# MHEC
**ENGAGE · INFORM · SUPPORT**

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

| Institution Submitting Proposal | Community College of Baltimore County |
|---|---|

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

○ New Academic Program                     ◉ Substantial Change to a Degree Program

○ New Area of Concentration                ○ Substantial Change to an Area of Concentration

○ New Degree Level Approval                ○ Substantial Change to a Certificate Program

○ New Stand-Alone Certificate              ○ Cooperative Degree Program

○ Off Campus Program                       ○ Offer Program at Regional Higher Education Center

| Payment Submitted: ◉ Yes ○ No | Payment Type: ○ R*STARS # ◉ Check # 10048587 | Payment Amount: $250 | Date Submitted: 04/01/2025 |
|---|---|---|---|

| Department Proposing Program | School of Health Professions |
|---|---|
| Degree Level and Degree Type | Associate of Applied Science |
| Title of Proposed Program | Allied Health |
| Total Number of Credits | 60 |
| Suggested Codes | HEGIS: 120000.00 | CIP: 510000.0000 |
| Program Modality | ○ On-campus   ○ Distance Education (fully online)   ◉ Both |
| Program Resources | ◉ Using Existing Resources   ○ Requiring New Resources |
| Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03) | ◉ Fall   ○ Spring   ○ 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: Sandra Kurtinitis      Date: 3/4/25 |
| | Date of Approval/Endorsement by Governing Board: 02/26/2025 |

Revised 1/2021

February 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 substantial change to an existing degree program; the Associate of Applied Science (A.A.S.) in Allied Health (HEGIS: 120000 and CIP: 510000).

The program offers students who have already earned a national industry credential within a specific allied health field, a seamless transition and credit equivalencies toward the completion of an A.A.S. degree. As part of the revisions, eligible credentials are assessed and awarded between 6 and 24 credits, using a competency-based rubric derived from the framework offered by the Lumina Foundation. Building on credit for prior learning, students can select from additional courses in general education, supervision, leadership, and communication as a means of completing the A.A.S. program.

| Allied Health, A.A.S. (Old) | | | Allied Health, A.A.S. (New) | | |
|---|---|---|---|---|---|
| **General Education Requirements** | | | **General Education Requirements** | | |
| ENGL 101 | College Composition I | 3 | ENGL 101 | College Composition I | 3 |
| Gen Ed Elective – Arts and Humanities | CMNS 101 recommended | 3 | Gen Ed Elective – Arts and Humanities | CMNS 101 or a World Language recommended | 3 |
| Gen Ed Elective – Information Technology | CSIT 101 recommended | 3 | Gen Ed Elective – Information Technology | CSIT 101 recommended | 3 |
| Gen Ed Elective – Biological and Physical Sciences | BIOL 109 or BIOL 110 recommended | 3 | Gen Ed Elective – Biological and Physical Sciences | Select from list | 3-4 |
| Gen Ed Elective - Mathematics | MATH 153 recommended | 3-4 | Gen Ed Elective - Mathematics | Select from list | 3-4 |
| Gen Ed Elective – Social and Behavioral Sciences | PSYC 105 recommended | 3 | Gen Ed Elective – Social and Behavioral Sciences | HUSC104, GLBL101, PSYC 105, SOCL 122, or SOCL 141 recommended (diversity requirement) | 3 |

443-840-CCBC (2222)

**CCBC Catonsville**
800 South Rolling Road
Baltimore, Maryland
21228

**CCBC Dundalk**
7200 Sollers 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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| Total General Education Requirements | | 18-19 |
|---|---|---|
| **Program Requirements** | | |
| ALHL 115 | Medical Terminology | 3 |
| ALHT 200 | Health Foundations | 1 |
| ALHT 201 | Occupational Specific Theory Level I | 3 |
| ALHT 202 | Occupational Specific Theory Level II | 3 |
| ALHT 260 | Leadership in Health Occupations | 3 |
| MNGT 105 | Principles of Management | 3 |
| **Total Program Requirements** | | 16 |
| **Program Electives** | | |
| ALHT 203 | Occupational Specific Theory Level III | 3 |
| ALHT 204 | Occupational Specific Theory Level IV | 3 |
| ALHT 205 | Occupational Specific Theory Level V | 3 |
| ALHT 206 | Occupational Specific Theory Level VI | 3 |
| ALHT 207 | Occupational Specific Theory Level VII | 3 |
| ALHT 251 | Practicum Level I | 2 |

| Total General Education Requirements | | 18-20 |
|---|---|---|
| **Program Requirements** | | |
| ALHL 101 | Allied Health Leadership I | 6 |
| ALHL 115 | Medical Terminology | 3 |
| ALHT 260 | Leadership in Health Occupations | 3 |
| MNGT 101 | Introduction to Business and Industry | 3 |
| MNGT 110 | Principles of Supervision | 3 |
| ENGL/MNGT 239 | Business Communications | 3 |
| **Total Program Requirements** | | 21 |
| **Articulated Program Electives (up to 18 additional credits, awarded for industry credential)** | | |
| ALHL 102 | Allied Health Leadership II | 6 |
| ALHL 201 | Allied Health Leadership III | 6 |
| ALHL 202 | Allied Health Leadership IV | 6 |
| **Additional Program Electives** | | |
| ACCT 101 | Principles of Accounting I | 3 |
| ACCT 102 | Principles of Accounting II | 3 |

| ALHT 252 | Practicum Level II | 3 | ECON 201 | Introduction to Macro-Economic Principles | 3 |
|---|---|---|---|---|---|
| ALHT 253 | Practicum Level III | 3 | HIIT 101 | Fundamentals of Health Data Management | 3 |
| ALHT 254 | Practicum Level IV | 3 | HIIT 102 | Health Care Delivery Systems | 3 |
| ALHT 255 | Practicum Level V | 3 | HIIT 140 | Health Law and Information Governance | 3 |
| | | | MNGT 265 | Business Ethics | 3 |
| | | | PSYC 101 | Introduction to Psychology | 3 |
| | | | PSYC 103 | Principles of Human Growth and Development | 3 |
| | | | SOCL 101 | Introduction to Sociology | 3 |
| **Total Program Electives** | | 25-26 | **Total Program Electives** | | 19-21 |
| **Program Total** | | 60 | **Program Total** | | 60 |

This proposal has been approved by Senior Staff and CCBC's Board of Trustees in February 2025. A payment of two hundred and fifty dollars ($250) 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
Laura Cripps
Shawn McNamara
Debra Graber
Lynn MacLaughlin
Ginny Zawodny
Glenda Breaux

**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 Allied Health Associate of Applied Science (A.A.S.) degree offers students who have already earned a national industry credential within a specific allied health field, a seamless transition and credit equivalencies toward the completion of an A.A.S. degree. Both the original degree and substantially changed degree provide students with the opportunity to stack their industry certification into an associate degree in Allied Health, preparing students for entry-level supervisory positions in an allied health field. Eligible credentials are assessed and awarded between 6 and 24 credits, using an outcomes-based and competency-based rubric. Building on credit for prior learning, students are then provided additional courses in general education, supervision, leadership, and communication as a means of completing the A.A.S. program.

The industry credentials, evaluated for outcomes-based and competency-based equivalency eligible for prior-learning assessment are:

| | |
|---|---|
| i. | Certified Medical Assistant (CMA) |
| ii. | Certified Clinical Medical Assistant (CCMA) |
| iii. | Registered Medical Assistant (RMA) |
| iv. | National Registered Certified Medical Assistant (NRCMA) |
| v. | Community Health Worker (CHW) vi. Registered Polysomnographic Technician (RPSGT) |
| vi. | Pharmacy Technician |
| vii. | Registered Sleep Technician |
| viii. | Surgical Technician |

The Allied Health A.A.S. is the result of a substantial revision to the original Allied Health A.A.S. at CCBC. The original program was implemented in 2018 and underwent the first program review in 2023. As a result of the program review, under the direction of a newly assigned program director, several areas were identified to strengthen the program, including the substantial modifications documented here.

These substantial revisions align with CCBC's Mission. The Allied Health degree:

| | |
|---|---|
| i) | transforms lives by providing an opportunity for students in specific non-degree certificate programs to apply their credentials toward a college degree. |
| ii) | produces critical thinkers and future leaders with a sense of accomplishment and the opportunity for upward mobility and increased earnings in their career. |
| iii) | evaluates credit for prior learning, and awards college credit for industry credentials at no cost to the student. |

iv)      strengthens the regional workforce by producing healthcare leaders prepared to work in a complex, integrated healthcare environment.

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

The Allied Health A.A.S. enables students enrolled in workforce training certificate programs to apply their certificate toward a degree. This degree was first offered in 2018 and at that time aligned with CCBC's FY 2017 to FY 2019 Strategic Plan to "construct academic models that develop transferable skills, create stackable credentials, and recognize prior learning." Five years later, the Allied Health A.A.S. degree continues to align with and is strengthened by the college's FY 2024 – FY 2026 Strategic Plan goal to enhance the student experience by:

i)      promoting credit and continuing education as seamless pathways,
ii)      minimizing the loss of credits and/or instructional hours when changing programs, and
iii)      increasing opportunities for students to build stackable credentials, ultimately providing students significant cost savings and an opportunity for upward mobility.

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.**

There is no expected change in funding for the Allied Health degree program due to this substantive change. The program was assigned a full-time program director in September 2022, and enough release time is provided to oversee the substantive changes. Additional experienced adjunct faculty will continue to teach courses in the program. The program has an assigned administrative assistant. The Dean and Assistant Dean of the School of Health Professions are committed to overseeing enrollment growth within the program, designating the School of Health Professions budget, as necessary.

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

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

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

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. The Allied Health degree is in CCBC's School of Health Professions and is overseen by the Dean and Assistant Dean, who support the program director. A dedicated administrative assistant helps with the administrative needs of the program. The program director oversees an annual program budget for marketing and materials. The program has technical support through CCBC's Information Technology department and is available 24 hours a day for 7 days a week.

**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 <u>Maryland State Plan for Postsecondary Education</u>.**

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 innovating with a specialized degree program that allows for the application of prior learning toward an associate degree that can help skilled health professionals advance within leadership positions within healthcare institutions. In building this program around the transfer of credit for previously earned certificates, students are provided with an equitable and affordable pathway to an associate degree.

**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.**

An associate degree in Allied Health, with the industry credential for their specific field, provides a pathway into entry leadership careers in outpatient settings, hospitals, long-term care facilities, and government agencies.  The following data is from Lightcast Q1 2025 data set, for occupations of Medical and Health Service Managers and Social and Community Service Managers, in Maryland.  The median compensation for these positions is higher in Maryland than the national average; $115,842 vs. $98,147 respectively.  Entry level positions for these managerial roles can require high-school completion, an associate or bachelor's degree, most frequently. Sample positions include patient experience coordinators and program managers.

- Patient Experience Coordinators — Pivot Physical Therapy in Catonsville, MD (Jan 2025 - Active)

- Patient Services Coordinators — Unclassified in Greenbelt, MD (Jan 2025 - Active)

- Inpatient Pharmacy Managers — University of Maryland Eastern Shore in Baltimore, MD (Jan 2025 - Active)

- Clinical Supervisors — Unclassified in Annapolis, MD (Jan 2025 - Feb 2025)

- Program Managers — Unclassified in Fort Meade, MD (Jan 2025 - Feb 2025)

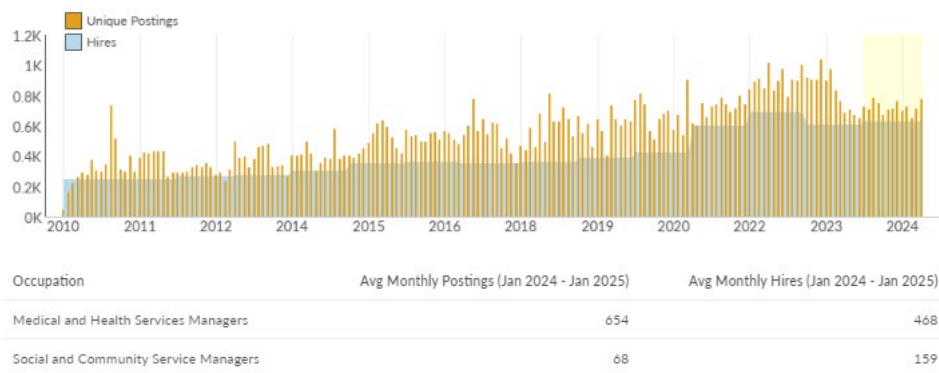| Education Level | **Minimum Education Level** | Minimum Experience Level |
|---|---|---|

### Minimum Education Breakdown ▪▪▪

| Minimum Education Level ❓ | Unique Postings (minimum) | Unique Postings (max advertised) | % of Total (minimum) |
|---|---|---|---|
| High school or GED | 1,773 | 0 | 19% |
| Associate's degree | 705 | 200 | 8% |
| Bachelor's degree | 2,671 | 592 | 28% |
| Master's degree | 1,066 | 1,055 | 11% |
| Ph.D. or professional degree | 441 | 545 | 5% |

2. **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 from Lightcast reflects the average monthly advertisements and the average monthly hires for Medical and Health Service Managers and Social and Community Service Managers, in Maryland. These positions are anticipated to increase at approximately the same rate in Maryland as the national average, over the next four years; a 10-11% increase by the end of 2028.



| Occupation | Avg Monthly Postings (Jan 2024 - Jan 2025) | Avg Monthly Hires (Jan 2024 - Jan 2025) |
|---|---|---|
| Medical and Health Services Managers | 654 | 468 |
| Social and Community Service Managers | 68 | 159 |

| Region | 2024 Jobs | 2028 Jobs | Change | % Change |
|---|---|---|---|---|
| ● Maryland | 23,166 | 25,559 | 2,393 | 10.3% |
| ● National Average | 15,626 | 17,348 | 1,722 | 11.0% |

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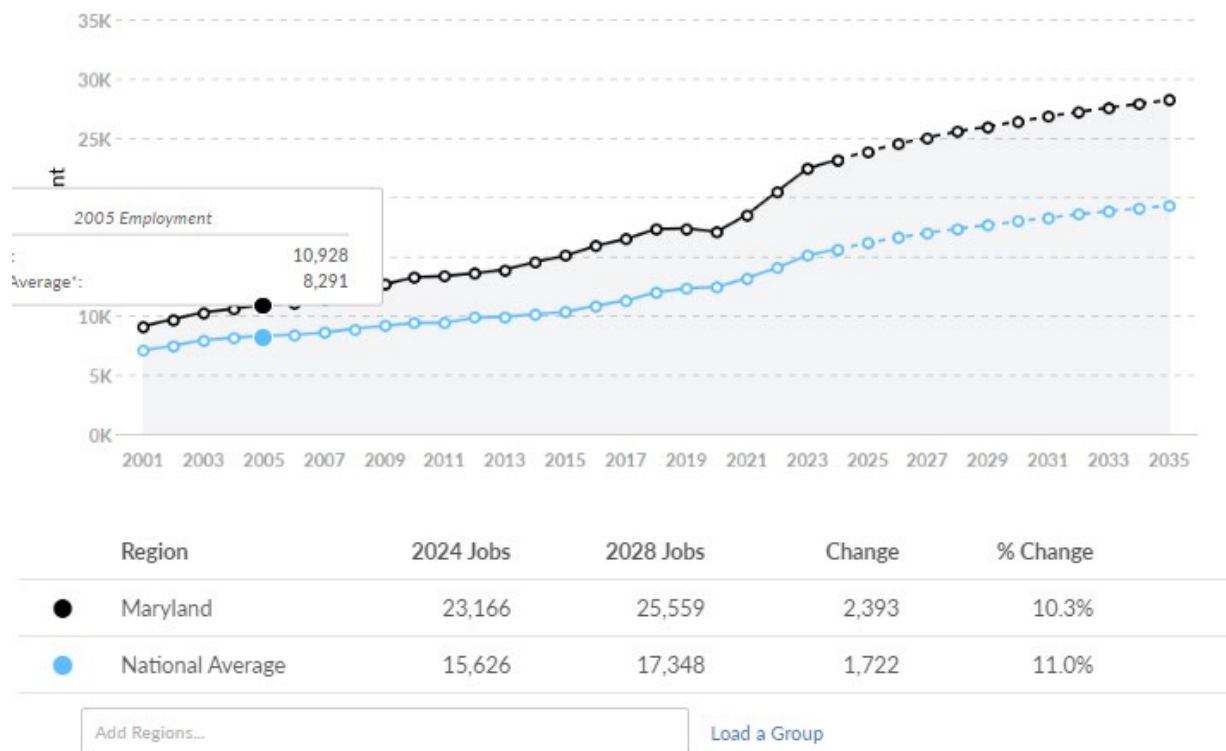
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Maryland. In other words, the values represent the national average adjusted for region size.

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

Employer demand and hiring has been relatively stable in this sector within the past year. Frequent employers include Johns Hopkins University, The University of Maryland, Medstar Health and AstraZeneca. Necessary and defining skills are reflected in the content of required and elective curriculum within the proposed program; project management, business, data management, accounting, and medical coding and records.

| Top Companies | Unique Postings | | Top Job Titles | Unique Postings | |
|---|---|---|---|---|---|
| Johns Hopkins University | 478 | ▬▬▬ | Patient Services Coordinat... | 297 | ▬▬▬ |
| University of Maryland Ea... | 386 | ▬▬ | Patient Care Coordinators | 290 | ▬▬▬ |
| MedStar Health | 356 | ▬▬ | Directors of Nursing | 287 | ▬▬▬ |
| AstraZeneca | 208 | ▬ | Clinical Supervisors | 197 | ▬▬ |
| Lifebridge Health | 180 | ▬ | Clinical Directors | 125 | ▬ |
| John Hopkins Medicine C... | 124 | ▪ | Directors of Rehabilitation | 116 | ▬ |
| State of Maryland | 117 | ▪ | Medical Directors | 114 | ▬ |
| Kaiser Permanente | 96 | ▪ | Clinical Managers | 96 | ▪ |
| Anne Arundel Health Syst... | 90 | ▪ | Admissions Coordinators | 93 | ▪ |
| University of Maryland, Ba... | 65 | ▪ | Laboratory Managers | 84 | ▪ |
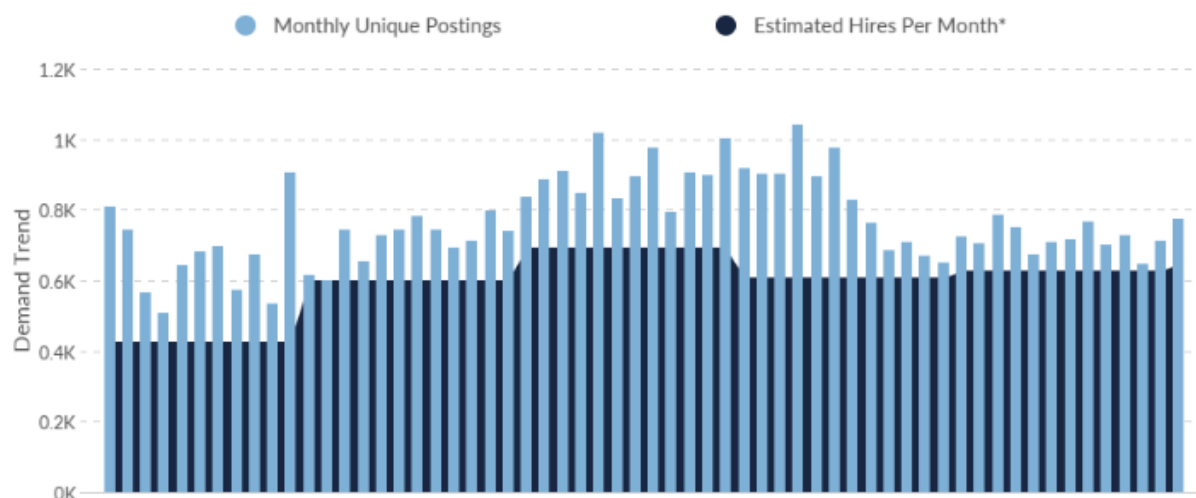


● Monthly Unique Postings   ● Estimated Hires Per Month*

| Occupation | Avg Monthly Postings (Jan 2024 - Jan 2025) | Avg Monthly Hires (Jan 2024 - Jan 2025) |
|---|---|---|
| Medical and Health Services Managers | 654 | 468 |
| Social and Community Service Managers | 68 | 159 |

## Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.

Distinguishing Skills

Defining Skills

Necessary Skills
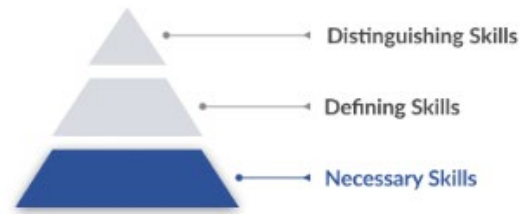
| Skill | Salary Boosting | Job Postings Requesting | Projected Growth | Growth Relative to Market |
|---|---|---|---|---|
| Registered Nurse (RN) | ❌ | 1,140 | +18.1% | Growing |
| Billing | ❌ | 1,038 | +20.0% | Rapidly Growing |
| Social Work | ✅ | 1,008 | +9.7% | Growing |
| Medical Records | ❌ | 856 | +12.5% | Growing |
| Electronic Medical Record | ❌ | 722 | +12.1% | Growing |
| Auditing | ❌ | 661 | +21.8% | Rapidly Growing |
| Marketing | ❌ | 657 | +23.0% | Rapidly Growing |
| Project Management | ❌ | 634 | +19.8% | Rapidly Growing |
| Case Management | ❌ | 622 | +9.4% | Growing |
| Psychology | ❌ | 606 | +6.8% | Stable |

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

| Allied Health | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 |
|---|---|---|---|---|---|---|---|---|---|
| Declared Majors | 9 | 44 | 60 | 44 | 49 | 18 | 25 | 30 | 35 |
| Numeric Change | | 35 | 16 | -16 | 5 | -31 | 7 | 5 | 6 |
| Percent Change | | 389% | 36% | -27% | 11% | -63% | 39% | 20% | 20% |

| Allied Health | FY2022 | FY2023 | FY2024 | FY2025 | FY2026 |
|---|---|---|---|---|---|
| Completers | 2 | 3 | 4 | 10 | 15 |
| Numeric Change | | 1 | 1 | 6 | 5 |

## 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.

While several community colleges in Maryland offer associate degrees in health information management and healthcare science, no similar associate degree programs have been identified focused on healthcare leadership, or that require the application of an existing healthcare credential using credit for prior learning.

| Institution | Program | Degree |
|---|---|---|
| Anne Arundel Community College | PUBLIC HEALTH PROFESSIONS | Associate Degree |
| Baltimore City Community College | HEALTH INFORMATION TECHNOLOGY | Associate Degree |
| Cecil College | HEALTHCARE SCIENCE | Associate Degree |
| Cecil College | PUBLIC HEALTH | Associate Degree |
| Chesapeake College | HEALTH, FITNESS AND EXERCISE SCIENCE | Associate Degree |
| College of Southern Maryland | HEALTH INFORMATION MANAGEMENT | Associate Degree |
| College of Southern Maryland | PRE-PROFESSIONAL HEALTH SCIENCE | Associate Degree |
| Community College of Balt County | ALLIED HEALTH | Associate Degree |
| Community College of Balt County | HEALTH INFORMATICS & INFORMATION TCHNLGY | Associate Degree |
| Frederick Community College | HEALTH SCIENCES | Associate Degree |
| Garrett College | HEALTH AND EXERCISE SCIENCE | Associate Degree |
| Hagerstown Community College | EXERCISE SCIENCE AND HEALTH | Associate Degree |
| Hagerstown Community College | HEALTH INFORMATION MANAGEMENT | Associate Degree |
| Harford Community College | COMMUNITY HEALTH PROMOTION | Associate Degree |
| Howard Community College | HEALTH CARE FOR THE PROFESSIONAL | Associate Degree |
| Howard Community College | PUBLIC HEALTH | Associate Degree |
| Montgomery College-All Campuses | BEHAVIORAL HEALTH | Associate Degree |
| Montgomery College-All Campuses | HEALTH INFORMATION MANAGEMENT | Associate Degree |
| Montgomery College-All Campuses | PUBLIC HEALTH SCIENCES | Associate Degree |
| Prince George's Community College | HEALTH INFORMATION MANAGEMENT | Associate Degree |
| Prince George's Community College | HEALTH NAVIGATOR | Associate Degree |
| Prince George's Community College | HEALTH PROMOTION AND WELLNESS | Associate Degree |
| Prince George's Community College | HEALTH SCIENCES | Associate Degree |
| Prince George's Community College | PUBLIC HEALTH SCIENCE | Associate Degree |

2. Provide justification for the proposed program.

The Allied Health A.A.S degree is innovative and was designed through collaboration between Credit and Continuing Education to accommodate the needs of 21st century students. The Allied Health A.A.S. degree allows experienced professionals to advance their careers efficiently while developing critical skills needed to lead teams, manage healthcare operations, and drive improvements in patient care. Health care leaders are needed. According to the *2022 State of Maryland's Health Care Workforce Report "*the need for internal career ladders and training should be established to enable staff advancement within, between, and beyond current occupation and professional scope" (pg.9).

### 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.

This program is not anticipated to impact high demand programs at HBI's.

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

   1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

This program is not anticipated to impact the uniqueness and institutional identities and missions of HBI's.

### G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.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.

Program review recommended a revaluation of the credit available for prior learning, based on demonstrated outcomes and competencies detailed within industry credentials. The methodology for assigning articulated credit for prior learning for industry credentials uses a competency-based method based on the Lumina Foundation's "Connecting Credentials – A Beta Credentials Framework" to ensure the quality of and equivalency of credit.

Four new courses were created to absorb up to 24 credits of prior learning:

ALHL 101 Allied Health Leadership I    6 credits
ALHL 102 Allied Health Leadership II   6 credits
ALHL 201 Allied Health Leadership III  6 credits
ALHL 202 Allied Health Leadership IV  6 credits

Providing a common language and a unified framework for understanding the competencies associated with various credentials increased the equity, transparency, comparability of credit for students.

Using the Lumina Foundation's framework as a guide, a chart was created to evaluate and compare the knowledge and skills based on national examination learning domains for eligible certificate programs. Only five of the eight Framework levels were used in the chart since levels six, seven, and eight represented higher levels of learning more suitable for bachelor's degree programs. The Lumina

Foundation's framework methodology complies with the Maryland Higher Education Commission (MHEC) regulations around the awarding of credit for prior learning and is supported by the Council for Adult and Experiential Learning (CAEL).

COMAR Sec. 13b.07.02.02 under Continuing Education states the following:

> "A college may not identify a continuing education course or a series of continuing education courses as credit programs." COMAR also states in 13b.02.02.03 that "Credit for prior learning" means credit granted toward the award of a certificate or degree for experiential learning that can be shown through various means of assessment to be the equivalent of learning gained through formal collegiate instruction."

The 2022 Maryland State Plan for Higher Education states the following:

> "Moreover, as with innovations in ways to pay for college, it is time to rethink our focus on a traditional model of a 60-credit associate's degree or 120-credit bachelor's degree. Instead, 'stackable' credentials can allow students to build a unique portfolio of skills and knowledge in less time and potentially at a lower cost than a traditional degree path." (pg. 52).

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

Upon successful completion of this program, students will be able to:

1. demonstrate knowledge and proficiency of competencies within a predetermined field of study as evidenced by passing an approved national certification exam (certification must be current and in good standing);
2. explain professionalism and adherence to ethical and legal standards in the healthcare environment;
3. demonstrate critical thinking skills in relation to prioritizing, analyzing, and resolving issues in healthcare;
4. evaluate leadership and management skills in the healthcare environment;
5. explain techniques to effectively lead a team;
6. communicate effectively with patients, significant others, and members of the interprofessional healthcare team; and
7. demonstrate customer service skills with cultural sensitivity.

3. **Explain how the institution will**:

      a)    provide for assessment of student achievement of learning outcomes in the program
      b)    document student achievement of learning outcomes in the program

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.

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

**Table A: Allied Health Associate of Applied Science Curriculum Outline**

| Allied Health, A.A.S. (Old) | | | Allied Health, A.A.S. (New) | | |
|---|---|---|---|---|---|
| **General Education Requirements** | | | **General Education Requirements** | | |
| ENGL 101 | College Composition I | 3 | ENGL 101 | College Composition I | 3 |
| Gen Ed Elective – Arts and Humanities | CMNS 101 recommended | 3 | Gen Ed Elective – Arts and Humanities | CMNS 101 or a World Language recommended | 3 |
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| **Total General Education Requirements** | | **18-19** | **Total General Education Requirements** | | **18-20** |
| **Program Requirements** | | | **Program Requirements** | | |
| ALHL 115 | Medical Terminology | 3 | ALHL 101 | Allied Health Leadership I | 6 |
| ALHT 200 | Health Foundations | 1 | ALHL 115 | Medical Terminology | 3 |
| ALHT 201 | Occupational Specific Theory Level I | 3 | ALHT 260 | Leadership in Health Occupations | 3 |
| ALHT 202 | Occupational Specific Theory Level II | 3 | MNGT 101 | Introduction to Business and Industry | 3 |

| | | | | | |
|---|---|---|---|---|---|
| ALHT 260 | Leadership in Health Occupations | 3 | MNGT 110 | Principles of Supervision | 3 |
| MNGT 105 | Principles of Management | 3 | ENGL/MNGT 239 | Business Communications | 3 |
| **Total Program Requirements** | | 16 | **Total Program Requirements** | | 21 |
| **Program Electives** | | | **Articulated Program Electives (up to 18 additional credits, awarded for industry credential)** | | |
| ALHT 203 | Occupational Specific Theory Level III | 3 | ALHL 102 | Allied Health Leadership II | 6 |
| ALHT 204 | Occupational Specific Theory Level IV | 3 | ALHL 201 | Allied Health Leadership III | 6 |
| ALHT 205 | Occupational Specific Theory Level V | 3 | ALHL 202 | Allied Health Leadership IV | 6 |
| ALHT 206 | Occupational Specific Theory Level VI | 3 | **Additional Program Electives** | | |
| ALHT 207 | Occupational Specific Theory Level VII | 3 | ACCT 101 | Principles of Accounting I | 3 |
| ALHT 251 | Practicum Level I | 2 | ACCT 102 | Principles of Accounting II | 3 |
| ALHT 252 | Practicum Level II | 3 | ECON 201 | Introduction to Macro-Economic Principles | 3 |
| ALHT 253 | Practicum Level III | 3 | HIIT 101 | Fundamentals of Health Data Management | 3 |
| ALHT 254 | Practicum Level IV | 3 | HIIT 102 | Health Care Delivery Systems | 3 |

| ALHT 255 | Practicum Level V | 3 | HIIT 140 | Health Law and Information Governance | 3 |
|---|---|---|---|---|---|
| | | | MNGT 265 | Business Ethics | 3 |
| | | | PSYC 101 | Introduction to Psychology | 3 |
| | | | PSYC 103 | Principles of Human Growth and Development | 3 |
| | | | SOCL 101 | Introduction to Sociology | 3 |
| **Total Program Electives** | | 25-26 | **Total Program Electives** | | 19-21 |
| **Program Total** | | **60** | **Program Total** | | **60** |

**SEMESTER SEQUENCE:**

**SEMESTER 1** (18-19 Credits)
- ENGL 101 - English Composition 3 Credits
- ALHL 101 – Allied Health Leadership I **(awarded 6 credits)**
- ALHL 115 - Medical Terminology 3 Credits
- MNGT 101 – Introduction to Business and Industry 3 Credit(s)
- General Education Mathematics 3-4 credits

Meet with the Program Director upon completion of Semester 1 courses to select program electives.

**SEMESTER 2** (12 Credits)
- Gen. Ed. Elective – Arts and Humanities (CMNS 101 or a World Language recommended), 3 Credits
- General Education Biological and Physical Sciences, 3 Credits
- Gen. Ed. Elective – Information Technology (CSIT 101 recommended), 3 Credits
- MNGT 110 – Principles of Supervision, 3 Credits

Meet with the Program Director upon completion of Semester 2 courses to select program electives.

**SEMESTER 3** 12+ Credits)
- ALHT 260 – Leadership in Health Occupations, 3 Credits
- ENGL/MNGT 239 Business Communications, 3 Credits
- Program Elective, 3 Credits

- Social and Behavior Science (HUSC 104*, GLBL 101*, PSYC 105*, SOCL 122*, or SOCL 141* recommended), 3 Credits

*Represents a general education course that satisfies the Diversity requirement.

Meet with the Program Director upon completion of Semester 3 courses to select program electives to attain 60 credits.

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

**ALHL 101 – Allied Health Leadership I** acknowledges articulated industry credit for prior learning by national certification in an accepted allied health care program. The course provides academic credit for achievement of fundamental allied health competencies in a structured field of study that is subject to overall direction or guidance and that adheres to relevant principles, practices, and domains of study. **Prerequisite**: Successful completion of a national certification in one of the accepted allied health care fields is required. Enrollment in this program requires permission of the Allied Health Leadership program director.

**ALHL 102 – Allied Health Leadership II** acknowledges articulated industry credit for prior learning by national certification in an accepted allied health care program. The course provides academic credit for achievement of allied health competencies in a structured field of study that adheres to relevant principles, practices, and domains of study. **Prerequisite**: Successful completion of a national certification in one of the accepted allied health care fields is required. Enrollment in this program requires permission of the Allied Health Leadership program director.

**ALHL 201 – Allied Health Leadership III** acknowledges articulated industry credit for prior learning by national certification in an accepted allied health care program. The course provides academic credit for achievement of allied health competencies in a structured field of study that adheres to relevant principles, practices, and domains of study. **Prerequisite**: Successful completion of a national certification in one of the accepted allied health care fields is required. Enrollment in this program requires permission of the Allied Health Leadership program director.

**ALHL 202 – Allied Health Leadership IV** acknowledges articulated industry credit for prior learning by national certification in an accepted allied health care program. The course provides academic credit for achievement of allied health competencies in a structured field of study that adheres to relevant principles, practices, and domains of study. **Prerequisite**: Successful completion of a national certification in one of the accepted allied health care fields is required. Enrollment in this program requires permission of the Allied Health Leadership program director.

**ALHL 115 – Medical Terminology** studies the language of medicine including word construction, definitions, and use of words related to medical science in general; emphasizes the interpretation and translation of medical records and documents. **Prerequisite: ACLT 052 or ACLT 053**.

**ALHT 260 – Leadership in Health Occupations** explores issues in today's integrated healthcare environment. Students learn to apply strategies to manage policies, procedures, and challenges that impact patient outcomes and the quality of the healthcare facility. **Prerequisite**: Permission of the Allied Health Management program director.

**MNGT 101 - Introduction to Business and Industry** examines the functions in business and develops a framework for the further study of business; serves as an interdisciplinary course drawing from such areas as marketing, product strategy, finance, and business ethics. Course offered every fall, spring and may be offered during additional sessions. **Prerequisite(s):** ESOL 052 and ESOL 054 or ACLT 052 or ACLT 053

**MNGT 110 - Principles of Supervision** is a course in which students explore the modern concepts and skills necessary for the first level of management. Supervisory theories will be applied to workplace situations for problem solving and discussion. Course offered every fall, spring and may be offered during additional sessions. **Prerequisite(s):** MNGT 101

**MNGT 239 – Business Communications** is a course in which students are introduced to the skills and practices that assist in developing communication strategies in business. Students explore how to communicate in written and oral form using standard practices for communicating within and across business sectors. Students practice the fundamentals of business writing and oral presentation as they exist in different professional contexts and settings. Course offered every fall, spring and may be offered during additional sessions. **Prerequisite(s)**: MNGT 101 and ENGL 101 with a grade of "C" or better. Same As: ENGL 239. Credit can be earned for one course only.

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**.

No specialized accreditation or graduate certification requirements are connected to this program.

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

N/A

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). 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). 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). 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).

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). 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).

**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.

This A.A.S. program is not designed with transfer as the primary purpose.

**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.**

**Table B:  Allied Health Degree Faculty**

| Faculty Member Name | Terminal Degree & Discipline | Full Time or Adjunct | Courses Taught |
|---|---|---|---|
| Debra Graber | M.S. Health Systems Management Program Director, Allied Health A.A.S. | FT | ALHL 115 Medical Terminology ALHT 260 Leadership in Health Occupations |

| Rebecca Sinclair | Ed.D. Education Registered Nurse | Adjunct | ALHL 115 Medical Terminology |
|---|---|---|---|
| Brianne Grieb | M.S. Healthcare Management and Administration | Adjunct | ALHL 115 Medical Terminology ALHT 260 Leadership in Health Occupations |
| Margaret Gilbert | M. Ed., Education | Adjunct | ALHL 115 Medical Terminology |

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.

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**

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 degree are already being taught effectively by CCBC.

Allied Health students are provided with clean and modern classrooms for instruction and the Brightspace Learning Management System for online learning. Libraries at each of CCBC's main campuses provide group study spaces and additional IT resources. A dedicated office at the Catonsville campus supports the staff who work on evaluating student transcripts for the awarding of credit for prior learning.

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 COMAR13B.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) | 48,936 | 70,830 | 79,980 | 89,130 | 98,280 |
| a. Number of F/T Students | 1 | 5 | 5 | 5 | 5 |
| b. Annual Tuition/Fee Rate | 5016 | 5016 | 5016 | 5016 | 5016 |
| c. Total F/T Revenue (a x b) | 5,016 | 25,080 | 25,080 | 25,080 | 25,080 |
| d. Number of P/T Students | 24 | 25 | 30 | 35 | 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) | 43,920 | 45,750 | 54,900 | 64,050 | 73,200 |
| 3. Grants, Contracts & Other External Sources | 0 | 0 | 0 | 0 | 0 |
| 4. Other Sources | 0 | 0 | 0 | 0 | 0 |
| TOTAL (Add 1-4) | 48,936 | 70,830 | 79,980 | 89,130 | 98,280 |

1. 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) | 135,000 | 135,000 | 140,000 | 140,000 | 140,000 |
| a. Number of FTE | 1 | 1 | 1 | 1 | 1 |
| b. Total Salary | 110,000 | 110,000 | 115,000 | 115,000 | 115,000 |
| c. Total Benefits | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| 2. Admin. Staff (b + c below) | 23,750 | 23,750 | 23,750 | 23,750 | 23,750 |
| a. Number of FTE | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| b. Total Salary | 16,750 | 16,750 | 16,750 | 16,750 | 16,750 |
| c. Total Benefits | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 |
| 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) | 158,750 | 158,750 | 163,750 | 163,750 | 163,750 |

**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. Program review includes curriculum   assessment as well as market feasibility analysis. As part of the program review, the Criminal Justice Professional Safety Certificate will participate in program outcome assessment projects. Program coordinators must document how student learning outcomes were developed and validate how the outcomes relate to the college's mission.

**N.  Consistency with the State's Minority Student Achievement Goals**

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.

This program is not related to a low-productivity program.

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

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

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 polices.

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).