

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Community College of Baltimore County

Institution Submitting Proposal

Fall, 2017

Projected Implementation Date

Certificate

At-Risk Youth

Award to be Offered

Title of Proposed Program

190709

52.1603

Suggested HEGIS Code

Suggested CIP Code

Wellness, Behavioral & Social Sciences

Timothy Davis

Department of Proposed Program

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Signature and Date

President/Chief Executive Approval

11/18/16

Date

Date Endorsed/Approved by Governing Board

At-Risk Youth Practitioner Certificate

Human Services Counseling (HUSC)

A. Centrality to institutional mission statement and planning priorities:

Many students come to CCBC seeking the knowledge, skills, and abilities to gain entry to the workforce or to explore education opportunities in an area of interest. This certificate provides the core set of skills and abilities utilized working with vulnerable children and adolescents. This At-Risk Youth Practitioner certificate meets the state guidelines for Residential Child and Youth Care Practitioner certification, preparing students to work with at-risk children and adolescents, and particularly children in out-of-home care. Additionally, students who complete this coursework are qualified to sit for the state Residential Child and Youth Care Practitioner (RCYCP) exam. This certification is required by the State of Maryland to work at residential child care programs licensed by the Department of Health and Human Resources, Department of Juvenile Services or the Department of Health and Mental Hygiene. This certificate replaces the 24-credit Child and Youth Care Practitioner certificate, reflecting the new program of Human Services Counseling.

The certificate is a stackable workforce credential, and students may then choose to apply this training in the workforce, or continue their studies and apply these courses to an AAS degree. This supports contemporary research on 'momentum points' in supporting student retention; students who earn stackable credentials show greater movement toward degree completion.

B. Adequacy of curriculum design and delivery to related learning outcomes:

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

There are 21 prescribed credits in the At-Risk Youth Practitioner Certificate.

List of courses

HUSC 106 - Understanding and Empowering At-Risk Youth – 3 credits

Understanding and Empowering At-Risk Youth introduces the principles and skills necessary to work with children and youth at risk due to a variety of factors; focuses on proficiencies needed to work with individuals in foster care or at risk for out-of-home placement.

Prerequisite: none

HUSC 139 - Interviewing and Counseling Techniques – 3 credits

Interviewing and Counseling Techniques develops competencies in the basic skills involved in the counseling relationship across all settings. Students will explore the relationship between interviewer and client with an emphasis on skill development and application.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

HUSC 140 - Life Skills for At-Risk Youth – 3 credits

Life Skills for At-Risk Youth investigates skills needed to work with youth on a daily basis and those placed in out-of-home care. Course introduces and explores the issues in creating and maintaining a healthy, safe environment for children and adolescents. Topics include the development and implementation of leisure time activities, goal setting, daily living skills, job search skills, and money management.

Prerequisite: none

HUSC/PSYC 222 - Child and Adolescent Psychopathology – 3 credits

Child and Adolescent Psychopathology provides an overview of common mental health diagnoses occurring in childhood and adolescence. This course includes a research-based perspective on the presentation, assessment, diagnosis, and treatment of disorders identified in the DSM-5 that represent variations across the developmental continuum. This course addresses situations and dynamics in child and adolescent development that contribute to disorder, risk, vulnerability, protective factors, and resilience.

Prerequisite: PSYC 101 or HUSC 139

HUSC 233 - Ethics in Human Services Counseling – 3 credits

Ethics in Human Services Counseling explores the many ethical issues inherent in the human services counseling field. Students identify ethical issues, apply relevant ethical codes, and implement a decision-making model to resolve the situation. This course also provides a specific focus on ethical issues relevant to the addiction treatment field, including the impact of federal confidentiality regulations, working with mandated client populations, and counselors who are also in recovery.

Prerequisite: HUSC 139 or consent of program coordinator

HUSC 250 - Crisis Intervention – 3 credits

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.

Prerequisite: HUSC 139

HLTH 140 – First Aid, Safety, and CPR - 3 credits

First Aid, Safety, and CPR trains students to administer proper first aid and emergency care; provides First Aid, Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) certification from nationally recognized organizations. A \$10 lab fee is required.

Prerequisite: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

Certificate Requirements

At Risk Youth Certificate – 21 credits

HUSC 106 Understanding and Empowering At-Risk Youth	3 credits
HUSC 139 Interviewing and Counseling	3 credits
HUSC 140 Life Skills for At-Risk Youth	3 credits
HUSC 222 Child and Adolescent Psychopathology	3 credits
HUSC 233 Ethics in Human Services Counseling	3 credits
HUSC 250 Crisis Intervention	3 credits
HLTH 140 First Aid, Safety, and CPR	3 credits

B2. Describe the educational objectives and intended student learning outcomes.

Educational Objectives

Upon completion of the program, students will:

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

This program will prepare students with the knowledge, skills, and abilities for entry-level positions in the Human Services Counseling field.

Student Learning Outcomes

In alignment with the National Organization of Human Services (NOHS) outcomes, students who successfully complete the Human Services Counseling degree will be able to:

1. analyze the nature of human systems: individual, group, organization, community and society, and their major interactions;
2. explain the major models of causation that are concerned with both the promotion of healthy functioning and with treatment-rehabilitation;
3. conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome;
4. implement a plan of action for an identified problem and implement the plan in a systematic way, and follow through with evaluation of the plan;
5. select interventions which are congruent with the values of one's self, clients, the employing organization and the Human Services Counseling profession; and
6. communicate professionally, employ self-discipline, and apply ethical guidelines in interactions with their clients.

B3. Discuss how general education requirements will be met, if applicable.

General Education Requirements are not required for this certificate.

B4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

N/A

B5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

C. Critical and compelling regional or statewide need as identified in the State plan:

The proposed certificate program responds to several facets of the Maryland State Plan for Postsecondary Education. As the landscape of higher education in Maryland has shifted to include more non-traditional aged students, career-changing adults, and individuals with disabilities, it has become imperative to make academic programs more accessible, affordable, and connected to career paths.

In particular, the Human Services Counseling field often attract students who have been consumers of our services. The program has historically attracted higher percentages than average of first-generation college students, people of color, students with disabilities, economically-disadvantaged students, and non-traditional aged students. The proposed coursework provides specific and practical training for our students to better prepare them to work with a diverse client base.

Statewide Designation

The current Child and Youth Care Certificate is a Designated Statewide Program. As the At-Risk Youth Practitioner Certificate is replacing the Child and Youth Care Certificate, we request continued designation.

The Child and Youth Care Practitioner certificate was developed in 2007 at the request of the Maryland Department of Health and Mental Hygiene (DHMH) and the Maryland Association of Resources for Families and Youth. This certificate program prepares graduates to work with youth placed in out-of-home care. Legislation passed in 2008 specified that by 2013 state certification was required for all direct care workers employed by residential child care programs licensed by the Department of Human Resources, Department of Juvenile Services, or the DHMH. Implementation of this requirement was delayed until 2015. CCBC's program remains the only program in Maryland preparing the workforce for the state certification required in this high demand field.

We anticipate that this merger will increase the available capacity of our program significantly, and plan to accommodate those students initially through our continued use of affiliate faculty until our growth demands the hire of additional full-time faculty. We will expand course offerings to our Essex and Owings Mills campuses to accommodate the additional students in the first years of the program.

As the only program in Maryland that offers the required content area coursework for certification as a Residential Child and Youth Care Practitioner, CCBC continues to meet a unique workforce niche. We are able to serve the needs of both new counselors entering the workforce and experienced counselors who are in need of additional coursework to elevate their credentials. The innovative integration of our coursework, accessibility, and increased capacity to meet the needs of students throughout Maryland all support our petition for the continuation of Designated Statewide Program for the At-Risk Youth Practitioner Certificate.

D. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State:

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
2. 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.
3. Data showing the current and projected supply of prospective graduates.

The National Organization of Human Services (NOHS) is the national organization overseeing human service professionals. A challenge in career searches is these jobs fall under a wide umbrella of job titles. This is a partial list from the NOHS website:

Examples of Occupational Titles of Human Service Workers

Case Worker	Case Monitor Parole Officer
Family Support Worker	Child Advocate
Youth Worker	Gerontology Aide
Social Service Liaison	Juvenile Court Liaison
Residential Counselor	Home Health Aide
Behavioral Management Aide	Group Home Worker
Case Management Aide	Child Abuse Worker
Eligibility Counselor	Crisis Intervention Counselor
Alcohol Counselor	Mental Health Aide
Adult Day Care Worker	Community Organizer
Drug Abuse Counselor	Intake Interviewer
Life Skills Instructor	Community Outreach Worker
Client Advocate	Social Work Assistant
Neighborhood Worker	Community Action Worker
Social Service Aide	Psychological Aide
Group Activities Aide	Halfway House Counselor
Social Service Technician	Assistant Case Manager
Therapeutic Assistant	Rehabilitation Case Worker
Probation Officer	Residential Manager
Peer Recovery Specialist	Behavioral Health Counselor
Substance Abuse Counselor	

The job prospect outlook is good, and continues to grow, especially in areas of group home workers, life skills instructors, disability support workers, and in all areas working with the aging. Many of these jobs require 24-hour staffing, expanding the job opportunities even further. The educational requirements of these jobs vary greatly, from a high school diploma to a Masters degree. The Council for Standards in Human Services Education (CSHSE) states that focused training on the job skills in greatest need, including communication skills, listening skills, problem solving, critical thinking, and crisis intervention skills) results in better trained employees and less turnover for the hiring agency, and higher pay scale for the worker. (http://cshse.org/documents/DiGiovanni-CSHSE_Legacy.pdf)

(http://www.nationalhumanservices.org/index.php?option=com_content&view=article&id=88:what-is-human-services?&catid=19:site-content&Itemid=89)

According to the U.S. Bureau of Labor Statistics, the job categories of Social and Human Service Assistants are expected grow 11%, which is faster than the average of all occupations. Citing the societal challenges of poverty, substance use, individuals with mental health diagnoses, children and adults with physical and intellectual disabilities, immigrants, former prison inmates, and the ever growing number of baby boomers reaching retirement age and

beyond, these trends contribute to the need for more human service workers to meet the demands of the population. (<http://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>)

O*net Online, a government sponsored site, lists Social and Human Service Assistants in the category of Bright Outlook, which specifies those categories that are expected to grow rapidly between now and 2024, with a projected 100,000 or more job openings. This area will include new and emerging occupations to address society's changing needs. <http://www.onetonline.org/link/summary/21-1093.00>

After researching job titles utilizing the Maryland Department of Labor, Licensing, and Regulation, virtually every title searched under human services will experience growth between now and 2024. Using the broad term of Social and Human Service Assistants, the Baltimore County Workforce Region will experience a growth rate of 19%, which is significant. (<http://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>)

E. Reasonableness of program duplication:

This is the only program of its kind in Maryland, and has a statewide designation.

Justification for the Proposed Program

Students who complete this coursework are qualified to sit for the state Residential Child and Youth Care Practitioner (RCYCP) exam. This certification is required by the State of Maryland to work at residential child care programs licensed by the Department of Health and Human Resources, Department of Juvenile Services or the Department of Health and Mental Hygiene.

This course work was developed in a partnership with community agencies who hire our students, focusing on the knowledge, skills, and abilities necessary to gain certification necessary for employment in this area, and is also a stackable credential, allowing the student to apply the acquired skills directly in the workplace, or folding this coursework toward the AAS degree.

F. Relevance to Historically Black Institutions (HBIs):

Historically, graduates from the two current programs have entered the workforce upon graduation. Many have returned to CCBC to complete stackable workforce credentials, such as another certificate or the AAS degree, followed by transfer to four-year schools for a baccalaureate degree. Graduates will find themselves prepared to enter rigorous four-year academic programs in a variety of fields (Human Services, Psychology, Social Work), and many elect to attend HBIs. We are pursuing agreements with Morgan State University and Coppin State University.

G. Evidence of Principles of Good Practice

Curriculum and Instruction

The At-Risk Youth Practitioner Certificate was developed by CCBC's faculty and was vetted and approved by the College's internal curriculum governance process to ensure that the curriculum is coherent, cohesive, and comparable in academic rigor to programs offered in traditional academic formats. As part of this process, the learning outcomes were examined to ensure they were appropriate given the rigor and breadth of the program. The careful research that is performed in the development of newly approved programs facilitates their internal adoption within CCBC's established planning and resource allocation processes. The program will be overseen by the Department Chair for Behavioral Sciences (includes the disciplines of Psychology and Human Services Counseling, the parent program of this certificate), and four full-time Human Services Counseling faculty members, two of whom hold active clinical licenses in the State of Maryland. The full-time faculty have completed the CCBC mandated training required to develop and teach online courses.

The College uses Blackboard as its Learning Management System (LMS). Within this environment there are numerous tools that provide for appropriate real-time or synchronous communications as well as delayed interaction or asynchronous communications between faculty and students. Faculty who will be teaching online are trained to take best advantage of these technologies in their courses. Faculty members include any assignments for development of new distance education courses in their Annual Professional Summaries as part of the faculty evaluation process.

All levels of academic and instructional technology planning are integrated in the development of new distance education courses and programs. Distance education planning is also coordinated with CCBC's Enrollment and Student Services and Administrative Services divisions to ensure that students have access to academic and physical resources needed to promote student success. Many of the courses in the proposed Human Services Counseling program have already been offered and have benefited from this integrated planning process.

Role and Mission

As part of CCBC's mission, the College is committed to preparing students for career success and strengthening the regional workforce. The At-Risk Youth Practitioner Certificate Program will help to fulfill both of these goals. In addition, as part of CCBC's strategic direction of Teaching and Learning Excellence, the College is committed to using the most technologically appropriate and effective teaching methods and formats available. The effectiveness of current technologies to support the objectives of all academic programs is reviewed on an ongoing basis, as illustrated below, and additional resources are allocated to meet documented needs.

CCBC's Information Technology Services (ITS) has a robust, effective technical help desk and information technology support model for the College. The College routinely evaluates, adopts, and maintains the most current technologies available in support of online and distance learning.

Faculty Support

To promote high-quality instruction, once new distance education courses and programs have been approved, a faculty member must complete CCBC's Online Course Development Institute before developing and teaching a distance education course. Through this professional development, faculty members learn about the pedagogical and technological aspects of teaching online and work with an instructional designer to develop the course shell and materials. The instructional design team reviews the course for compliance with Quality Matters standards before the course is offered in the schedule of classes. Through this review, the faculty member and instructional design team ensure that the design of the course will enable a student to achieve the learning outcomes and that these outcomes are assessed appropriately. Faculty who are teaching online for the first time but not developing the course for online delivery (i.e., teaching an already existing distance education course), complete the professional development opportunity, Teaching Online Course, to become skilled in teaching within this environment. This course is offered online and includes 40 hours of activities.

The Distance Learning Advisory Board (DLAB), comprised of institutional leaders, including a number of faculty who teach online, creates policies for distance education practices and courses. As new policies are approved, they are monitored and assessed as part of the established institutional assessment processes.

The College provides a robust array of support services for faculty teaching in a distance education format. Within ITS, the Instructional Technology Department is led by the Senior Director of Instructional Technology and includes an Online Learning/Instructional Design Group and a Learning Management Systems and Instructional Training Group to provide support to faculty in the design of courses and courseware. The Online Learning/Instructional Design Group is led by a Director and includes three Instructional Designers (two at the senior level). The Learning Management Systems and Instructional Training Group is led by a Director and includes two LMS Administrators, two Technology Trainers, and an Administrator for Digital and Emerging Technologies. Additional support is provided to faculty via a 24/7 Technical Help Desk and an externally hosted LMS, which includes the highest level of technical support available.

To ensure appropriate learning resources are available to students, CCBC offers online tutoring, which is provided by trained tutors. The format for the service is through an asynchronous discussion board using Blackboard. Students self-register for each subject in which they seek tutoring; these subjects then appear on their Blackboard class list. To increase awareness of online tutoring the Student Success Centers (SSC) provide an announcement on Blackboard and provide a brochure during the classroom announcements in the first week of school.

As indicated in the Library section of this proposal, students have access to a useful guide for academic and research support through online Library Guides. One of the College's librarians is featured on this page as a point of contact for students who need assistance.

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Complete*, *PsychInfo* and *Psychology Journals*. The CCBC Libraries' collection is growing in the area of eBooks and currently provides access to numerous relevant eBooks. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

Students and Student Services

The CCBC College Catalog is updated on an annual basis and will contain clear, complete, and timely information on the proposed curriculum, course and degree requirements, nature of faculty/student interaction, and assumptions about technology competence and skills. Within Blackboard, students can access useful information after they have registered for an online course such as Blackboard tutorials and technical requirements, availability of academic support services and 24/7 Help Desk support, and financial aid resources. Costs and payment policies are consistent for classes in online and traditional formats; this information is contained in the College catalog at the following URL:
<http://catalog.ccbcmd.edu/content.php?catoid=26&navoid=1538>.

Distance education students and other learners find support online for advising, registration, financial aid, and library services. Five designated full-time advisors dedicate 2-10 hours of advising time to respond to online student inquiries. General information is provided within 24 to 36 hours. All CCBC students may access online advising while maintaining

confidentiality. Online advising services average 200 students per month. Application and registration processes now occur mostly online.

The financial aid application process, including the counseling component, can be completed online. Financial Aid TV is also available on the CCBC website at the following URL: <http://ccbc.financialaidtv.com/>. Distance education students are eligible for all facets of financial aid offered through CCBC.

CCBC has an extensive array of print and electronic communications to inform the public and other College audiences of the strength of CCBC's mission, the quality of its academic programs, and the diversity of training offerings and support services available. Revisions are made regularly to reflect program, policy, and/or procedural changes and to modify or rebrand the marketing message. As part of providing these communication tools and outreach initiatives for students and the community, several positive outcomes have been achieved. Staff training and the implementation of communication technology have augmented CCBC's efforts to comply with Higher Education Opportunity Act regulations related to misrepresentation. Additionally, a consistent message is provided when working directly with prospective and enrolled students. This same focus on quality would be applied to all advertising, recruiting, and admissions materials prepared for this proposed degree program.

Commitment to Support

CCBC faculty are evaluated annually in three areas—Professional Assignment, College and Community Service, and Scholarship/Professional Growth. It is stipulated that 60-70% of the evaluation must be based on Professional Assignment, and 10-20% must cover Professional Development. Within the category of Professional Assignment, the written faculty evaluation policy recognizes the importance of instructional improvement; and efforts made to convert, develop, or implement classes in online or blended formats are named in the category of instructional improvement. Potential areas of Scholarship/Professional Growth include furthering one's technical education by learning new software and/or technology. In addition, public performances, presentations, and exhibitions that recognize one's area(s) of expertise that involves research and scholarly preparation are also recognized as acceptable means of documenting scholarship and professional growth.

Evaluation and Assessment

Learning Outcomes Assessment (LOA) projects are being developed for individual courses in the proposed program. For instance, students will be required to participate in a LOA so that the results can be assessed, and any deficiencies noted in the analysis can be addressed in the spirit of continuous improvement. This program will be incorporated in CCBC's program

review process that supports CCBC's strategic direction of Student Success and fulfillment of the related institutional goal to measure and assess student outcomes routinely, evaluate multiple measures of student achievement and success, and act upon the results to improve student outcomes.

CCBC's Office of Planning, Research and Evaluation (PRE) maintains information on student retention in academic programs. This data is provided as part of the program review process for analysis and program improvement. To further promote quality in instruction and assess the performance of the faculty member in the online environment, the Distance Learning Advisory Board developed and implemented a student course evaluation instrument for distance education courses. Faculty satisfaction with Distance Education Services and with Instructional Technology is measured through the annual CCBC Employee Survey. Since many of the courses in the Human Services Counseling program are included in other CCBC credit offerings, the program is cost effective by taking advantage of existing College resources.

As part of CCBC's commitment to an evidenced-based approach to the best online teaching practices, the College provides budgetary resources to support Quality Matters (QM), a faculty-centered peer review process designed to certify the quality of online course design. 174 faculty have completed the Applying the QM Rubric workshop and 70 are QM certified peer course reviewers. By faculty applying the QM rubric to existing distance education sections, CCBC can discern that essential course components, including learning objectives, assessments and measurements, resources and materials, learner engagement, and course technology have sufficient academic rigor and serve to enable students to meet the learning expectations and outcomes for the course. Increasing numbers of online courses are being evaluated for Quality Matters' certification. Continuous improvement is promoted through ongoing monitoring of student performance in distance education offerings by CCBC's Planning, Research, and Evaluation staff. The results of this monitoring are shared with appropriate constituencies so that any needed adjustments in curriculum can be made.

Student performance in online courses is also benchmarked against student performance in the same courses offered in a face-to-face format to evaluate differences. Comparisons of student retention/persistence are also made. The Office of Planning, Research, and Evaluation provided success rates for Fall 2015 web courses of 67%, compared to 78% in non-web courses and found that these rates had increased slightly in recent years. Additionally, the withdrawal rate for web courses in Fall 2015 was 5% higher (11%) than for non-web courses (6%). The percentage of students withdrawing from web based courses and traditional courses has declined slightly in the past several years. Data shows that many students who register late for distance education courses do so because classroom sections are full, and students who register late have lower success rates across all modes of instruction.

Assessment and documentation of student achievement will occur as part of CCBC’s program review process. Academic programs, whether they are offered online or in traditional formats, are reviewed on a five-year cycle. Program coordinators must document how student learning outcomes were developed and validate how the outcomes relate to the College’s mission.

H. Adequacy of faculty resources

The faculty for the proposed program will be drawn from the existing Human Services and Chemical Dependency Counseling AAS degree programs, which are also proposed for merger into an integrated Human Services Counseling AAS. Each has an appropriate graduate degree in his or her field of practice. Some of the full-time faculty are assigned to other academic departments, but hold relevant degrees in the Human Services Counseling field and teach courses on an affiliate basis in these programs. While the full- and part-time faculty will share responsibility for teaching core coursework in the program, the individual instructors have areas of specialization addressed within the degree program.

In addition to their work in the classroom, the faculty are actively involved in their respective fields. While some continue to engage in clinical or professional practice, others are active as researchers, advocates, and advisors for programs in their respective fields of study. Our faculty are in high demand as presenters and consultants across the country. Professors Boone, Burney, Kuzsma, and McCadden serve on advisory boards for transfer institutions and workforce advocacy groups.

Table 1 below provides a summary of the full- and part-time faculty currently involved in the proposed program.

TABLE 1: PROGRAM FACULTY			
Full Time Faculty	Academic Rank	Degrees/Credentials	Courses Taught
Lisa Boone	Associate Professor	M.Ed. Education Human Services-Board Certified Practitioner	Core Coursework Human Services AOC
Lester Burney	Associate Professor	MS Human Services Administration Post Masters Certificate Clinical Community Counseling Human Services-Board Certified Practitioner	Core Coursework Human Services AOC
Marilyn Kuzsma	Associate Professor	MA-Counseling Psychology	Core Coursework

		Licensed Clinical Alcohol and Drug Counselor	Behavioral Health Counseling AOC
Theodore McCadden	Associate Professor	D.Ed.-Adult Education Certificate of Advanced Graduate Study-Counseling MA-Health Counseling Licensed Clinical Alcohol and Drug Counselor Internationally Certified Prevention Specialist	Core Coursework Behavioral Health Counseling AOC Adolescent and family therapy specialty
Affiliate Faculty	Academic Rank	Degrees/Credentials	Courses Taught
Kevin Mick	Associate Professor	MS-Counseling	Core Coursework Assigned to Sociology Department
Ann MacLellan	Professor	PhD Education	Elder Care Coursework Assigned to Sociology Department
Jennifer Pemberton	Associate Professor	D.Ed.- Adult Education MS-Counseling Psychology Licensed Clinical Professional Counselor	Core Coursework Assigned to Psychology Department
Adrienne Washington	Instructor	MSW-Social Work	Core Coursework Assigned to Sociology Department
Part Time Faculty	Academic Rank	Degrees/Credentials	Courses Taught
George Carlson	Adjunct	PhD Policy Studies MSW Licensed Clinical Social Worker-Clinical	Core Coursework
Thomas Dolan	Adjunct	Grad. Cert.-Counseling Certified Associate Counselor-Alcohol and Drug	Core Coursework Delivery of Addiction Services
Jennifer Ferra	Adjunct	MSW-Social Work Certified Professional Counselor-Alcohol and Drug Licensed Graduate Social Worker	Core Coursework Adolescent area of specialty
Marguerite Falcon	Adjunct	MSW	Core Coursework

		Licensed Clinical Social Worker-Clinical	
Bruce Ferguson	Adjunct	Licensed Clinical Marriage and Family Therapist	Core Coursework Family Therapy specialty
Stacy Fruhling	Adjunct	MA-Clinical Psychology Licensed Clinical Professional Counselor Licensed Clinical Alcohol and Drug Counselor	Core Coursework
Julia Knach	Adjunct	MS-Applied Psychology, concentration in Forensic Psychology Licensed Clinical Professional Counselor Licensed Clinical Alcohol and Drug Counselor	Core Coursework Youth and adolescent specialty
Renee Murrell	Adjunct	PhD Human Services, Social and Community Services MSW	Core Coursework
Mende Potkay	Adjunct	MSW Licensed Clinical Social Worker-Clinical	Core Coursework
Justin Proctor	Adjunct	MSW-Social Work Licensed Clinical Social Worker	Core Coursework
Mark Wagner	Adjunct	MSW Licensed Clinical Social Worker-Clinical	Core Coursework

Table 2: Full-Time Faculty Assignments

Course Number and Title	FT or Adjunct Faculty Assignments	% FT Instructors
HUSC 106-Understanding and Empowering At-Risk Youth	Boone, Burney, 1 adjunct	66%
HUSC 139-Interviewing and Counseling Techniques	Burney, McCadden, 2 adjuncts	50%
HUSC 140-Life Skills for At-Risk Youth	Boone, Burney, 1 adjunct	66%
PSYC/HUSC 222-Child and Adolescent Psychopathology	McCadden, Pemberton	100%
HUSC 233-Ethics in Human Services Counseling	Boone, McCadden, Pemberton, 1 adjunct	75%
HUSC 250-Crisis Intervention	Boone, Burney, 1 adjunct	66%
HLTH 140 – First Aid, Safety, and CPR	Boone, 1 adjunct	50%
% of sections taught by FT faculty:		67.5%

I. Adequacy of library resources

The current resources are sufficient for the proposed program. As this proposal represents a restructuring of an existing program, the existing resources remain in place. The textbooks for the courses will be on reserve in the campus libraries. Students have access to a useful guide for Human Services Counseling resources by combining the two existing online Library Guides from the two stand-alone programs. One of the College’s librarians is featured on this page as a point of contact for students who need assistance.

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Central*, *PsychInfo*, and *Lexis Nexis Academic*. The CCBC Libraries’ collection is growing in the area of eBooks and currently provides access to numerous eBooks on topics related to Human Services Counseling. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make

library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

J. Adequacy of physical facilities

As a merger of existing programs, this proposal requires no additional physical infrastructure at this time. In the first years of the program, faculty offices will remain the same, and existing classroom resources will continue to suffice. As program enrollment increases, there may be a need in future years to expand our full-time faculty; this need is currently mitigated by use of affiliate faculty from related disciplines.

On CCBC's Dundalk campus, the current Chemical Dependency Counseling program is housed in a state of the art counseling laboratory. This laboratory consists of conjoined classrooms with an observation window/mirror and audiovisual equipment in place to observe and record mock counseling and interviewing sessions with peer "clients". Bug-in-the-ear technology allows for real-time clinical supervision and feedback to enhance the in vivo experience. One-to-one tablet devices provide students with both technology support in the classroom and experience using the industry-specific software that they will use in their places of employment. Finally, the laboratory provides a shared space for students in the program to meet in small study groups, work on collaborative learning projects, and practice their skills. The laboratory also houses the Student Government Association affiliated student organization, and a job posting board.

New program proposals at CCBC are reviewed and approved according to the process developed through college governance, which includes approval by the Curriculum and Instruction Committee and the full College Senate. In addition, this new program 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. A plan for ongoing equipment and facility upgrades and other routine needs has been developed and is in accord with CCBC's strategic plan.

K. Adequacy of financial resources with documentation

The following breakdown of costs is based on in-county tuition rates and having one student complete 21 credits on a part time basis.

Tuition (\$118 per billable hour x 21)	\$2,478.00
General Services Fee	252.00 (\$12 per credit hour)
Registration Fee	110.00 (\$55/semester x 2)
Capital Fee	20.00 (\$10/semester x 2)
Technology Fee	210.00 (\$10 per credit hour)
Activity Fee	63.00 (\$3 per credit hour)
Total	\$3,133.00
Graduation fee	\$ 50.00

All students are eligible for regular CCBC financial aid.

Please see Table 3: Resources and Table 4: Expenditures for additional information regarding financial resources. *Note that Tables assume level tuition and fees across the first five years.

TABLE 3: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	19,824	19,824	29,736	29,736	29,736
a. # F.T. Students	0	0	0	0	0
b. Annual Tuition/ Fee Rate	2,605	2,605	2,605	2,605	2,605
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	8	8	12	12	12
e. Credit Hour Rate	118.00	118.00	118.00	118.00	118.00
f. Annual Credit Hours	21	21	21	21	21
g. Total Part Time Revenue (d x e x f)	19,824	19,824	29,736	29,736	29,736
3. Grants, Contracts, & Other External Sources (Perkins Funding)	15,000	15,000	15,000	20,000	20,000
4. Other Sources					
TOTAL (Add 1-4)	34,824	34,824	44,736	49,736	49,736

Table 4 includes the salary and benefit expenditures. This program will rely entirely upon existing resources.

TABLE 4: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	9,521	9,806	10,101	10,404	10,716
a. # FTE	.1	.1	.1	.12	.12
b. Total Salary	7,712	7,943	8,182	8,427	8,680
c. Total Benefits	1,809	1,863	1,919	1,977	2,036
2. Admin. Staff (b+c below)	0	0	0	0	0
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b+c below)	0	0	0	0	0
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment	0				
5. Library	0				
6. New or Renovated Space	0				
7. Other Expenses	0				
8. TOTAL (Add 1 – 7)	9,521	9,806	10,101	10,404	10,716

TABLE 5: COMPARISON OF RESOURCES AND EXPENDITURES					
	Year 1	Year 2	Year 3	Year 4	Year 5
Net Resources	34,824	34,824	44,736	49,736	49,736
Net Expenditures	9,521	9,806	10,101	10,404	10,716
Total Gain (Loss)	25,303	25,018	34,635	39,332	39,020

L. Adequacy of provisions for evaluation of program

Program outcomes assessment is a primary focus for CCBC. Assessment of student satisfaction occurs in each class on a rolling basis through the Aleamoni Course/Instructor Evaluation

Questionnaire (CIEQ). Assessment of program outcomes occurs as part of CCBC's 5-year Program Review cycle. Program Coordinators must document the connection between student learning outcomes and their relationship to the College mission.

It is noteworthy that CCBC's student learning assessment program received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review.

As a career preparation program, the At-Risk Youth Practitioner Certificate program enjoys two additional review processes. The Program is reviewed annually and guided by an Advisory Board. The Advisory Board is comprised of faculty, student and alumni representatives, internship site supervisors, professionals, and workforce advocates. This group meets annually to review the program outcomes and to provide guidance for future directions of the program. When the Advisory Board met in June 2016, the response to this proposal was overwhelmingly positive, particularly from our advocacy group and their lobbyists in Annapolis.

Finally, our continued success as a program is most readily measured in our internship placement success. The Program has longstanding relationships with internship sites across the state, and we have a long history of success with placement sites. Many of our students are hired by their internship sites upon graduation.

M. Consistency with the State's minority student achievement goals

For FY 2015 CCBC's student demographic figures indicate that 53% of credit students are minorities, and 58% are female. We anticipate that the student population for the Human Services Counseling Program will mirror these trends, thereby promoting minority student access. Traditionally, the two stand-alone programs have attracted a higher than average racial minority population, and a higher percentage of non-traditionally aged students. Similar trends in student completion will help to address the reported gender gap and differences in race/ethnicity in the Human Services Counseling field across the nation.

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 to better appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Training Program (CRT). The CRT Program is a multi-faceted initiative engaging 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, with more than 500 faculty and staff receiving training in this initiative. It is noteworthy that CCBC received the Leah Meyer

Austin Award at the Achieving the Dream Conference in 2015, and the CRT Program was an important component to enable CCBC to improve student achievement and to meet equity goals.

The Human Services Counseling faculty remain at the cutting edge of trends in addressing equity in higher education, engaging in ongoing training and scholarship in social justice education. One of the Program Coordinators has a secondary assignment as the Director of the Community Book Connection, a college wide common reading program that leads faculty, staff, and students across the college in social justice educational initiatives. Several courses in the program use the common reader as a text each semester. This program also leads several college wide professional development initiatives to better equip faculty to address the needs of a diverse student body, including an ongoing faculty discussion group, a workshop series, and an annual faculty equity retreat. In addition, several full-time and affiliate faculty engage in independent scholarship around equity issues, including national- and international-level invited lectures and publications. Two of our program faculty serve as coordinators for a national-level research preconference day of scholarship to address equity issues in higher education, and serve as the co-editors for the conference proceedings.

A primary example of our commitment to equity shows in our new course, Exploring Diversity in the Workplace, which offers practical strategies to broaden the student's worldview around issues of diversity and equity. This course will serve as a program requirement for students in Human Services Counseling, but will also be open to students in other majors.

N. Relationship to low productivity programs identified by the Commission

N/A