

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

Advanced Certificate

Behavioral Health Counseling

Award to be Offered

Title of Proposed Program

521602

51.1501

Suggested HEGIS Code

Suggested CIP Code

Wellness, Behavioral & Social Sciences

Timothy Davis

Department of Proposed Program

Name of Department Head

Ted McCadden

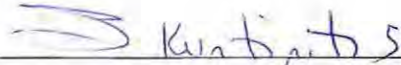
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President/Chief Executive Approval

Signature and Date

11/18/16

Date Endorsed/Approved by Governing Board

Date

Behavioral Health Counselor Advanced Certificate

A. Centrality to institutional mission statement and planning priorities:

The proposed certificate represents a streamlining of the current 35-credit certificate in Chemical Dependency Counseling. The reduction in credits from 35 to 30 has a two-fold justification: (1) to include the coursework most commonly needed by students who enter the Human Services Counseling (HUSC) seeking employment opportunities, and (2) to align with the Certified Supervised Counselor-Alcohol and Drug (CSC-AD) workforce credential with the Board of Professional Counselors and Therapists. Students who complete the Behavioral Health Counselor Advanced Certificate, and who already possess a relevant degree, will be eligible to apply for certification or licensure at a variety of levels. This certificate is primarily geared toward students who already possess degrees in the Human Services Counseling field, and now are seeking to specialize in Behavioral Health Counseling, however, students are also eligible for this certificate independent of a degree.

This certificate represents a stackable workforce credentials; each certificate responds to a unique need in the job market, with this initial certificate paving the student's path toward either earning the AAS degree or entering the job market. This supports contemporary research on 'momentum points' in supporting student retention; students who earn stackable credentials show greater movement toward degree completion.

Research to support this proposal included discussions with statewide stakeholders, including the Maryland Addictions Directors Consortium (representing voices from the workforce and legislative advocacy) and the Maryland Board of Professional Counselors and Therapists. The Maryland Addictions Directors Consortium (MADC), which funds lobbyists in Annapolis and advocates a number of initiatives to support workforce development in Maryland, have offered their support for our proposal. Their position of support is threefold, viewing this proposal as cutting-edge in industry standards, cost-saving for students, and meeting a significant need in increasing the accessibility of the workforce. The Executive Director of the Maryland Addiction Directors Consortium is a current member of the Chemical Dependency Counseling Advisory Board, and one of our Program Coordinators serves on the MADC Statewide Advisory Panel.

The Board of Professional Counselors and Therapists, which credentials our graduates, has not yet identified an integrated behavioral health counseling program in Maryland at any level (graduate or undergraduate). They welcome the opportunity to work with us as we innovate a new program to meet the trends of the field.

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 27 prescribed credits in the Behavioral Health Counselor Advanced Certificate. The additional three credits will be selected from a menu of options as described below:

List of courses

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 141 - Introduction to Psychopharmacology – 3 credits

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

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

HUSC 142 - Counseling Clients with Substance Use Disorders – 3 credits

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

Prerequisites: ESOL 052 and ESOL 053 or ACLT 052 or ACLT 053

HUSC 205 - Group Counseling – 3 credits

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

Prerequisite: HUSC 139

HUSC 210 - Behavioral Health Counseling with Families – 3 credits

Behavioral Health Counseling for Families provides an overview of the theories and techniques applied when working with families in a behavioral health counseling setting, with an emphasis on working with families impacted by substance use and/or mental illness.

Prerequisites: HUSC 139 or consent of the program coordinator

HUSC 224 - Delivery of Addiction Services – 3 credits

Delivery of Addiction Services explores the theories and practical skills necessary for the delivery of addiction treatment services, including the Stages of Change, screening, assessment, treatment planning, and discharge planning.

Prerequisites: HUSC 139 and HUSC 142

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 244 – Counseling Clients with Co-Occurring Disorders provides students with an understanding of the interplay between psychiatric disorders, medical conditions and substance-related disorders. Assessment and counseling strategies used in working with clients impacted by these disorders will also be examined.

Prerequisites: HUSC 141, HUSC 224, PSYC 201

HUSC 246 - Applied Theories of Counseling – 3 credits

Applied Theories of Counseling introduces the major theoretical approaches to counseling, with a focus on the applied skills within each theoretical lens. Students explore both the philosophical and theoretical underpinnings of the major schools of counseling, and their practical application in contemporary counseling settings.

Prerequisites: HUSC 139

And one of the following:

HUSC 263 – Clinical Field Placement in Behavioral Health Counseling-3 credits

Clinical Field Placement in Behavioral Health Counseling supplements the internship experience for students pursuing the Behavioral Health Counseling Area of Concentration in Human Services Counseling. Clinical students will spend an additional 100 hours of supervised experience in the field, with an additional 15 hours of supplemental instruction and 10 hours of clinical supervision. Students may register for this course concurrently with the Internship, but are not required to do so.

Prerequisite: consent of program coordinator

HUSC 273 - Internship in Human Services Counseling – 3 credits

Internship in Human Services Counseling provides an opportunity to gain supervised field experience in an agency setting appropriate to students' career goals. This course serves as a capstone experience for the Human Services Counseling program, and requires 100 hours of supervised field experience, 20 hours of career development activities, and 15 hours of instruction or supervision.

Prerequisite: consent of program coordinator

Certificate Requirements

Behavioral Health Counselor Advanced Certificate — 30 credits

HUSC 139 Interviewing and Counseling Techniques	3 credits
HUSC 141 Introduction to Psychopharmacology	3 credits
HUSC 142 Counseling Clients with Substance Use Disorders	3 credits
HUSC 205 Group Counseling	3 credits
HUSC 210 Behavioral Health Counseling for Families	3 credits
HUSC 224 Delivery of Addiction Services	3 credits
HUSC 233 Ethics in Human Services Counseling	3 credits
HUSC 244 Counseling Clients with Co-Occurring Disorders	3 credits
HUSC 246 Applied Theories of Counseling	3 credits
And one of the following:	
HUSC 263 Clinical Field Experience in HUSC	3 credits
HUSC 273 Internship in Human Services Counseling	3 credits

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

Educational Objectives

Upon completion of the program, students will be able to:

1. utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of behavioral health counseling contexts;
2. assess and document a client's current status and apply basic therapeutic techniques;
3. accurately evaluate the outcome of one's own clinical practice;
4. develop, prioritize, and implement a plan to address a client's presenting problem;

5. conduct themselves professionally and ethically as counselors in culturally-diverse settings; and,
6. 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 or advanced job opportunities in Behavioral Health Counseling, as appropriate the student's degree.

Student Learning Outcomes

In alignment with the National Organization of Human Services (NOHS) outcomes, students who successfully complete the Behavioral Health Counselor Advanced Certificate 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.

Since 1999, state certification has been required for any professional engaging in the practice of psychology or counseling in Maryland. Coursework in the Behavioral Health Counseling Advanced Certificate provides students with the necessary content-specific coursework for credentialing by the Maryland Board of Professional Counselors and Therapists. The specific credential is dependent upon the student's prior academic coursework and degrees.

Students often enter this academic track after earning Bachelors, Masters, and Doctoral degrees and wishing to specialize in Behavioral Health Counseling, as CCBC is one of few schools in Maryland to offer this specialized coursework. As a Statewide Workforce Shortage

program, we derive significant benefit for our students through this merger and expansion to all of the CCBC locations.

In conjunction with this proposal, the faculty are pursuing national accreditation for the program through the National Addiction Studies Accreditation Commission (NASAC). If earned, CCBC would be home to the only nationally-accredited program in Maryland. We will apply for national accreditation during the 2016-17 academic year in conjunction with this proposal.

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 Behavioral Health Counseling fields often attract students who have been consumers of our services. We have 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.

Trends in holistic behavioral healthcare in the past decade have pointed toward a number of necessary changes in the human services system of care. Those changes have begun at the federal and state levels in terms of funding streams and organizational oversight. In Maryland, for example, we have experienced a merger of organizations into a Behavioral Health Administration. Systems of care that had traditionally operated independently are now coming together. With the ever-increasing need to serve more consumers with fewer resources, it is becoming necessary for new professionals in the field to have a wider scope of training. The proposed certificate widens the vision of the Chemical Dependency Counseling Certificate that it replaces to encompass a behavioral health orientation.

Additionally, as the social services system is transforming to meet the Institute for Healthcare Improvement (IHI) Triple Aim (improving overall population health, increasing quality of care, and reducing the per capita cost of care), Maryland will see priorities emerge related to identifying the most costly users of healthcare - individuals with co-occurring

disorders. The many changes spurring transformation will require programs that serve in a fully integrated manner and as such demand a workforce who can meet the needs of the co-occurring population in human services. Every member of the workforce will be expected to serve in a manner which the proposed degree would meet. Funders will likely move to contracting only with those who can offer a full range of services in the not too distant future.

The obdurate few in the field of practice who have resisted change are the academic training programs. To date, no academic program in Maryland has broadened its scope of practice in response to the trends in the field. With this proposed certificate, CCBC places itself at the cutting edge of the field, providing the only fully-integrated behavioral health counseling certificate program in the State.

Statewide Designation

Both the current Chemical Dependency Counseling Degree and Certificate have statewide designation as a Health Workforce Shortage Programs. To better prepare our students for credentialing, we have revised this single certificate into two stackable certificates, Behavioral Health Counselor Trainee and Behavioral Health Counselor Advanced. We request continued statewide designation for both of these certificates.

The current Chemical Dependency Counseling degree program earned statewide designation in 1987, as few programs existed to train addictions counselors in the state of Maryland at that time. While we document the continued significant workforce need in a later section of this proposal (Section D), it is important to note that there is an ever-increasing need for qualified human services counselors to meet the needs of the heroin epidemic in Maryland, as well as emergency department and criminal justice diversion programs. As more high-need users access our systems of care, particularly with the expansion of the Affordable Care Act (ACA) to include behavioral health services, the demand for qualified professionals will continue to rise. We have seen and will continue to see both an increase in new professionals entering the field, and experienced professionals returning for updated training. While overall enrollment at community colleges has declined steadily over the past 2 years, enrollment in the Chemical Dependency Counseling and Human Services programs at CCBC has risen; we have experienced a steady increase in enrollment in the programs since Fall 2015 as the need for industry-specific training has increased. One rationale for this program merger is to support both the increased numbers of students and the specific technical training required for our graduates.

Historically, the programs have served students from all jurisdictions in Maryland; especially students outside the Baltimore metropolitan area. There continues to be a significant shortage of qualified human services counselors in the workforces in southern and western Maryland. As well, we have recently served cohorts of students employed in Cecil County who were in need of specific coursework as a group. Our current program design allows the program to continue to serve students from across the state; out-of-county students currently comprise

42% of our Chemical Dependency Counseling student population, and some students reside out of state. Coursework is available in block scheduling (classes meeting once weekly) to accommodate commuters from across the state, and all of the coursework is available in fully-online or blended learning formats to be readily accessible for all prospective students. Several courses are currently available as weekend offerings, with plans to expand those offerings in the coming semesters.

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.

The Behavioral Health Counselor Advanced certificate is designed to support students with earned degrees (undergraduate or graduate) in Human Services Counseling fields who are pursuing certification or licensure as Alcohol and Drug Counselors. CCBC remains the only school in Maryland to offer all of the required undergraduate, content-specific coursework for all levels of certification and licensure in Maryland. As such, the tuition reduction afforded to students through Statewide designation will allow new and credentialed counselors alike the career mobility required to develop new counselor supervisors in Maryland—a vital component of addressing the workforce shortage of Alcohol and Drug Counselors.

As the only program in Maryland that offers the required content area coursework for all levels of certification and licensure for alcohol and drug counselors, 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. As the behavioral health integration continues to influence training needs in the workforce, training programs will need to be responsive to the challenges faced by future counselors. CCBC stands alone in our integrated lens of Human Services Counseling, particularly in our cross-training of students with a core of coursework before entering the Areas of Concentration, and continue to anticipate the needs of the workforce of the future. 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 our statewide Health Workforce Shortage designation for both the Behavioral Health Counselor Trainee Certificate and the Behavioral Health Counselor Advanced 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.

Specific to the Behavioral Health Counseling field, there continues to be a significant statewide workforce shortage, according to the Workforce Advisory Panel of the Maryland Addiction Directors Consortium. The state is launching more and more initiatives to identify and treat those living with substance use disorders, including Justice Reinvestment. As more individuals are accessing benefits related to the expansion of the Affordable Care Act (ACA) and improvements in enrollment become the norm, Maryland will see the need for behavioral health services grow. Impending efforts surrounding required Emergency Room diversion will also increase the demand for a workforce trained through programs such as this one.

Offering the behavioral health specialty is innovative and desperately called for. Efforts nationwide face challenges in changing the culture in academia with regard to training our professionals to better understand and treat those living with complex behavioral health needs. The current epidemic further highlights the demand for such a degree.

Graduates of the Behavioral Health Counselor Advanced Certificate Program meet the academic training requirements for credentialing by the Maryland Board of Professional Counselors and Therapists. Given the current epidemic, particularly of heroin abuse and overdose in central Maryland, credentialed counselors are in high demand, and there continues to be a statewide workforce shortage of credentialed counselors. As CCBC expands our program to meet the needs of the heroin crisis in Maryland, more certifiable counselors can enter the workforce. A cursory survey of state and local government employment postings for counselors credentialed at this level indicates an approximate starting salary range of \$14.57-\$35.81 hourly, dependent upon the student's prior degrees <https://www.jobaps.com/md/> <https://www.baltimorecountymd.gov/Agencies/humanresources/classification4000/>

This proposed program is supported by the Maryland Addiction Disorders Consortium (MADC), a workforce advocacy council with more than 50 provider members. CCBC's unique partnership with MADDC provides students with job placement information and resources across the state.

E. Reasonableness of program duplication:

While a number of community colleges offer degrees in related fields, none to date have offered a certificate program to align with the Counselor Trainee status from the Maryland Board of Professional Counselors and Therapists. Further, none have fully integrated their scope to include the vast array of Behavioral Health practices. Given these innovations, with our continued attention to the dire need for skilled and credentialed counselors for entry-level and supervisory positions, we continue to respond to the statewide Workforce Shortage.

Justification for the Proposed Program

This program is a viable alternative for students who already hold a Bachelor's, Master's or Doctoral degree and are seeking the educational background to qualify for specialized jobs in the Human Services Counseling field, such as individuals with degrees in Psychology and Human Services who want to certify or license as Behavioral Health Counselors. CCBC is poised to provide a quality educational program at a very cost-effective price for interested students. We anticipate that students will already have some of the required course work completed from their Bachelor's degree program; and where it is feasible, CCBC can provide reverse transfer options for these students to fulfill their program requirements. This initiative will also address a documented workforce development need, based on the shortage of qualified Alcohol and Drug Counselors in Baltimore County and the surrounding region. We will continue to meet the Statewide Workforce Shortage need and work to place students in employment across the region.

F. Relevance to Historically Black Institutions (HBIs):

Since the integrated Behavioral Health Counselor Advanced Certificate is unique in the State of Maryland, it should not have any negative impact on the implementation or maintenance of high-demand programs at HBIs or the uniqueness and institutional identities and missions of HBIs. On a positive note, students who graduate from HBIs with degrees in Human Services, Psychology, or a related discipline and want to pursue a career in Behavioral Health Counseling will have an affordable alternative in order to acquire the academic background needed to pursue employment in this in-demand field.

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 graduate schools for a Master's degree. Graduates will find themselves prepared to enter rigorous four-year or graduate academic programs in a variety of fields (Human Services, Psychology, Social Work), and many elect to attend HBIs. We and are pursuing agreements with Morgan State University and Coppin State University.

G. Evidence of Principles of Good Practice

Curriculum and Instruction

The Behavioral Health Counselor Advanced 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 Behavioral Health Counselor Advanced 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 and include allied health, biology (all levels), chemistry (all levels), math (all levels), physics, and psychology. Online tutoring for other subjects, such as accounting, economics, and philosophy, may be available upon request. 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 an 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 proposed 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 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. To date, 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.

Faculty who teach in the Chemical Dependency Counseling program have historically been required to maintain clinical licenses or certification relevant to the coursework that they teach. This is especially true of those who oversee clinical internship students, as the Board of Professional Counselors requires that clinical interns receive supervision from an individual credentialed to provide clinical supervision.

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 Licensed Clinical Alcohol and Drug Counselor	Core Coursework Behavioral Health Counseling AOC
Theodore McCadden	Associate Professor	D.Ed.-Adult Education	Core Coursework

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

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 139-Interviewing and Counseling Techniques	Burney, McCadden, 2 adjuncts	50%
HUSC 141-Introduction to Psychopharmacology	Kuzsma, McCadden, Mick, 1 adjunct	75%
HUSC 142-Counseling Clients with Substance Use Disorders	Kuzsma, McCadden, Mick, 1 adjunct	75%
HUSC 205-Group Counseling	Boone, Burney, Kuzsma	100%
HUSC 210-Behavioral Health Counseling with Families	McCadden, 2 adjuncts	50%
HUSC 224-Delivery of Addiction Services	McCadden, 1 Adjunct	50%
HUSC 233-Ethics in Human Services Counseling	Boone, McCadden, Pemberton, 1 adjunct	75%
HUSC 244-Counseling Clients with Co-Occurring Disorders	McCadden	100%
HUSC 246-Applied Theories of Counseling	McCadden, 1 adjunct	50%
HUSC 263-Clinical Field Placement	Kuzsma	100%
HUSC 273-Internship	Boone, Burney, Kuzsma	100%
% of sections taught by FT faculty:		75%

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 18 credits on a part time basis.

Tuition (\$118 per billable hour x 18)	\$2,124.00
General Services Fee	216.00 (\$12 per credit hour)
Registration Fee	110.00 (\$55/semester x 2)
Capital Fee	20.00 (\$10/semester x 2)
Technology Fee	180.00 (\$10 per credit hour)
Activity Fee	54.00 (\$3 per credit hour)
Total	\$2,605.00

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)	53,100	53,100	53,100	70,800	70,800
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	15	15	15	20	20
e. Credit Hour Rate	118.00	118.00	118.00	118.00	118.00
f. Annual Credit Hours	30	30	30	30	30
g. Total Part Time Revenue (d x e x f)	53,100	53,100	53,100	70,800	70,800
3. Grants, Contracts, & Other External Sources (Perkins Funding)	0	0	0	0	0
4. Other Sources					
TOTAL (Add 1-4)	53,100	53,100	53,100	70,800	70,800

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)	19,041	19,613	20,200	20,806	21,430
a. # FTE	.2	.2	.2	.2	.2
b. Total Salary	15,424	15,887	16,363	16,854	17,359
c. Total Benefits	3,617	3,726	3,837	3,952	4,071
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)	19,041	19,613	20,200	20,806	21,430

TABLE 5: COMPARISON OF RESOURCES AND EXPENDITURES					
	Year 1	Year 2	Year 3	Year 4	Year 5
Net Resources	53,100	53,100	53,100	70,800	70,800
Net Expenditures	19,041	19,613	20,200	20,806	21,430
Total Gain (Loss)	34,059	33,487	32,900	49,994	49,370

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 Behavioral Health Counselor Advanced 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