibilities of managers. Theories of management as well as practical applications of management techniques are emphasized.
BUS 201 Principles of Marketing (3 credits)
An analysis of the principles of marketing and emphasizing managerial efficiency in the marketing process. The student is encouraged to apply analysis to marketing problems.
BUS 287 Entrepreneurial Thinking (3 credits)
Through this introductory course, students will understand, experience and practice the thought, action patterns and best practices that are inherent in entrepreneurial thinking and successful new venture formation. These approaches are applicable to small business formation, entrepreneurship, intrapreneurship, organizational management and life in general. Areas of investigation and

learning will include, but not be limited to: self-assessment, soft skills optimization, "Icehouse life lessons", effectuation, market-based ideation, and concept development. These methods will be conveyed through lecture, discussion, readings beyond the text and experiential learning approaches and will result in participants' honing success-building entrepreneurial business and life skills.

BUS 289 Entrepreneurship (3 credits)

This course is intended to provide understanding of the complexities of launching a new business. Topics for investigation include developing a business plan, identifying and marketing to potential customers, financial planning, and legal risks and benefits.

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

As part of Garrett College's A.A.S. degrees, students in the Professional & Technical Studies program will be required to complete 22 general education credits. The table below is an example sequence for degree completion.

	Fall	**Spring**
Year 1	FYE 101 (1) GER English (3) GER Math (3) COM 101 (3) BUS 101 (3) 　　TOTAL = 13 credits	GER Arts & Hum. (3) GER Science with lab (4) BUS 235 (3) CIS 105 (3) Major Electives (3) 　　TOTAL = 16 credits
Year 2	GER Soc and Beh Sci (3) Major Electives (6) Restricted Electives (7) 　　TOTAL = 16 credits	BUS 294 (3) Restricted Electives (12) 　　TOTAL = 15 credits

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

There are no specialized accreditations or graduate certification requirements for this program or its students. Students will be able to present credentials in their chosen specialty to be evaluated for restricted elective credit.

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

Garrett College will not contract with another institution or non-collegiate organization for this program.

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, financial aid resources, and costs and payment policies.

All program requirements, to include curriculum and course requirements, are posted in the College catalog available online at
https://www.garrettcollege.edu/images/academics/credit/catalogs/coursecatalog.pdf. Additionally, each academic program has its own webpage to provide additional information, resources, and program director contact information. Because the proposed degree is in collaboration with Continuing Education and Workforce Development (CEWD), Garrett College's website will have multiple links from credit and noncredit to direct students to the proposed program's page. The Garrett College homepage includes links to Financial Aid, Tuition & Fees, Advising & Student Support Services, Library & Learning Commons, Blackboard (the college's learning management system), and Distance Learning.

Instructors follow a standard syllabus template that outlines course requirements, materials, and specific technology requirements. The syllabus includes information on disability services processes and Title IX reporting. Faculty information is provided; including email, office phone, and office hours, as well as information about student support services such as tutoring and learning commons information.

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.

The Enrollment Management Committee, which includes representatives from the Offices of Marketing, Admissions, Records and Registration, and Academic Affairs, functions as a cross-divisional enrollment management group committed to ongoing communication across campus. This group provides regular collaboration with the aforementioned offices, ensuring all promotional materials accurately and clearly represent the program. All materials that represent the program and services provided by the college must be approved by this committee.

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

Articulations are not applicable to the proposed program. Transfer is not intended for this A.A.S. degree.

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 the 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 the proposed program.

Garrett College has a strong instructional team of full-time faculty teaching the required general education courses and core courses and major electives. The list of instructors below includes instructors in the proposed core of courses for the degree program. Faculty for the core courses meet the credentialing requirements outlined in COMAR 13B.02.03.11.

Faculty	Degree	Discipline	Academic Title/Rank	Status	Courses Taught
Jack Dubose	BA MBA	English	Professor of English	Full Time	COM 101 ENG 101
Tim Foster	BA MAT	Mathematics	Professor of Mathematics	Full Time	MAT 105
Dr. Terry Kasecamp	MS Psychology PhD Education	Psychology	Professor of Psychology	Full Time	PSY
Stac Miller	MS JD	Business	Professor of Business	Full Time	BUS 170, 201, 287, 294
Pramod Kapoor	MBA	Business Accounting	Professor of Business	Full Time	BUS 101, 150, 235 CIS 105

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 practice for distance education, if distance education is offered

The Coordinator of Distance Learning and Instructional Design at Garrett College oversees faculty professional development providing numerous pedagogical training sessions each semester. Workshop topics include: facilitating classroom discussions, implementing critical thinking activities in classroom teaching, online course design to include the use of Blackboard (the College's LMS), and adopting and adapting Open Educational Resources. The college utilizes an internal review process for all online courses using Quality Matters (QM) standards and rubrics for best online teaching practices.

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.

The Library/Learning Commons at Garrett College offers extensive resources for academic research with a large collection that includes books, periodicals, electronic journals, newspapers, audiobooks, CDs, videos, and DVDs. In addition to student computer workstations with Microsoft Office products and internet access for academic projects, the GC library serves student research with on-campus and remote 24-hour access to multiple electronic databases, including ProQuest, Science Resource Center, Credo Instruct, Access Science, and EBSCO resources. The resources are assessed annually to determine what additional reference or library resources may be required.

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 students in the technologies and sciences.

The proposed program will not have a major impact on the use of existing facilities and equipment. No additional facilities or equipment will be required with this modification to the Professional & Technical Studies A.A.S.

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

All students, faculty, and staff at Garrett College receive access to the electronic mailing system via their respective accounts. Students can access their Laker Mail on the same day they register for classes. They continue to have access to Laker Mail throughout their time as an enrolled student (full- or part-time) at Garrett College. Faculty and staff gain email access once the hiring process is complete. All students, faculty, and staff receive a unique email address and may access their accounts remotely.

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

Garrett College utilizes Blackboard Ultra as the Learning Management System (LMS) for online and hybrid courses. In the LMS, students are able to review course content, syllabi, assignments, and grades throughout the semester. GC employs a Coordinator of Distance Learning to provide support to both students and faculty in the online learning environment. Faculty and adjunct faculty are trained on the LMS and as online instructors by the Coordinator of Distance Learning using Quality Matters (QM) guiding principles for online instruction.

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 allocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: PROGRAM RESOURCES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	17,898	22,874	29,335	34,311	34,311
a. Number of F/T Students	3	4	5	6	6
b. Annual Tuition/Fee Rate	4,976	4,976	4,976	4,976	4,976
c. Total F/T Revenue (a x b)	14,928	19,904	24,880	29,856	29,856
d. Number of P/T Students	2	2	3	3	3
e. Credit Hour Rate	99	99	99	99	99
f. Annual Credit Hour Rate	15	15	15	15	15

g. Total P/T Revenue (d x e x f)	2,970	2,970	4,455	4,455	4,455
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources*	0	0	0	0	0
TOTAL (add 1-4)	$17,898	$22,874	$29,335	$34,311	$34,311

Table 1 Narrative
1. Reallocated Funds - No funds will be reallocated for this certificate program. The general education courses and business courses included in this program are already being offered and no new faculty or programming is needed.
2. Tuition and Fee Revenue – In-county tuition rates and estimated book costs.
3. Grants and Contracts - No grants and contracts will be sought for this certificate program.
4. Other Sources – No other funding sources will be used for this certificate program.

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					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	0	0	0	0	0
a. Number of FTE					
b. Total Salary					
c. Total Benefits (7%)					
2. Administrative Staff (b + c below)	0	0	0	0	0
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE					
b. Total Salary					
c. Total Benefits					
4. Technical Support, Supplies, Materials and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (add 1-7)	0	0	0	0	0

Table 2 Narrative
1. New Faculty – no new faculty will be needed for this certificate program.
2. New Administrative Staff – no new administrative staff will be needed for this certificate program.
3. New Support Staff – no new support staff will be needed for this certificate program.
4. Technical Support and Equipment – no new materials or support will be needed.
5. Library – no new library resources are needed.
6. New or Renovated Space – no new or renovated space is needed.
7. Other Expenses – there are no other anticipated expenses.

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.

Garrett College has a formal program review process whereby each of its academic and career programs are formally reviewed on a regular cycle. A new program is reviewed annually for its first three years and then, if successful, falls into the College's formal and comprehensive program review eight-year review cycle. In addition to the program data, the review considers information about faculty performance and all costs related to the program.

    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.

The program evaluation will include the results from student learning outcomes assessment. In addition to college-wide general education student learning outcomes, the College has developed a set of program-level learning outcomes for every transfer and career program. Student learning outcomes are also assessed at the course level within each program. All assessment data is reviewed by the full faculty annually. Any corresponding shortcomings across programs is addressed, and course pedagogy altered if deemed necessary.

Full-time faculty are evaluated annually by the appropriate Academic Director or the Dean of Academic Affairs through the faculty evaluation form (including administrative and advising responsibilities, college service, and professional growth), classroom observation, and course evaluations. Part-time faculty are evaluated annually by the appropriate Academic Director or the Associate Dean of Academic Affairs through classroom observation and course evaluations.

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 and success, and the institution's cultural diversity goals and initiatives.

In 2018, Garrett College added a new concluding sentence to its mission statement that "the College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life." GC recruits in urban areas with large minority populations; approximately 25% of the current student body is comprised of minority students. Garrett College's Cultural

Diversity Plan reinforces the College's strategic plan to "identify obstacles to student success" and to "provide actively engaged and relevant college experience for students," by developing a "broader range of coursework" (GC Diversity Plan Goal 4, Strategy 1). Professional & Technical Studies A.A.S. program enrollment is open to all students.

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.

This program is not related to an identified low productivity program.

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.

This is not a distance education program. This program will not be offered completely online, but some individual courses within the general education requirements and the core and major electives will be available online for students. Garrett College received approval to offer online the General Studies A.A. program on June 15, 2005. For the proposed Professional & Technical Studies A.A.S., students will be able to complete the general education portion of the degree online if they choose to do so.

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

C-RAC is a collective of seven regional organizations responsible for the accreditation of approximately 3,000 American colleges and universities, which includes the Middle States Commission on Higher Education (MSCHE). Garrett College is accredited through MSCHE and follows the appropriate guidelines to adhere to national standards and integrity for distance education programs. As stated in Section P.1., Garrett College received approval from MSCHE to offer an online General Studies A.A. degree on June 15, 2005, which allows students to take non-technical, general education courses online. Additionally, Garrett College is a current member of the National Council for State Authorization Reciprocity Agreement (NC-SARA), which "establishes comparable national standards" for online and distance education in the postsecondary setting (NC-SARA).