



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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment \$850	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 10047764	Amount:	Submitted: 02/14/2025

Department Proposing Program	School of Wellness, Education, Behavioral and Social Sciences		
Degree Level and Degree Type	Lower Division Certificate		
Title of Proposed Program	Peer-Recovery Specialist		
Total Number of Credits	16		
Suggested Codes	HEGIS:	CIP: 51.1599	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input 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: https://catalog.ccbcmd.edu/index.php		
Preferred Contact for this Proposal	Name:	Dr. Laura Cripps	
	Title:	Assistant Dean, Curriculum and Assessment	
	Phone:	(443) 514-6755	
	Email:	lcripps@ccbcmd.edu	
President/Chief Executive	Type Name:	Dr. Sandra Kurtinitis	
	Signature:		
	Date of Approval/Endorsement by Governing Board:	Date: 1/30/25 11/20/2024	

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 Lower Division Certificate (L.D.C.) in Peer Recovery Specialist is a unique program among Maryland community colleges and is proposed as a direct response to the call to action within the Maryland Behavioral Health Administration's 2021 report on the peer recovery specialist workforce. This 16-credit certificate provides the curriculum necessary for certification by the Maryland Addiction and Behavioral Health Professionals Certification Board (MABPCB) for Certified Peer Recovery Specialists, as well as a second certification as a Family Peer Recovery Specialist. The curriculum is unique in preparing students for two workforce credentials and provides a much-needed pathway from certification as a peer recovery specialist, into an associate degree program.

This certificate is stackable within the Associate of Applied Science in Human Services Counseling, Human Services Generalist Area of Concentration. Supervised work experience of 500 hours is required to sit for board certification. This requirement may be met through the cooperative education course built into the certificate, or through a registered apprenticeship to be developed through CCBC's Apprenticeship Center. Prior learning opportunities will leverage students' prior work experience and training to provide several different entry points into the program. CCBC has been successful in obtaining two awards, totaling \$2,450,000 to provide scholarships for tuition and fees for students participating in the program.

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.

As stated above, this L.D.C. will provide a much-needed credentialing pathway for existing and future Peer Recovery Specialists, as outlined within the Maryland Behavioral Health Administration's 2021 report on the peer recovery specialist workforce. This pathway serves to assist students with employment advancement and with transfer into additional higher education. CCBC's grant of 2.4 million dollars will be applied in part, as scholarship opportunities for students wishing to complete this certificate. The prior learning opportunities embedded within the certificate will leverage students' prior work experience and training to provide several different entry points in the program. Both cooperative education and apprenticeship opportunities respond directly to the Maryland Health Care Commission's 2024 Behavioral Health Workforce Investment needs assessment, which called for paid educational and training for frontline behavioral health professionals and paraprofessionals, strengthened pathways to

certification for peer recovery specialists, and better investment in job quality, including mentorship, supervision, and access to paid pre-service internships or apprenticeships.]

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).

In recognition of the importance and necessity of this academic pathway, CCBC has been awarded grants totaling \$2,450,000 from the Health Resources and Services Administration (HRSA) and from Kaiser Permanente to facilitate the development of this certificate and to provide tuition and fee support for students within the program. The proposed Lower Division Certificate 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'. 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. The grant money awarded is being used in part to hire two additional administrative staff who will work directly with students on the work experience components of the program.

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 dedicated to Human Services Counselling programming. These renovations included the creation of 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 Chair in Human Services, Counseling, and Social Work and associated administrative staff. These include the two new administrative positions described in #3 above, who will begin employment in Spring 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’. Student access and success are enhanced significantly through the grant award that provides funding to cover student tuition and fees, and by ensuring that this L.D.C. has been built to be fully stackable within the Human Services Counseling Associate of Applied Science in Human Services Counseling, Human Services Generalist Area of Concentration. Additionally, this proposal supports Priority 5 ‘to maintain the commitment to high-quality postsecondary education in Maryland’, by specializing as opposed to expanding academic programs. |

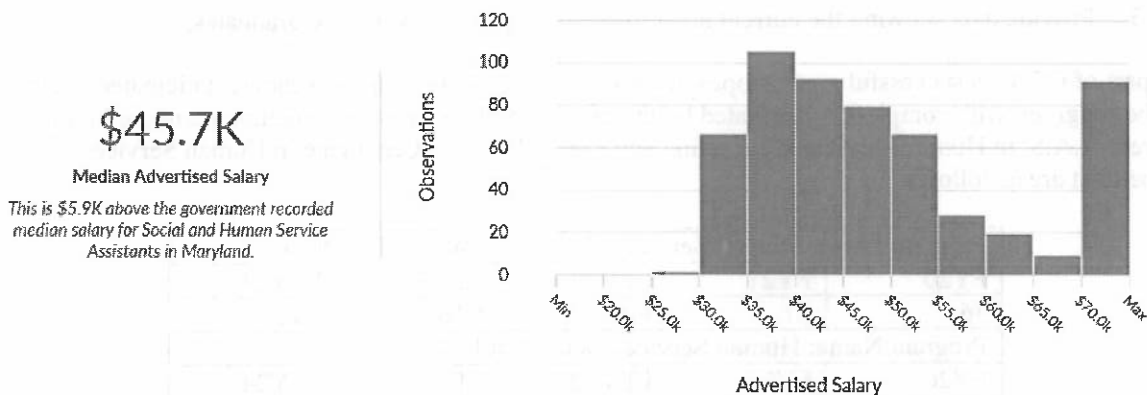
C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

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’s, Q1 2025 dataset.


A Peer Recovery Specialist is an entry level position within the field of Human Services, with a median salary in Maryland of \$39,796. The development of pathways for career advancement is seen as an important retention tool for peer recovery specialists within the State. Regional employment opportunities for peer recovery specialists are projected to increase by 7.0% by 2027

There are 556 advertised salary observations (56% of the 995 matching postings).

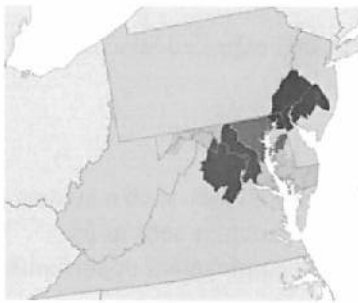


- Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Minimum Education Breakdown ■■■

Minimum Education Level 	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	468	0	47%
Associate's degree	111	68	11%
Bachelor's degree	165	129	17%
Master's degree	12	45	1%
Ph.D. or professional degree	2	15	0%

Regional Breakdown ■■■



MSA	2024 Jobs
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	12,975
Washington-Arlington-Alexandria, DC-VA-MD-WV	7,606
Baltimore-Columbia-Towson, MD	3,518
Hagerstown-Martinsburg, MD-WV	449
Lexington Park, MD	190

[Jump to Occupations by Location](#)

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

As part of CCBC's successful grant proposal, a minimum of 28 students per year are anticipated to enroll in the program, with completion facilitated by the provision of the grant. 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

Program Name: Peer Recovery Specialist L.D.C. (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.

The proposed L.D.C. is unique within Maryland and there is no similar program currently offered in State.

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: 0

There are no items to show in this view.

2. Provide justification for the proposed program.

The proposed L.D.C. is unique within Maryland and there is no similar program currently offered in State. As such, it is a high-need offering for Maryland students.

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.

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 certificate 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.

Primary oversight of the program rests on the full-time Program Chair for CCBC's Human Services, Counseling, and Social Work programs, Dr. Ted McCadden and the Human Services Program Coordinator, Danielle Truskowski.

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. |

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

Upon completion of the lower division certificate program, students will:

1. Demonstrate fundamental skills required for practice as a Peer Recovery Specialist.
 2. Apply knowledge, skills, and abilities through a cooperative work experience.
 3. Demonstrate ethical practice as a Peer Recovery Specialist.
 4. Successfully complete the Maryland Certified Peer Recovery Specialist examination.
 5. Apply peer intervention strategies in a variety of settings, including family peer work.
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 L.D.C. in Peer Recovery Specialist 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.

Peer Recovery Specialist, Lower Division Certificate (16 credits)

Program Requirements		
Course	Credits	Prefix
Developing Cultural Proficiency in a Diverse World	3	HUSC 104
Peer Recovery Specialist Skills	4	HUSC 123
Brief Family Intervention in Behavioral Health	3	HUSC 150
Crisis Intervention	3	HUSC 250
Cooperative Education in Human Services	3	HUSC 283

Program Requirement Total	16
Program Total	16

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

HUSC 123 – Peer Recovery Specialist Skills offers the students a practical introduction to the knowledge, skills, and abilities required for work as a Peer Recovery Specialist, including the four global domains of peer work: mentoring, ethical practice, recovery wellness, and advocacy. This course meets the minimum educational requirements for certification as a Certified Peer Recovery Specialist in Maryland, and prepares students for the certification exam.

HUSC 150 – Brief Family Interventions in Behavioral Health. In this course, students explore best practices in brief family interventions within the behavioral health counseling setting. This is an active learning course with a particular focus on applied skill development.

HUSC 250 – Crisis Intervention examines the principles associated with individuals and groups in crisis. Approaches to assist those experiencing the different types of crises are introduced and practiced. Focus is on assessments, appropriate interventions, and the application of ethics specific to crisis situations.

HUSC 283 – Cooperative Education in Human Services. In this course, students earn academic credit while participating in experiential learning opportunities in the human services counseling fields. This experience does not replace the internship experience, but provides earlier work opportunities or credit for ongoing work experience.

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

There are no General Education requirements within this L.D.C.

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

CCBC is the only institution in Maryland to have earned accreditation by the National Addictions Studies Accreditation Commission (NASAC), which is in good standing through AY 2030-31. This specialized accreditation holds CCBC to maintain both national standards and the standards required for state certification.

Certification as a Peer Recovery Specialist in Maryland is offered by the Maryland Addictions and Behavioral Health Professionals Certification Board (MABPCB). In anticipation that our students would

seek external workforce certification upon completion of their coursework at CCBC, we designed our curriculum with those standards in mind to ensure that coursework would prepare students for the certification process.

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://Community College of Baltimore County - Acalog ACMS™ (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://CCBC Online (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://Resources for students (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://Costs and Paying for College (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://Get Started (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://Community College of Baltimore County - Acalog ACMS™ (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](#).

Although the proposed L.D.C. is designed primarily with workforce application and job progression in mind, the required credits do fully stack into the Associate of Applied Science in Human Services Counseling, Human Services Generalist Area of Concentration. This A.A.S. degree has been approved for transfer to the University of Baltimore, as one of the few A.A.S. programs to fall within CCBC's Degrees to Succeed initiative.

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 select Associate of Applied Sciences (A.A.S.) programs (as is the case here). Degrees to Succeed offers 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.

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	HUSC 283; Program Director
Elizabeth Smith, LCSW-C	MSW-Clinical Social Work	FT-Assistant Professor	HUSC 104, HUSC 250, HUSC 150, HUSC 283
Marguerite Falcon, LCSW-C	MSW-Social Work	FT-Assistant Professor	HUSC 104, HUSC 250, HUSC 150, HUSC 283
Monica White, CAC-AD, CPRS, RPS	MA Counseling	PT	HUSC 123; HUSC 104
Lester Burney, LCPC	MS Human Services Administration	FT-Associate Professor	HUSC 104, HUSC 250, HUSC 150, HUSC 283
Dr. Danielle Truskowski	M.Ed. Counseling; Ed.D. Online Learning	FT-Associate Professor	HUSC 104, HUSC 250, HUSC 150, HUSC 283
Roseanna Baker-Taylor, CAC-AD	MPsych Psychology	FT-Instructor	HUSC 104, HUSC 250, HUSC 150, HUSC 283
Mikayla Christine (Program Administrator)	M.Ed. Higher Education Leadership	FT staff	HUSC 104

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 \(ccbcm.edu\)](http://Technology Support at CCBC (ccbcm.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)	105,408	115,168	124,928	124,928	124,928
a. Number of F/T Students	44 (grant minimum)	44 (grant minimum)	44 (grant minimum)	44	44
b. Annual Tuition/Fee Rate	1,952 (16 credit LDC)	1,952 (16 credit LDC)	1,952 (16 credit LDC)	1,952 (16 credit LDC)	1,952 (16 credit LDC)
c. Total F/T Revenue (a x b)	85,888 (covered by grant)	85,888 (covered by grant)	85,888 (covered by grant)	85,888 (covered by grant)	85,888 (covered by grant)
d. Number of P/T Students	10	15	20	20	20
e. Credit Hour rate	122	122	122	122	122
f. Annual Credit Hour Rate	16	16	16	16	16
g. Total P/T Revenue (d x e x f)	19,520	29,280	39,040	39,040	39,040
3. Grants, Contracts & Other External Sources	600,000	600,000	600,000	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$705,408	\$715,168	\$724,928	\$724,928	\$724,928

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	0.5 FTE of existing faculty allocation	0.5 FTE of existing faculty allocation	0.5 FTE of existing faculty allocation	0.5 FTE of existing faculty allocation	0.5 FTE of existing faculty allocation
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	160,000	160,000	160,000	160,000	160,000
a. Number of FTE	2 FT admin positions (new)	2 FT admin positions (new)	2 FT admin positions (new)	2 FT admin positions (new)	2 FT admin positions (new)
b. Total Salary	120,000	120,000	120,000	120,000	120,000
c. Total Benefits	40,000	40,000	40,000	40,000	40,000
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)	160,000	160,000	160,000	160,000	160,000

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 thought 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 (ccbcm.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).



CCBC
The Community College
of Baltimore County

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 Lower Division Certificate (L.D.C.) program in Peer Recovery Specialist (CIP: 51.1599). Statewide designation is requested for this program, given its uniqueness in-State.

This Lower Division Certificate is a direct response to the call to action within the Maryland Behavioral Health Administration's 2021 report on the peer recovery specialist workforce. This 16-credit certificate provides the curriculum necessary for certification by the Maryland Addiction and Behavioral Health Professionals Certification Board (MABPCB) for Certified Peer Recovery Specialists, as well as a second certification as a Family Peer Recovery Specialist. The curriculum is unique in preparing students for two workforce credentials and a much-needed pathway from certification as a peer recovery specialist, into an associate degree program. The program is fully stackable within the Associate of Applied Science in Human Services Counseling, Human Services Generalist Area of Concentration. CCBC has been successful in obtaining two awards, totaling \$2,450,000 in part, to provide scholarships for tuition and fees for students participating in the program.

Peer Recovery Specialist, Lower Division Certificate (16 credits)

Program Requirements		
Course	Credits	Prefix
Developing Cultural Proficiency in a Diverse World	3	HUSC 104
Peer Recovery Specialist Skills	4	HUSC 123
Brief Family Intervention in Behavioral Health	3	HUSC 150
Crisis Intervention	3	HUSC 250
Cooperative Education in Human Services	3	HUSC 283
Program Requirement Total	16	
Program Total	16	

443-840-CCBC (2222)

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21228

CCBC Dundalk
7200 Sellers Point Road
Baltimore, Maryland
21222

CCBC Essex
7201 Rossville Boulevard
Baltimore, Maryland
21237

CCBC Hunt Valley
11101 McCormick Road
Suite 100
Hunt Valley, Maryland
21031

CCBC Owings Mills
10300 Grand Central Avenue
Owings Mills, Maryland
21117

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

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of Baltimore County

This proposal has been approved by Senior Staff and CCBC's Board of Trustees in November 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

cc: Jennifer Kilbourne, assistant vice president, Academic Affairs
Laura Cripps, assistant dean, Curriculum and Assessment
Ted McCadden, director, Human Services & Counseling
Tim Davis, dean, School of Wellness, Education Behavioral, Social Sciences
Lynn MacLaughlin, senior director, Registrar's Office
Ginny Zawodny, senior director, Financial Aid
Glenda Breaux, senior director, Planning, Research, and Evaluation

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