



Office Use Only: PP#

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

Institution Submitting Proposal	Community College of Baltimore County
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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"/> R*STARS #	Payment \$850	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 10047758	Amount:	Submitted: 02/14/2025

Department Proposing Program	School of Wellness, Education, Behavioral and Social Sciences		
Degree Level and Degree Type	Associate of Arts		
Title of Proposed Program	Social Work		
Total Number of Credits	60		
Suggested Codes	HEGIS: 21.04	CIP: 44.0701	
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 checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer            Year: 2025		
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalog.ccbcmd.edu/index.php">https://catalog.ccbcmd.edu/index.php</a>		
Preferred Contact for this Proposal	Name:	Dr. Laura Cripps	
	Title:	Assistant Dean, Curriculum and Assessment	
	Phone:	(443) 514-6755	
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President/Chief Executive	Type Name:	Dr. Sandra Kurtinitis	
	Signature:		Date: 1/30/25
	Date of Approval/Endorsement by Governing Board:	09/25/2024	

Revised 1/2021

**Maryland Higher Education Commission (MHEC)**  
**Academic Program Proposal**  
**AY2024-2025**

**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.

The Community College of Baltimore County (CCBC) transforms lives by providing accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community (Community College of Baltimore County Strategic Plan, FY2024-2026)

The proposed Associate of Arts in Social Work has been designed in correspondence with transfer partners at Salisbury University and University of Maryland Baltimore County. The agreed curriculum provides CCBC students with seamless transfer into the Bachelor of Social Work (BSW) at each of these respective institutions. There is a notable lack of existing associate degree programs in social work in Maryland. Existing bachelor's degree programs have very specific transfer equivalencies. CCBC's Associate of Arts in Social Work is the result of years of conversation with four-year institutions over existing coursework alignment and the necessary creation of new courses in social work. The program will be available on-campus and fully online; providing a fully online completion pathway through to the BSW, for students transferring to Salisbury University. Currently, CCBC students wishing to transfer into social work earn either an Associate of Arts in General Studies or the Associate of Applied Science in Human Services Counseling. Because of the high regard that CCBC's Human Services program receives, many of the courses within the Human Services Counseling program do currently transfer as social work program requirements. However, the Associate of Arts in Social Work provides a more appropriate and fully articulated transfer curriculum to Salisbury University and University of Maryland Baltimore County (see section H). |

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

[Transformational Academics is a pillar of CCBC's 2024-2026 strategic plan. Within this pillar, among other objectives, CCBC seeks to increase the accessibility of education for students and support their transition into transfer institutions and high-paying jobs. The proposed A.A. in Social Work meets these requirements. In addition to supporting student transfer with junior status within a BSW program, the curriculum incorporates an embedded certificate, completed within the second semester of full-time study. The Behavioral Health Counselor Trainee certificate provides eligibility for Alcohol and Drug Trainee Status from the Maryland Board of Professional Counselors and Therapists and prepares students for entry level positions as Alcohol and Drug Counselors. This track presents the unique opportunity for future social workers to have a strong foundation in working with clients who present with substance use disorders. After transfer and completion of the BSW, students are eligible for entry level positions as social workers, while still retaining their Alcohol and Drug Counselor credentials. providing opportunities for employment in clinical roles much earlier than a traditional BSW pathway might. Salaries for these positions are good, with an average compensation of \$64,019 in Maryland compared to a national median salary of \$57,684 (Lightcast, Q3 2024 dataset). |

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 social work program will be an addition to the existing portfolio of Associate degree and Lower Division Certificate programs within the department of Human Services Counseling, which is being renamed to 'Human Services, Counseling, and Social Work' to better reflect the three program pathways. The social work program combines existing general education and human services counseling courses with two new courses in social work. As such, the program will benefit from the existing extensive resources of the department; a full-time Program Director, a full time program coordinator, five additional full-time faculty and five long-term adjunct faculty. The Department also employs a full-time staff member who assists in academic advising, student registration, and job placement for students. This is especially relevant for students who earn the embedded certificate and choose to work as Alcohol and Drug Counselor Trainees. The hire of an additional full time faculty member in Social Work is anticipated for fall 2025, to assist with overall enrollment growth within the department of Human Services, Counseling, and Social Work. ]

4. Provide a description of the institution's a commitment to:
  - a) ongoing administrative, financial, and technical support of the proposed program
  - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The proposed program has been approved by CCBC's College Senate, president and Board of Trustees; thus adequate funding is in place for at least the first five years of program implementation. The program will continue, allowing ample time for student completion.

[Investment totaling over \$50,000 was made in Academic Year 2023-2024 to renovate classroom space at CCBC's Dundalk campus, to create an active-learning counseling laboratory with audio and video monitoring, recording equipment and bug-in-ear technology for direct engagement during individual and group counseling simulations. Administrative support for the program will continue from the full-time Director in Human Services, Counseling, and Social Work and associated administrative staff, while an additional full time faculty member in Social Work is anticipated for fall 2025.]

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
  - a) The need for the advancement and evolution of knowledge
  - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
  - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

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

The 2022 Maryland State Plan for Higher Education identifies three primary goals for postsecondary education in Maryland; Access, Success and Innovation. The proposed program supports the goals of Access and Success by ‘ensuring equitable access to affordable and high-quality secondary education for all Maryland residents’ and in ‘promoting and implementing practices and policies that will ensure student success’. Specifically, this proposal supports Priority 5 ‘to maintain the commitment to high-quality postsecondary education in Maryland’, by specializing as opposed to expanding academic programs, and Priority 6 ‘to improve systems that prevent timely completion of an academic program’ by increasing academic coordination among institutions to address challenges faced by transfer students. This latter criteria is reflected in the collaboration between CCBC and four-year partners in aligning and articulating the coursework for social work, and more holistically in the ‘Degrees to Succeed’ transfer partnerships CCBC has with two of these institutions – Morgan State University and the University of Maryland Baltimore County. Degrees to Succeed is a dual-admission program for CCBC students whereby they are guaranteed admission to both institutions, gaining access to the 4-year partner campus resources and student experiences including co-advising. Degrees to Succeed students are also guaranteed transfer with Junior status after earning their Associate degree and are eligible for dedicated financial incentives and scholarship opportunities.

**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 following data reflects data from Lightcast, Q3, 2024 dataset for the following occupations: *Child, Family and School Social Workers, Healthcare Social Workers, Mental Health and Substance Abuse Social Workers and Social Workers, All Other.*

Regional employment is broadly equivalent to the national average and is anticipated to grow by 5.4% by 2027.

Region	2024 Jobs	2027 Jobs	Change	% Change
● Maryland	14,600	15,392	792	5.4%
● National Average	15,153	15,841	688	4.5%
● United States	827,730	871,617	43,887	5.3%

While 33% of regional job postings require a Master’s degree, 25% required a minimum of a Bachelor’s degree and 9% required an Associate’s degree or less. Entry level positions will be available to students who complete their BSW as part of one of the proposed CCBC articulations.

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	157	0	5%
Associate's degree	118	21	4%
Bachelor's degree	839	112	25%
Master's degree	1,094	312	33%
Ph.D. or professional degree	36	84	1%

Most jobs are found in the individual and family services sector, in State and local government, hospitals and outpatient care centers. The employers with the greatest hiring need in Q# of 2024 are listed below:

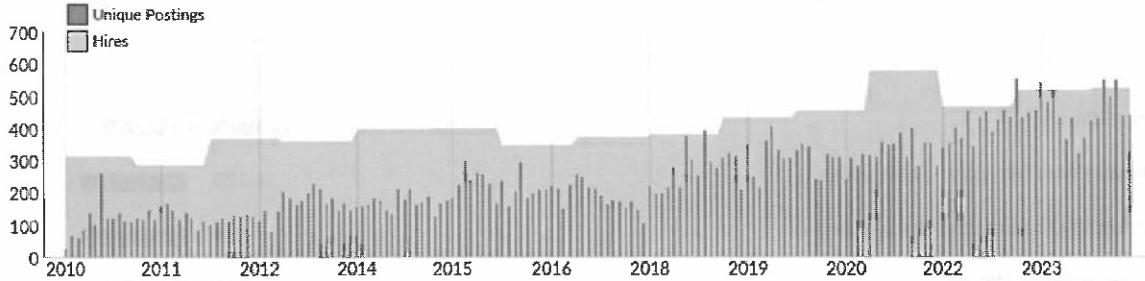
Top Companies	Unique Postings	Top Job Titles	Unique Postings
Thriveworks	279	Social Workers	369
Lifefridge Health	170	Licensed Clinical Social Workers	331
University of Maryland	151	Clinical Social Workers	293
Johns Hopkins	92	Case Managers	143
State of Maryland	74	Licensed Medical Social Workers	75
MedStar Health	65	Licensed Master Social Workers	74
Headway	50	School Social Workers	67
Sheppard Pratt	50	Medical Social Workers	57
John Hopkins Medicine Center ...	44	Behavioral Health Clinicians	44
International Rescue Committee	36	Mental Health Clinicians	43

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

[The following data reflects data from Lightcast, Q3, 2024 dataset for the following occupations: *Child, Family and School Social Workers, Healthcare Social Workers, Mental Health and Substance Abuse Social Workers and Social Workers, All Other.*

Regional employment is broadly equivalent to the national average and is anticipated to grow by 5.4% by 2027. In Maryland, there are on average 2 job postings for every position advertised and a 21 day median posting duration, indicating that workforce demand is high.

In an average month, there were 474 newly posted job postings for 4 Occupations, and 523 actually hired. This means there was approximately 1 hire for 4 Occupations for every 1 unique job posting.



Occupation	Avg Monthly Postings (Jan 2024 - Jul 2024)	Avg Monthly Hires (Jan 2024 - Jul 2024)
Child, Family, and School Social Workers	300	171
Healthcare Social Workers	112	211
Mental Health and Substance Abuse Social Workers	61	85
Social Workers, All Other	0	0

A regional breakdown indicates the Baltimore-Columbia-Towson area that CCBC serves within its immediate catchment, as the area with highest job demand.

Job Postings Regional Breakdown

[Jump to Job Postings by Location](#)



MSA	Unique Postings (Jan 2024 - Jul 2024)
Baltimore-Columbia-Towson, MD	1,984
Washington-Arlington-Alexandria, DC-VA-MD-WV	1,082
Hagerstown-Martinsburg, MD-WV	51
Cumberland, MD-WV	38
Salisbury, MD-DE	31

- 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.

The following data reflects data from Lightcast, Q3, 2024 dataset for the following occupations: *Child, Family and School Social Workers*, *Healthcare Social Workers*, *Mental Health and Substance Abuse Social Workers* and *Social Workers, All Other*. This data estimates a 5.4% increase in jobs in Social Work in Maryland, by 2027. This reflects an increase of 792 jobs, from 14,600 jobs in 2024, to an estimated 15,392 by 2027. A list of top completion schools for social work in 2023 reflects both of the transfer partners this A.A. program is articulated with. CCBC is also listed, reflecting the number of our

graduates who enter into the social work profession through our current Human Services Associate of Applied Science degree. The Associate of Arts in Social Work will strengthen our students ability to transfer and progress within the Social Work field, as well as to find entry level positions in the meantime, as Alcohol and Drug counselors.

Top Schools	Completions (2023)
University of Maryland-College Park	1,125 
University of Maryland Global Campus	986 
Johns Hopkins University	822 
Towson University	765 
Salisbury University	490 
University of Maryland, Baltimore	485 
University of Maryland-Baltimore County	445 
Bowie State University	298 
Morgan State University	295 
Community College of Baltimore County	168 

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

Completion numbers for the current A.A.S. in Human Services Counseling and Lower Division Certificate in Human Services Generalist are as follows:

Program Name: Human Services Counseling A.A. (all AOCs)				
FY20	FY21	FY22	FY23	FY24
36	47	48	56	42
Program Name: Human Services Generalist L.D.C.				
FY20	FY21	FY22	FY23	FY24
6	9	8	17	0
Program Name: Behavioral Health Counseling Trainee L.D.C.				
FY20	FY21	FY22	FY23	FY24
31	31	30	47	62

A number of students currently taking Human Services courses are pursuing an Associate of Arts in general Studies, in order to take the appropriate combination of coursework necessary for transfer into their university of preference, for a BSW. CCBC estimates the following prospective enrollment for the proposed A.A. in Social Work, within minimal impact to the existing enrollments in Human Services:

Program Name: Social Work (proposed)				
FY26 enrollment estimate	FY27 enrollment estimate	FY28 enrollment estimate	FY29 enrollment estimate	FY30 enrollment estimate
20	40	60	70	70

**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.

Currently, only Cecil College has an Associate degree in Social Work. In addition, Carrol Community College offers an Area of Concentration in Social Work, as part of Associate of Arts, Arts and Sciences degree.

## Finding A Major

To search for a program by area of interest, enter a word or part of a word that best describes the program you are looking for into the **keyword** box. To narrow your search by degree choose a degree level also.

Keyword:

Degree:

Total: 1

Institution	Program	Degree
Cecil College	SOCIAL WORK	Associate Degree

CCBC’s proposed A.A. in Social Work is unique in having an embedded Lower Division Certificate in Behavioral Health Counseling stacked within the coursework and obtainable at the end of the second semester of the program of study.

2. Provide justification for the proposed program.

In a recent appeal to the US Congress, the National Association of Social Workers (NASW) identified a critical shortage of social workers across the United States. Within this document, NASW calls for the expansion of and investment in social work education. Of note, they cite a need for the removal of barriers to enter and complete social work training, particularly barriers associated with the cost of education and student loan debt amongst new professionals. The proposed program seeks to support early training for social workers through completion of an Associate of Arts degree in Social Work.

Historically, the prerequisites for Bachelor’s degree programs in Social Work (BSW) have been difficult to accommodate within our related Human Services Counseling AAS programs, as a result of two factors: the General Education prerequisites for BSW programs exceed the General Education requirements in the AAS degree, and the number of Social Work core courses that must be taken in accredited schools of Social Work. Typically, students have completed AA degrees in General Studies, which provides the General Education core and prerequisite courses for admission into the BSW, but does not expose



students to essential skills in the helping professions, such as foundational social work theory or clinical counseling skills.

The proposed program resolves this limitation by combining three essential components: a strong General Education core curated in collaboration with the BSW transfer programs, a stackable credential focused on clinical skills to provide early foundational skill development, and a 6-credit social work core, taken in the first and last semester, developed for transfer into the BSW program.

Of particular note, NASW's appeal to Congress also calls for the integration of behavioral health care across a variety of settings. With our stackable Behavioral Health Counseling certificate, the proposed program meets this critical need amongst new social workers entering the field.

Finally, our Human Services Counseling programs, in both in-person and remote modalities, have responded to advances in telehealth theory and practice, particularly as a continuously-growing modality in a post COVID-19 healthcare model. All faculty have received extensive training in the delivery of and instruction in telehealth models, and many of our courses uniquely prepare practitioners for both in-person and telehealth service delivery. Similarly, our social work students will receive training in the practical and ethical delivery of telehealth services in addition to the traditional model of clinical services.

Several considerations in Maryland have supported entry into the Social Work profession, including calls to waive national examination requirements for non-clinical social workers, graduate-level fellowships for new social workers, and the expansion of funding for social work education. The proposed program seeks to address the workforce shortage by opening the door for more social workers to complete a transferrable Associate of Arts degree, while simultaneously entering the clinical workforce much earlier by leveraging a stackable lower division certificate aligning with a workforce credential.

We have secured commitment for transfer agreements with the Bachelor's degree programs in Social Work at University of Maryland, Baltimore County, and Salisbury University. With Salisbury and CCBC sharing fully-online capabilities, it will be possible to complete the AA to BSW pathway in a fully online format through this partnership, while students at CCBC and the transfer institutions will also have on-campus options. |

#### **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.

The proposed program is not anticipated to have any negative impact upon the implementation or maintenance of high-demand programs at Maryland HBI's. As an associate of arts degree, the proposed program of study is included within CCBC's current Degrees to Succeed partnerships with Coppin State University and Morgan State University. Both of these institutions offer Bachelor's degrees in Social Work. The proposed A.A. in social work will further support the transfer pipeline from CCBC to these two institutions. |

#### **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.

This program is not anticipated to have any impact on the institutional mission and identity of any 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 also describe the faculty who will oversee the program.

New Program Proposals at CCBC are reviewed and approved according to the process developed through college governance, including approval by the Curriculum and Instruction Committee (CIC) and the full College Senate. In addition, this new degree proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within the existing institutional resources.

The proposed program represents several years of planning and discussion with transfer partners to identify transfer pathways into Bachelor's degrees in Social Work (BSW), while simultaneously providing students with the prerequisites for admission to the BSW and providing opportunities for career exploration and clinical skill development. Working alongside faculty from several BSW programs, we have proposed an Associate of Arts degree that is unique in meeting these goals, while providing a stackable credential in Behavioral Health Counseling. This offers students opportunities to explore clinical skills, and apply those skills in entry-level career opportunities about three years earlier than a traditional BSW pathway. The stackable credential serves as both a momentum point for students who continue on, and a career 'off-ramp' for those who decide to pursue full-time employment instead of continuing on for further education. This leverages CCBC's accreditation by the National Addictions Studies Accreditation Commission (NASAC), and contributes to addressing the significant workforce shortage in the substance use disorders workforce.

Each class was selected or designed to meet a transfer need. Specifically, our two Social Work core classes, SLWK 200 and SLWK 202, have been designed in collaboration with faculty from the BSW programs to ensure transferability and alignment with accreditation standards. The selection of General Education courses was informed by the unique prerequisite requirements of the Maryland BSW programs, and was negotiated in collaboration with those departments. Finally, the remaining clinical courses provide the stackable credential, both from CCBC and from the Maryland Board of Professional Counselors and Therapists.

Primary oversight of the program rests on the full-time Program Director for CCBC's Human Services, Counseling, and Social Work programs. The Social Work Program Coordinator, Elizabeth Smith, LCSW-C, brings many years of experience as a clinician and educator at the undergraduate and graduate levels. All core Social Work courses will be taught by faculty licensed as social work practitioners and with graduate degrees in Social Work. The program also employs a full-time administrator who serves as a case manager, academic advisor, and career coach for students entering the field.

Our in-person courses will leverage CCBC's state of the art Counseling and Social Work laboratory, which opened in Fall 2024. This space provides students with opportunities to practice, record, and observe clinical sessions, as well as a resource library for students to use while completing course assignments. The lab includes a 50-seat classroom, two-way mirror, observation and recording

equipment for group, individual, and family counseling, as well as personal devices for independent or small-group work. There is a video viewing area, student lounge, and job posting board for students to connect early with employers. The Program hosts annual career fairs, and enjoys memoranda of understanding with over 40 employers across the Central Maryland region.

Our robust online learning infrastructure at CCBC connects well with existing online BSW programs in the region, and our Social Work core courses will undergo development and review using the Quality Matters framework to ensure online course quality. All full-time faculty in the program have participated in Quality Matters training for facilitating online courses, while the developers of our online courses have received additional training for course development.

The proposed program will have both fully-online and fully-on campus offerings, with both modalities supported by our existing offerings of remote synchronous coursework. The size of both our institution and department allow for the full completion of the degree either online or in person, with courses offered both in the day and the evening.

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

The proposed program can be completed in as few as four semesters, with several threads of prerequisites that ensure skill development across all four semesters. We have identified the following four unifying program outcomes:

Upon completion of the Associate of Arts in Social Work, students will:

1. Demonstrate fundamental skills in generalist social work practice
2. Apply social work principles across the macro, mezzo, and micro levels of social work practice and in a variety of settings
3. Demonstrate ethical and cultural competence in the field of social work
4. Express themselves professionally, both verbally and in writing, to a variety of audiences, including clients and other professionals.

These outcomes, developed in collaboration with our transfer organizations, ensure that students are prepared for transfer into the BSW programs in Maryland.

All students pursuing the AA in Social Work will also complete an embedded certificate, the Behavioral Health Counselor Trainee certificate approved by MHEC in 2016. Because this certificate is embedded in the degree, all students will also complete the following program outcomes:

1. Utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of settings;
2. Assess and document a client's current status and apply basic therapeutic techniques;
3. Develop, prioritize, and implement a plan to address a client's presenting problem;
4. Conduct themselves professionally and ethically as counselors in culturally-diverse settings; and,
5. Express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.

For both sets of program outcomes, there are course-level assessments that contribute to each objective. Further, in our most recent five-year Program Review process, we identified a Program Outcomes

Assessment Project to explore program-level objectives in the Behavioral Health Counselor Trainee certificate. This interactive video project allows students to demonstrate progress toward each of the five program outcomes. Similarly, a comprehensive project in the SLWK 202 class, taken in the final semester, will provide students with an opportunity to demonstrate the skills developed across the program. |

3. Explain how the institution will:
  - a) provide for assessment of student achievement of learning outcomes in the program.

CCBC has a strong student learning outcomes assessment program that met all Middle States Commission on Higher Education (MSCHE) standards criteria in the College's most recent MSCHE decennial review. The course level assessment process utilizes externally validated assessments that directly measure student learning at course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

Stage 2: implementing the Design and Collecting and Analyzing the Data

Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

In addition, all general education courses undergo general education assessment that utilize common graded assignments (GCA's). Learning outcomes assessment in both discipline and general education courses provide a mechanism for continuous improvement.

- b) document student achievement of learning outcomes in the program

| Program outcomes assessment is a primary focus for CCBC. Academic programs are evaluated through a committee driven program review process. All credit degree and certificate programs undergo quinquennial assessment to verify continued high quality and relevance in the workforce and to maximize resource allocation to benefit students. All programs have clearly defined program outcomes that are published in the College Catalog. Program coordinators and department chairs are convened by the Assistant Dean of Curriculum and Assessment and the Office of Planning, Research, and Evaluation for an orientation one year in advance of the program review date to prepare for program review.

The review process consists of a deep dive into the curriculum, enrollment and student performance data, and employment opportunities in the region. Program Coordinators are required to work with the Learning Outcomes Assessment Associate to prepare a Program Outcomes Assessment Plan (POAP) proposal. As part of the program review process, three-year administrative goals are presented to determine future needs for the program and to align those needs with resources that can be identified to support the goals. If approved, the proposed A.A. in Social Work will undergo program review in academic year 2029-2030. |

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

**Associate of Arts (A.A.) in Social Work**

<b>General Education</b>			
<b>Course</b>	<b>Credits</b>	<b>Prefix</b>	<b>Gen Ed Category</b>
English Composition I	3	ENGL 101	English Composition
Fundamentals of Communication	3	CMNS 101	Arts and Humanities
Any World Language Course	3	WLXX	Arts and Humanities
Investigating the Living World	4	BIOL 108	Biological and Physical Sciences
Biological and Physical Sciences, Gen Ed Science	3-4	BPS Gen Ed	Biological and Physical Sciences
Introduction to Statistical Methods	4	MATH 153	Mathematics
Technology and Information Systems	3	CSIT 101	Information Technology
Aging and Health	3	HUSC 120	Health and Wellness
Developing Cultural Proficiency in a Diverse World	3	HUSC 104	Social and Behavioral Sciences (Diversity)
Macroeconomics	3	ECON 201	Social and Behavioral Sciences
<b>Gen Ed Total</b>	<b>32</b>		
<b>Program Requirements</b>			
<b>Course</b>	<b>Credits</b>	<b>Prefix</b>	
English Composition II	3	ENGL 102	

Introduction to Psychology	3	PSYC 101
Introduction to Sociology	3	SOCI 101
Introduction to Social Work	3	SLWK 200
*Counseling Techniques	3	HUSC 139
*Introduction to Psychopharmacology	3	HUSC 141
*Counseling Clients with Substance Use Disorders	3	HUSC 142
*Group Counseling	3	HUSC 205
*Ethics in Counseling	3	HUSC 233
Human Behavior in the Social Environment or HUSC elective	1-3	SLWK 202 or HUSC elective
<b>Program Requirement Total</b>	<b>28-30</b>	
<b>Program Total (minimum)</b>	<b>60 credits</b>	

\* Denotes courses that, when completed, will culminate in the Behavioral Health Counselor Trainee certificate from CCBC, and eligibility for Alcohol and Drug Trainee Status from the Maryland Board of Professional Counselors and Therapists.

>> Program will be proposed for on-campus and fully online delivery. Statewide designation will be requested.

**List courses here, with title and course description.**

**General Education Requirements:**

ENGL 101 – College Composition I is a course on critical thinking, reading, and composing practices with an emphasis on integrating appropriate research and academic documentation. Students develop rhetorical strategies, employing writing processes to compose for a variety of purposes and audiences.

CMNS 101 – Fundamentals of Communication introduces the study of human communication. Students develop an understanding of the theoretical principles of verbal and non-verbal interaction by analyzing and applying these principles in a variety of communication contexts. Areas of study include intrapersonal, interpersonal, cross-cultural, small group, and public speaking.

BIOL 108 – Investigating the Living World is a course which provides a general overview of the basic principles of biology, an introduction to scientific thought, and methodology and necessary skills for science literacy. Topics include biochemistry, cell structure and function, genetics, evolution, biodiversity, and ecology.

MATH 153 – Introduction to Statistical Methods examines statistical methodology and use of critical judgment in analyzing data sets. Topics include descriptive statistics, introduction to probability, normal and binomial distributions, hypothesis testing, confidence intervals, regression and correlation, chi-square distribution. A statistical computer package such as StatCrunch, Minitab, etc. is introduced as a computational tool and integrated throughout the course.

CSIT 101 – Technology and Information Systems introduces emerging computer hardware, software and processes. Students explore the ethical and global impact of technological integration in various segments of society.

HUSC 104 – Developing Cultural Proficiency in a Diverse World increases students' awareness of their own and others' life experiences and the impact that those experiences have in interpersonal interactions. The emphasis is on strategies for cultural competence. This course is appropriate for students in a variety of majors, and has a particular focus in the human services, counseling, psychology, and health fields.

HUSC 120 – Aging and Health provides an overview of healthy aging and wellness promotion throughout the life continuum. This course explores the physiological, psychological, environmental, and financial changes associated with the aging process. Topics include physical wellness, mental health, housing options, medical care, retirement, assisted living/long-term care options, ethical treatment of the elderly, and the stereotypes and myths held in society toward an aging population. Students examine how choices made today effect a long healthy lifespan as opposed to just a long lifespan.

ECON 201 – Introduction to Macro-Economic Principles examines the national economy including income, savings, investment, government economic activity, and policymaking. Primary concepts of money and banking, economic growth, global economics, and related current issues and problems are also explored

Biological and Physical Sciences, Gen Ed Science (3 credits)

Any World Language Course (3 credits)

### **Program Requirements:**

ENGL 102 – College Composition II advances the critical thinking, reading, researching, and composing practices developed in English 101. Students further develop advanced rhetorical strategies and employ complex writing processes, including analyzing multiple and varied complex texts, developing arguments and ideas, conducting research and using sophisticated sources.

PSYC 101 – Introduction to Psychology surveys the science of psychology and the application of critical thinking skills. Topics include research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, memory, motivation and emotion, language, lifespan development, intelligence, stress and health, social behavior, personality, and abnormal behavior and its treatment. Applications of psychology in a culturally diverse world are also discussed.

SOCL 101 – Introduction to Sociology is a course in which students examine social interactions and the use of sociological perspectives to explain the individual relationships, as well as interactions among the groups and societies that shape them. Students cover basic concepts such as culture, socialization, social inequality, social power, deviance, social control, institutions, and global issues

SLWK 200 – Introduction to Social Work offers the students an extensive overview of the practice of generalist social work. It provides a broad overview of the practical and theoretical orientations to the Social Work profession, including the role of the social worker and social work systems in a diverse society. This class will be taught by MSW level social workers and will cover a broad range of social work topics, providing an overview of the field through multiple lenses, exploring barriers, challenges, and issues from both a historical and current perspective.

HUSC 139 – Counseling Techniques is a course in which students develop competencies in the basic skills involved in the counseling relationship across all settings. Students explore the relationship between counselor and client with an emphasis on skill development and application.

HUSC 141 – Introduction to Psychopharmacology provides an overview of the physiological and psychological effects of psychoactive drugs, such as alcohol and other depressants, opioids, stimulants, and psychedelics. This course will examine routes of administration, neurochemistry, metabolism, dependence, and drug elimination for each of the major categories of substances.

HUSC 142 – Counseling Clients with Substance Use Disorders explores the unique issues encountered in clinical work with clients with substance use disorders in the Behavioral Health Counseling setting. This course addresses models of addiction, modalities of treatment, and models of recovery, relapse, and relapse prevention.

HUSC 205 – Group Counseling focuses on the practice of group counseling and its application to the Human Services Counseling field. Students learn the theory behind the practice, stages of group development, and examine the skills required to lead various types of groups. Therapeutic factors and multicultural competency are also explored.

HUSC 233 – Ethics in Human Services Counseling explores the many ethical issues inherent in the Human Services Counseling field. Students identify ethical issues, relevant ethical codes, and implement a decision-making model to resolve the situation. This course also provides a specific focus on ethical issues relevant to the addiction treatment field

SLWK/HUSC 202-Human Behavior in the Social Environment offers the students an introduction to understanding human behavior and its development across the lifespan. This course integrates theories of human development with a focus on social contexts.

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

General Education requirements will be met in conjunction with program requirements and meet COMAR and CCBC policy. A semester-by-semester sequence will be provided in the college catalog.

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

|Our Behavioral Health Counseling Lower division certificate enjoys accreditation by the National Addictions Studies Accreditation Commission (NASAC) through 2031. This accreditation is attached to the Lower Division Certificate which is a stackable credential, embedded within the proposed A.A. degree and obtainable by the end of the second semester of full-time study. |

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.

CCBC provides clear, complete and accurate information regarding curriculum, course and degree requirements on the CCBC website as accessed through our online catalog: [Community College of Baltimore County - Acalog ACMS™ \(ccbcmd.edu\)](http://www.ccbcmd.edu). Faculty hold regularly scheduled office hours (face to face or online, per college policy). These office hours are available to students outside of class meeting times and are posted on the course syllabus. CCBC uses Quality Matters standards in online learning as a measure of online course design quality. These standards specifically require the following to be addressed within each course: minimum technical requirements for the course, minimum technology expectations, learning management system basic requirements and instructions, links and instructions for all student support services including disability support services, financial aid etc. The same information can be found on the CCBC Online website: [CCBC Online \(ccbcmd.edu\)](http://www.ccbcmd.edu). Course sections (face to face, blended and online) utilize a learning management system course shell and instructors are required, at a minimum, to post the course syllabus, progress grades and final grades online. Links to academic support services are available at: [Resources for students \(ccbcmd.edu\)](http://www.ccbcmd.edu). Information on financial aid and the cost of attending CCBC and its payment policies can be accessed here: [Costs and Paying for College \(ccbcmd.edu\)](http://www.ccbcmd.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.

Recruitment and admissions materials are revised each year when the CCBC catalog is finalized. Accurate admissions information can be found at this site: [Get Started \(ccbcmd.edu\)](http://www.ccbcmd.edu). The college catalog is updated yearly and all program and course information is current. The college catalog can be accessed at this link: [Community College of Baltimore County - Acalog ACMS™ \(ccbcmd.edu\)](http://www.ccbcmd.edu).

#### H. Adequacy of Articulation (as outlined in [COMAR 13B.02.03.19](#))

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).

The proposed Associate of Arts in Social Work falls within the existing 'Degrees to Succeed' transfer agreements that CCBC has signed with the following universities: Coppin State University; Morgan State University; Stevenson University; Towson University; University of Baltimore; University of Baltimore, Baltimore County; University of Maryland, Global Campus; and Southern New Hampshire University.

The Degrees to Succeed agreements provide guaranteed admission to both institutions, acceptance of all transfer credits for the Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs and guaranteed junior status upon transfer and the completion of the associate degree at CCBC. Degrees to Succeed students are also able to access the university partner's campus resources and student experiences, including co-advising, and additional financial incentives or scholarship opportunities.

In addition, a letter of support from Salisbury University is attached as an addendum to this application, within which the University confirms that the creation of a seamless transfer pathway to their online Bachelor of Arts in Social Work (BASW).

**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 the proposed program.

[Add Table Letter and Title

Faculty Member Name	Terminal Degree & Discipline	Full Time or Adjunct	Courses Taught
Dr. Ted McCadden, LCADC	D. Ed. Adult Education	FT-Professor	All HUSC courses; Program Director
Elizabeth Smith, LCSW-C	MSW-Clinical Social Work	FT-Assistant Professor	SLWK 200, SLWK 202, all HUSC courses
Marguerite Falcon, LCSW-C	MSW-Social Work	FT-Assistant Professor	SLWK 200, SLWK 202, all HUSC courses
Amanda Krisher, LCSW-C	MSW-Social Work	PT	SLWK 200, SLWK 202, HUSC 139
Danielle Holland	M.Ed. Education	FT-Associate Professor	HUSC 120
Lester Burney, LCPC	MS Human Services Administration	FT-Associate Professor	All HUSC courses
Dr. Danielle Truszkowski	M.Ed. Counseling; Ed.D. Online Learning	FT-Associate Professor	All HUSC courses
Roseanna Baker-Taylor, CAC-AD	MPsych Psychology	FT-Instructor	All HUSC classes, PSYC 101
Mikayla Christine (Program Administrator)	M.Ed. Higher Education Leadership	FT staff	HUSC 104
Ashley Jenifer, LCPC	M.S. Counseling Psychology	PT	HUSC 205
Dr. Raymond Shorter	PhD Counseling Psychology	PT	HUSC 139; HUSC 205

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.

The Center for Excellence in Teaching and Learning (CETL) provides ongoing professional development opportunities for faculty and staff throughout the academic year. Additional professional development is

provided at yearly Fall Focus, Teaching and Learning Fair and Professional Development Day events. In addition, faculty are provided funding, on a regular basis, to present at regional and national conferences that relate to pedagogy and discipline areas of interest. CCBC recognizes that up-to-date pedagogy is essential in student success initiatives, as the college serves primarily in a teaching role.

CCBC expects that faculty teaching a fully online course will complete training called the “teaching Online Course”. This is a five-week/twenty-hour online course that provides training on how to facilitate an established online course. The institution also requires faculty to complete an eighty-hour training in online course pedagogy and course design prior to the development of any new fully online course. Prerequisites for this training include Quality Matters training as well as Learning Management System (LMS) workshops through CETL and our LMS trainers. CCBC also has multiple online learning policies designed to foster best practices in online learning. These policies include, but are not limited to, a thirty percent (30%) authenticated assessment requirement, online office hours, and a consistent LMS menu template.

**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.

Current library resources are sufficient and appropriate for the implementation of the proposed program. The college also subscribes to several online databases that would be helpful to students in this program. The CCBC Libraries’ collection includes over 75,000 e-books and access to over 64,000 different journals and magazines. Students can access these resources anytime from any computer or mobile device on or off-campus.

Since 2017, the Health and Human Services department has negotiated a supplemental subscription to the psychotherapy.net video database, administered through the CCBC Library. Our curated collection of 100 videos includes selections from the provider’s social work collection. Each year, our faculty review title use statistics and update the collection to ensure alignment with current course needs. Instructors use this collection as supplemental materials in both on-campus and online courses.

In 2018, we transitioned to an entirely open educational resource (OER) use policy, in which all instructional materials are provided to students free of charge. This has leveraged the CCBC Library resources, and we have worked in collaboration with our librarians to curate and update those materials for student use. Our faculty remain in close contact with our librarians to ensure access across our campus libraries and online resources, and we have employed embedded librarianship in several courses. Our use of OER materials saves the average student in our program about \$2000 across their departmental coursework, totaling about \$1.6 million in student savings since inception.

The Health and Human Services department also maintains a private resource library within the Counseling and Social Work Laboratory, where students can access print and video resources owned by the Department. This includes full classroom sets of the American Psychological Association Style Manual (APA Manual) and the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). The Resource Library has been an integral component of our student experience since 2016, and is updated annually. Within the Laboratory, students have access to personal devices (iPads) to access online resources through the CCBC Library or those items linked in our Learning Management System. |

Beyond the resources provided through CCBC, the CCBC Library has a reciprocal use and borrowing agreement with the University of Maryland Baltimore County, Albin O.Khun Library and the University of Baltimore, Robert L. Bigomolny Library that entitles CCBC students to on-site access and use of the facilities and resources of these libraries as well as the opportunity to check out books. The college also provides an InterLibrary Loan service: [What is Interlibrary Loan \(ILL\) - Borrowing from other libraries \(Inter Library Loan\) - Research Guides at Community College of Baltimore County \(ccbcmd.edu\)](#). In addition, to make library services more accessible to students, the CCBC Library provides a virtual chat reference service through the Library webpage: [CCBC Libraries \(ccbcmd.edu\)](#).

This new degree proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within existing institutional resources.

**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.

After careful review by Senior Staff and endorsement by CCBC's Board of Trustees, the President has affirmed that the program can be implemented within existing institutional resources. All courses that are part of this certificate are already being taught effectively by CCBC.

On campus courses for the Human Services, Counseling, and Social Work disciplines utilize the recently-renovated Counseling and Social Work Laboratory on our Dundalk campus. This state-of-the-art facility includes a 50-seat classroom with a connected interview room. A two-way mirror and audio video equipment allow for direct observation and recording, as well as simulcast in-person and remote classes or meetings. Bug-in-the-ear technology allows for in vivo feedback from the instructor or peers for those students providing counseling in the interview room. The interview room also houses a robust resource library, as well as a classroom set of iPads for student use during class or during open lab hours.

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

CCBC provides all students with a Microsoft Office e-mail address and has a single sign on SSO login process for all technologies. CCBC currently uses Brightspace as its Learning Management System. Help Desk support for all technology and distance education questions can be accessed both online and via a technical hotline: [Technology Support at CCBC \(ccbcmd.edu\)](#)

**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					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	68,310	118,320	168,330	168,330	168,330
a. Number of F/T Students	10	20	30	30	30
b. Annual Tuition/Fee Rate	5,001	5,001	5,001	5,001	5,001
c. Total F/T Revenue (a x b)	50,010	100,020	150,030	150,030	150,030
d. Number of P/T Students	10	20	30	40	40
e. Credit Hour rate	122	122	122	122	122
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	18,300	18,300	18,300	18,300	18,300
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	68,310	118,320	168,330	168,330	168,330

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	96,442	96,442	96,442	96,442
a. Number of FTE	1 (2 x existing FT faculty at 0.5 allocation of teaching load)	2 (hire of second FT faculty)	2	2	2
b. Total Salary	0	66,442	66,442	66,442	66,442
c. Total Benefits	0	30,000	30,000	30,000	30,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	2 (existing administrator and Chair)	2	2	2	2

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. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support 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)					

**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.

Courses are evaluated using an online student evaluation tool (SmartEvals) on a regular basis. Using SmartEvals, students can evaluate both course design and the course's instructor. Faculty participate in annual evaluations by submitting an annual professional summary that highlights achievements in professional assignments, college and community service and professional growth activities.

CCBC has a strong student learning outcomes assessment program that met all Standard criteria in the College's most recent Middle States decennial review. This course level assessment process utilizes externally validated assessments that directly measure student learning at course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

Stage 2: implementing the Design and Collecting and Analyzing the Data

Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

Learning outcomes assessment provides a mechanism for continuous improvement.

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.

Full-time faculty prepare an Annual Professional Summary every year to document their achievements in the categories of professional assignments, college and community service and professional development. Supervisors use this information to prepare an annual evaluation of faculty performance. Students can also complete course evaluations on a regular basis. Courses are evaluated by anonymous comments and feedback offered by students through evaluation tools.

Assessment and documentation of student achievement will occur as part of CCBC's learning outcomes assessment and program review processes. Learning outcomes assessment occurs in discipline courses through a continuous improvement model outlined above. General education courses are assessed for general education outcomes every three years. Academic programs are reviewed on a five-year cycle.

**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.

CCBC is committed to ensuring equal opportunity and nondiscrimination in all practices. We are committed to equal treatment for all students and employees and will not discriminate based on race, color, religion, gender, age, national origin, ancestry, veteran status, disability, sexual orientation, or any other basis protected by law. CCBC is devoted to providing an environment where cultural diversity thrives. CCBC has a dedicated Intercultural Engagement team who offer a host of programs designed to enhance minority student success including guest speakers, study programs, clubs, and academic counseling.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Learning (CRTL) training program. The CRTL program is a multi-faceted initiative that engages faculty, staff, administrators, and students in the recursive process of self-reflection, dialogue, change and growth regarding cultural understanding and cooperation. This program has helped the college to close achievement gaps and thereby improve student success. It is noteworthy that CCBC received a Leah Meyer Austin Award at the Achieving the Dream conference in 2015, and the CRTL program was an important component to enable CCBC to improve student achievement and to meet equity goals.

Since its inception in 2004, the CRTL program has led 500+ faculty and staff, and thousands of students to actively address individual and collective self-awareness, attitudes and beliefs, knowledge of others and the skills needed to implement new understandings through best practices of cultural competence.

**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 |

**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.

CCBC is approved to offer distance education per COMAR 13B.02.03.22 as the institution was previously approved to offer a distance education program prior to January 1, 2018 and is eligible to offer distance education throughout regional accreditor, the Middle States Commission on Higher Education (MSCHE). In addition, CCBC has been a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) since July 1, 2019.

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

CCBC's mission is to provide students with accessible, affordable and high-quality education. Its current strategic plan places an increased emphasis on online learning (distance education). Sustaining and growing online learning is interwoven into the academic schools' plans as well as the Department of Online Learning's (DOL) goals and objectives. The Instructional Technology budget supports technologies related to online learning. The DOL also has a budget, which provides resources for faculty training, technology as well as the promotion of a quality assurance process. CCBC has a dedicated, public facing webpage for online learning CCBC Online (ccbcmd.edu), which displays programs offered in an online format. It also provides both potential and current students with links to all services they might need.

Potential students are provided with a questionnaire to help determine if online learning is right for them. Students also have access to technical requirements for online coursework and online class policies which they may need to know prior to admission. Academic requirements for online programs do not differ from traditional face-to-face programs. Potential and current students have access to links to all relevant student services, such as disability support services, financial aid, etc. In addition, each online course clearly identifies links to these same services for students.

CCBC is a Quality Matters (QM) institution, and as such uses the QM rubric as its basis for design, faculty training and quality assurance of all online course offerings. Faculty, as subject matter experts, are the principal course developers, while the DOL oversees the overall process and schedule of online course creation. Additionally, DOL provides the faculty mandatory training for course facilitation and course development. Online course development incorporates sound online learning pedagogy to provide students with the most appropriate experiences in the discipline. Additionally, the DOL has its own internal website pages dedicated to providing faculty with policy, training, and best practice resources. CCBC has developed its own internal quality assurance process, now in its 5th year of reviews, using Quality Matters as its backbone. This process leverages the content knowledge as well as the course design knowledge of the faculty, providing a high quality, fiscally responsible manner to increase the quality of the college's online learning courses. Necessary online learning policies have been vetted and approved by the CCBC College Senate. DOL is responsible for implementation of those policies.

Additionally, shared governance is an integral part of the college's standard curriculum approval and review process for all courses, regardless of modality. Curricular expectations of online courses do not differ from those in the face-to-face format. CCBC faculty and staff understand the challenges that online learners face. Online course class sizes maximums are limited to 25. CCBC tracks success rates of online classes and compares that data to its face-to-face counterpart. CCBC uses Quality Matters standards, online faculty observations and student evaluations to monitor the effectiveness of the faculty member and the course design. Online courses are also subject to the college's standard evaluations, with the Common Course Outline reviewed on a regular basis. The institution also assesses general education



outcomes for all General Education (Core) coursework on a three-year cycle and course-level objectives are assessed through learning outcomes assessment projects. CCBC uses single-sign-on access for student email and college identification. The institution also has an authenticated assessment policy, to ensure integrity in the proctoring of major assessments. Faculty have access to the college's testing centers as well as a remote proctoring tool, vetted by faculty and staff, to ensure students have access to options for authenticated proctoring. CCBC's academic integrity policies and procedures are not just part of the college's catalog but are incorporated into each faculty member's course and CCBC's student portal (MyCCBC).



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**CCBC Owings Mills**  
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Owings Mills, Maryland  
21117

**CCBC Randallstown  
at The Liberty Center**  
3637 Offutt Road  
Randallstown, Maryland  
21133

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[www.ccbcmd.edu](http://www.ccbcmd.edu)

January 27, 2025

Sanjay Rai, Ph.D.,  
Secretary  
Maryland Higher Education Commission  
217 E. Redwood Street  
21st Floor Baltimore  
MD 21202

Dear Dr. Rai,

The Community College of Baltimore County (CCBC) is requesting approval of a new Associate of Arts (A.A.) program in Social Work (HEGIS: 21.0400 and CIP: 44.0701). Statewide designation is requested for this program, given the limited availability of similar programs in-State.

This program has been designed in correspondence with transfer partners at Salisbury University and University of Maryland, Baltimore County. The agreed curriculum provides CCBC students with seamless transfer into the Bachelor of Social Work (BSW) at each of these respective institutions. In addition to preparing students for transfer, the curriculum incorporates an embedded certificate, completed within the second semester of full-time study. The Behavioral Health Counselor Trainee certificate provides eligibility for Alcohol and Drug Trainee Status from the Maryland Board of Professional Counselors and Therapists and prepares students for entry level positions as Alcohol and Drug Counselors.

General Education			
Course	Credits	Prefix	Gen Ed Category
English Composition I	3	ENGL 101	English Composition
Fundamentals of Communication	3	CMNS 101	Arts and Humanities
Any World Language Course	3	WLXX	Arts and Humanities
Investigating the Living World	4	BIOL 108	Biological and Physical Sciences
Biological and Physical Sciences, Gen Ed Science	3-4	BPS Gen Ed	Biological and Physical Sciences
Introduction to Statistical Methods	4	MATH 153	Mathematics
Technology and Information Systems	3	CSIT 101	Information Technology



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Aging and Health	3	HUSC 120	Health and Wellness
Developing Cultural Proficiency in a Diverse World	3	HUSC 104	Social and Behavioral Sciences (Diversity)
Macroeconomics	3	ECON 201	Social and Behavioral Sciences
<b>Gen Ed Total</b>	<b>32</b>		
<b>Program Requirements</b>			
Course	Credits	Prefix	
English Composition II	3	ENGL 102	
Introduction to Psychology	3	PSYC 101	
Introduction to Sociology	3	SOC1 101	
Introduction to Social Work	3	SLWK 200	
*Counseling Techniques	3	HUSC 139	
*Introduction to Psychopharmacology	3	HUSC 141	
*Counseling Clients with Substance Use Disorders	3	HUSC 142	
*Group Counseling	3	HUSC 205	
*Ethics in Counseling	3	HUSC 233	
Human Behavior in the Social Environment or HUSC elective	1-3	SLWK 202 or HUSC elective	
<b>Program Requirement Total</b>	<b>28-30</b>		
<b>Program Total (minimum)</b>	<b>60 credits</b>		

This proposal has been approved by Senior Staff and CCBC's Board of Trustees in September 2025. A payment of eight hundred and fifty dollars (\$850) has been forwarded to cover the substantive fee for a new academic program. Please feel free to contact me with any questions.

Sincerely,

Joaquin G. Martinez, Ph.D.  
Provost and Vice President for Academic and Student Affairs



**CCBC**  
The Community College  
of Baltimore County

cc: Jennifer Kilbourne  
Laura Cripps  
Ted McCadden  
Tim Davis  
Lynn MacLaughlin  
Ginny Zawodny  
Glenda Breaux

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